Preparation All Students to be Career- and College-Ready

Summer Institute 2018
School District of Philadelphia
August 15-16

A Division of ISA Institute for Student Achievement
The ISA Model

ISA’s evidence-based model is framed by seven research-based principles that lead to improved student achievement and significantly increased high school graduation and college-going rates.

College Prep Teaching & Learning

**College-preparatory instructional program** provides all students with a rigorous, inquiry-based curriculum and instruction aligned with your state standards and teacher effectiveness framework.

**Extended day/extended year** provide additional opportunities for student enrichment, remediation and external learning experiences.

**Continuous professional development** ensures a collaborative learning community in which teachers and school leaders participate in individual and team job-embedded coaching, workshops and institutes.

Building Relationships & Personalization

**Distributed counseling** leverages trusting adult/student relationships to increase student and school achievement and accountability and provide a safety net of care and support.

**Dedicated team of teachers and counselors** provides a consistent, four-year support network.

**Parent involvement** is structured so that the school is in partnership with families to support post-secondary education and achieve student success.

Continuous Improvement

**Continuous organizational improvement** focuses on the use of multiple sources of data to monitor program implementation and student progress and performance outcomes.
General Institute Information

**Summer Institute Etiquette**
Be considerate of other participants by turning cell phones off or setting them to vibrate during sessions. Arrive on time and stay for the entire session. Take all your belongings with you at the end of each session and dispose of any materials you no longer need.

**Meals**
Your Summer Institute experience includes breakfast (beginning at 7:45 a.m.), lunch each day, and a reception on Wednesday, August 15, 2018, at 3:00 p.m. at the Versailles Room. Refreshments will be provided on all days during morning and afternoon breaks.

**Parking**
Complimentary parking is available in the main lot, just down the hill from the hotel entrance. You’ll need to pick up a “chaser ticket” to insert following the white ticket you received when you entered the lot. Valet parking is not provided except to those individuals driving cars with handicap-designated plates or placards.
Welcome

Welcome to the ISA 2018 Summer Institute, which brings together school leaders, teachers, coaches and counselors from the School District of Philadelphia high schools. Some special guests and coaches from other ISA districts will collaborate with us and make new connections with one another during this professional learning event. The Summer Institute theme, Preparing All Students to be Career- and College- Ready, will be the focus of virtually every session.

Our keynote speaker, Dr. Ebony Green, will set the tone with a talk entitled, “Mindset and Its Impact on Student Achievement: Teaching and Leading Through the Equity Lens.” Dr. Green comes to us from Newburgh, N.Y., where she serves as the district’s first Executive Director of Equity and Access. In addition to her work in Newburgh, Dr. Green is nationally recognized as a leader in the field of equity and selected by the Southern Education Foundation to be a part of the Racial Equity Leadership Network to develop sustainable district structures that will shape the ways in which children receive an equitable educational experience.

The nuances of what changing mindsets from an equity perspective in practice as it relates to preparing students to be career- and- college ready are pursued in a variety of ways in the breakout sessions. The common thread is putting students — their strengths, their needs, their backgrounds, their ideas — at the center of every instructional choice. ISA thematic sessions include mathematical thinking across the curriculum, the team meeting process, the use of advisory in preparing students for life after graduation, parent engagement conversations- activities focused on career-and-college readiness, initiatives toward college attendance, and developing strong 21st-century Career Technical Education (CTE) programs that prepare students for careers of the future. ISA content coaches will facilitate sessions that will explore strategies for making sure that students’ thinking and viewpoints are “center stage” in instruction from an inquiry-based perspective. New this year, there will be a principal strand of sessions that will feature ISA’s seven research-based principles and how to incorporate them across the curriculum and the organization. Additionally, there will be plenty of time for us to evaluate successes and lessons learned as we work together on our priorities for the upcoming school year. Also, ISA schools will have the opportunity to present successful school-based instructional practices or activities that made an impressive impact on student agency.

Together, building on the existing expertise and many successes of ISA school faculties, we will create new knowledge and instructional skills that are rooted in ISA’s seven research-based principles. We all know that students in the 21st century will need to be able to navigate, prepare and persist in a global society that requires everyone to be ready not only for postsecondary education but also to continually upgrade knowledge and skills throughout their careers and adult life. ISA’s goal is to increase the number of students who graduate career-and college-ready.

ISA would like to thank the principals, teachers and coaches who have assisted in planning this year’s Summer Institute. The Summer Institute promises to be an exciting and inspiring experience with a variety of opportunities to share and acquire new expertise and shape plans for the next school year.

We are excited to be collaborating with you. I believe, as I know you do, that all students deserve excellent and equitable schools. I am very proud to be part of the Philadelphia team striving to make that vision a reality.

With warmest regards,

Stephanie Wood-Garnett, Ed.D.
President, ISA
Keynote Speaker

Dr. Ebony Green
Executive Director of Equity and Access,
Newburgh Enlarged City School District

Dr. Ebony I. Green is a pioneer in creating systemic equitable outcomes for underrepresented students, namely children of color, at risk and/or transgendered. Dr. Green was tasked in early 2017, to lead the Department of Equity and Access which oversees both the equity as well as the social and emotional needs of the 11,000 students enrolled in the Newburgh Enlarged City School District. As the district’s first Executive Director of Equity and Access, she was instrumental in developing an Equity Report Card and Fair Student Funding Formula which provided a baseline and leveraged resources to support the needs of students who have systemically been marginalized within the school district and greater society.

In addition to her work in Newburgh, Dr. Green is the Chief Executive Officer of Cornerstone Equity Consultants, where she serves to enact global change in the practices and policies that impact underrepresented children all over the world. To that end, she was nationally recognized as a leader in the field of equity and selected by the Southern Education Foundation to be a part of the Racial Equity Leadership Network to develop sustainable district structures that will shape the ways in which children receive an equitable educational experience. Additionally, she was selected to serve on Kerner Commission 50th Anniversary: Education and the Path to One Nation, Indivisible panel in Washington, D.C., to discuss practical application of equity within her school district and its implications for student outcomes for underrepresented youth. She has authored numerous blogs relating to equity as a pillar of civil rights and how integrating equity within complex organizations must be in the forefront of impacting global change in education.

Maintaining a firm commitment to teach and train the next generation of leaders, Dr. Green has taught as an adjunct professor at Mercy College, Pace University, and is currently serving at Bank Street College in New York City, where she has developed a graduate course to specifically examine the role of equity through the lens of racial, gender and intellectual identity.

Dr. Green, a teacher, principal, district leader and now nationally recognized champion for equity, stands firm in her conviction even in the face of adversity to ensure that all children have a fighting chance to receive an equitable education.
<table>
<thead>
<tr>
<th>Time</th>
<th>Session</th>
<th>Facilitators</th>
<th>Location</th>
</tr>
</thead>
<tbody>
<tr>
<td>7:45–8:30 a.m.</td>
<td>Registration and Full Breakfast Buffet</td>
<td>Seating in School Teams</td>
<td>Versailles</td>
</tr>
<tr>
<td>8:30–9:10 a.m.</td>
<td>Welcome and Introductions</td>
<td>Dr. Stephanie Wood-Garnett</td>
<td>Renaissance</td>
</tr>
<tr>
<td></td>
<td><strong>Mindset and Its Impact on Student Achievement:</strong> Teaching and Leading</td>
<td>Dr. Ebony Green</td>
<td>Renaissance</td>
</tr>
<tr>
<td></td>
<td><strong>Through the Equity Lens</strong></td>
<td><strong>Keynote Speaker</strong></td>
<td></td>
</tr>
<tr>
<td>9:55–10:10 a.m.</td>
<td>Break</td>
<td></td>
<td></td>
</tr>
<tr>
<td>10:10–11:10 a.m.</td>
<td><strong>New ISA School Orientation For Penn Treaty &amp; Benjamin Franklin</strong></td>
<td>Stephanie Wood-Garnett</td>
<td>Renaissance</td>
</tr>
<tr>
<td></td>
<td><strong>Complicating Texts: An Antidote for Fake Reading and Writer’s Block</strong></td>
<td>Carlton Jordan</td>
<td>Gladwyne</td>
</tr>
<tr>
<td></td>
<td><strong>Developing Strong 21st Century Career Technical Education (CTE) Programs</strong></td>
<td>Ray Warmsley &amp; Steve Duch, CTE Coaches</td>
<td>Bryn Mawr</td>
</tr>
<tr>
<td></td>
<td><strong>Leadership Strand for Principals Continuous Organizational Improvement</strong></td>
<td>Dr. Marvin Pryor</td>
<td>Haverford</td>
</tr>
<tr>
<td>11:10–11:25 a.m.</td>
<td>Break</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
### Wednesday, August 15, 2018 (continued)

<table>
<thead>
<tr>
<th>Time</th>
<th>Session</th>
<th>Facilitators</th>
<th>Location</th>
</tr>
</thead>
<tbody>
<tr>
<td>11:25 a.m.–12:30 p.m.</td>
<td>Developing Strong 21\textsuperscript{st} Century Career Technical Education (CTE) Programs</td>
<td>Ray Warmsley &amp; Stephen Duch  \textit{CTE Coaches}</td>
<td>Bryn Mawr</td>
</tr>
<tr>
<td></td>
<td><strong>Leadership Strand for Principals</strong>  \textit{ISA End of the Year Progress Review Process}</td>
<td>Carlton Jordan \textit{Leadership Coach}</td>
<td>Gladwyne</td>
</tr>
<tr>
<td></td>
<td>Conducting School-Based Grade/Content Level Meetings</td>
<td>Dr. Wachera Brown \textit{Principal, Innovation High School, Jersey City, N.J.} \textit{and Leadership Team: Nicole Morrow, Monique Bullock and Maritza Ramirez}</td>
<td>Villanova</td>
</tr>
<tr>
<td></td>
<td>Promoting Cultural Relevancy</td>
<td>Dr. Ebony Green \textit{Keynote Speaker}</td>
<td>Renaissance</td>
</tr>
<tr>
<td></td>
<td>Engaging Parents and Community in Conversations about Career and College Readiness</td>
<td>Dr. Marvin Pryor \textit{Leadership Coach}</td>
<td>Haverford</td>
</tr>
<tr>
<td>12:30 p.m.–1:30 p.m.</td>
<td><strong>Lunch</strong>  \textit{Seating in School Teams}</td>
<td></td>
<td>Versailles</td>
</tr>
</tbody>
</table>
### Wednesday, August 15, 2018 (continued)

<table>
<thead>
<tr>
<th>Time</th>
<th>Session</th>
<th>Facilitators</th>
<th>Location</th>
</tr>
</thead>
</table>
| 1:30–3:00 p.m.| **Using Inquiry-based Instructional Practices to Facilitate a Rigorous Learning Experience for Students in Core Content Areas:** Using District Scope and Sequence or State Standards Materials | **Leadership Strand for Principals**  
  Advisory  
  Sheila Breslaw and Rob Menken  
  ISA Leadership Coaches          | Haverford               |
|               | **English Language Arts**                                               | Carlton Jordan  
  ISA Leadership & ELA Coach  
  Melissa Donner & Margo Ackerman  
  ELA Coaches             | Gladwyne              |
|               | **Mathematics**                                                          | Nate Dilworth  
  ISA Senior Math Specialist  
  Alwina Green, Winnie Peterson, & Sharon Cohen  
  Math Coaches | Renaissance |
|               | **Social Studies**                                                       | Dana Rapoport  
  Social Studies Coach  
  Steve Stoll  
  Leadership Coach  
  Janet Price  
  ISA Sr. Director of Programs | Villanova |
|               | **Science**                                                              | Deborah Smithey  
  Mariam Naraine-Zebrowski  
  Sabriya Dempsey  
  Science Coaches  | Bryn Mawr |
| 3–3:30 p.m.   | **Reception**                                                            |                                                                                                  | Versailles |
### Thursday, August 16, 2018

<table>
<thead>
<tr>
<th>Time</th>
<th>Session</th>
<th>Facilitators</th>
<th>Location</th>
</tr>
</thead>
<tbody>
<tr>
<td>7:45–8:30 a.m.</td>
<td><strong>Full Breakfast Buffet</strong>&lt;br&gt;Seating in School Teams</td>
<td></td>
<td>Versailles</td>
</tr>
<tr>
<td>8:30–9:15 a.m.</td>
<td>Complicating Texts: An Antidote for Fake Reading and Writer’s Block</td>
<td>Carlton Jordan&lt;br&gt;ELA &amp; Leadership Coach</td>
<td>Gladwyne</td>
</tr>
<tr>
<td></td>
<td>Creating a Growth Mindset in the Science Classroom</td>
<td>Mariam Naraine-Zebrowski&lt;br&gt;Science Coach</td>
<td>Bryn Mawr</td>
</tr>
<tr>
<td>9:15–9:30 a.m.</td>
<td><strong>Break</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>9:30–11:45 a.m.</td>
<td>All school presentation highlights will be held in the same room location.&lt;br&gt;There will be three individual school presentations.</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>First Presentation:</strong> Parent and Community Engagement: Our Journey Together</td>
<td>Yvette Jackson, Principal Leadership and Support Team</td>
<td>Renaissance</td>
</tr>
<tr>
<td></td>
<td><strong>Second Presentation:</strong> Embedding Inquiry In Our School</td>
<td>Nimet Eren, Principal and Faculty</td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>Third Presentation:</strong> ESOL Portfolio Event</td>
<td>Lillian Izzard, Principal and ESOL Team</td>
<td></td>
</tr>
<tr>
<td>11:45 a.m.–Noon</td>
<td><strong>Break</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Noon–1 p.m.</td>
<td><strong>School Team Working Lunch</strong></td>
<td></td>
<td>Versailles</td>
</tr>
</tbody>
</table>
Thursday, August 16, 2018 (continued)

<table>
<thead>
<tr>
<th>Time</th>
<th>Session</th>
<th>Facilitators</th>
<th>Location</th>
</tr>
</thead>
<tbody>
<tr>
<td>1–2:30 p.m.</td>
<td>Individual School Team Meetings</td>
<td>Ben Franklin High School</td>
<td>Villanova</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Fels High School</td>
<td>Haverford</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Kensington High School</td>
<td>Grand Salon</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Penn Treaty High School</td>
<td>Gladwyne</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Overbrook High School</td>
<td>Bryn Mawr</td>
</tr>
<tr>
<td>2:30-3:00pm</td>
<td>Summer Institute Wrap-Up</td>
<td>School Teams</td>
<td>Renaissance</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Stephanie Wood-Garnett, ISA President</td>
<td></td>
</tr>
</tbody>
</table>

Session Descriptions

**ISA New School Orientation**
**Facilitator:** Dr. Stephanie Wood-Garnett and Janet Price
This session is for Penn Treaty and Ben Franklin HS attendees only.

**Principal Leadership Strand: Continuous Improvement**
**Facilitator:** Dr. Marvin Pryor
Continuous improvement in ISA schools encompasses the successes and challenges the school experiences in implementing a college-ready, academically rigorous, and personalized school grounded in the ISA model. There is no fixed or predetermined end point. Gains emerge as the school progresses over time. This session will discuss and analyze the kinds of changes that occur in the school environment and classroom that evidences that the school is continuously improving with the ISA model.

**Principal Leadership Strand: Advisory**
**Facilitators:** Shelia Breslaw and Rob Menken
Advisory serves to change the tone of a school, to allow students to have a voice, to help teachers see that student voice has only positive effects on classroom dynamics. In this workshop, we will share our experiences building our respective advisories. We will look at how advisory structures can vary. We will clarify the purposes for advisory and how to best create buy in by staff. Additionally, we will talk about how advisory classrooms can serve as a safe place for teachers to develop and practice inquiry strategies.
Principal Leadership Strand: ISA End of the Year Progress Review
Facilitator: Carlton Jordan
It is critical that the principal and staff reflect deeply on the school year and take stock of the successes and challenges the school experienced in implementing a college-ready, academically rigorous, and personalized school framed by the ISA model. The ISA End of Year Progress Review provides the principal and staff with an opportunity for this reflection and the subsequent discussion on next steps in the school’s development. Specifically, the purpose of the inventory is to help the school identify, document and sustain the school’s accomplishments in implementing the ISA model and to identify and make plans to strengthen and develop those areas that need work. Research and evaluation studies have shown that when there is high implementation fidelity to a successful model, schools are far more likely to achieve the intended student performance outcomes.

Mindset and Its Impact on Student Achievement: Teaching and Leading through the Equity Lens
Facilitator: Dr. Ebony Green
This discussion will focus on culturally responsive teaching and learning which takes into consideration all the learners in the classroom. Through the lens of equity and cultural relevance we will explore mindset and its’ impact on potential, expectations and ultimately student outcomes.

Promoting Cultural Relevancy
Facilitator: Dr. Ebony Green
This discussion will focus on culturally responsive teaching and learning which takes into consideration all the learners in the classroom toward increasing the probability that the learner will see why and how learning is relevant to his /her life. Through the lens of equity, self-efficacy, and cultural relevance we will explore the following concepts: self-Identity, self-image, self-esteem, self-respect, and self-actualization. Additionally, we will seek to explore the following: expanded definition cultural relevancy, what does cultural relevancy look like in practice and connect student agency and putting students into the driver seat (equity of voice).

CTE Exploration
Facilitators: Ray Warmsley and Steve Duch
This workshop will focus on the benefits of developing strong Career Technical Education (CTE) programs, for students, parents and teachers, within the framework of a rigorous 9-12 academic program. The workshop will review current trends and benefits of CTE programs, dispel myths as well as focus on strategies to identify which type of CTE program is best suited for your school community and the process needed to make it happen.

Conducting School-Based Grade/Content Level Meetings
How does a high school prepare its students for success in the classroom? The Innovation team will discuss how they use the team meeting process to effectively plan, distribute leadership, plan and implementation of professional learning, and cross-team planning of instructional themes. The team will also discuss how they share inquiry-based instructional strategies during this dedicated planning time in the school schedule.

Complicating Texts: An Antidote for Fake Reading and Writer’s Block
Facilitator: Carlton Jordan
In this interactive session, ELA teachers will explore the concept of fake reading and one viable reason it is so prevalent in our schools. They will learn how to complicate texts, a process of filling in gaps which occur in stories that marginalize characters of color by layering the central texts with short works to facilitate comprehension and provide a more complete picture of the character and/or conflict through rereading, small group discussion and writing. Participants will identify a work they will most likely teach in the coming year,
deconstruct that work to identify gaps that promote fake reading and disinterest, and complicate the text in a way that tells a more complete story and pulls students into the reading, speaking and writing in an inquiry-based classroom.

**Engaging Parents and Community: Conversations about Career- and College-Readiness**  
**Facilitator:** Dr. Marvin Pryor  
Studies have shown that communicating, educating and engaging parents and community in student’s college and career aspirations yield positive student outcomes. This session will discuss strategies on how to intentionally engage parents and community in the college and career exploration process.

**Overbrook HS Presentation Highlight: Parent and Community Engagement: Our Journey Together**  
**Facilitators:** Yvette Jackson, Principal and Leadership Team  
Leadership team will discuss the challenges and successes of engaging the parent and community. Examples of how the engagement occurs will be discussed.

**Kensington HS Presentation Highlight: Embedding Inquiry in Our School**  
**Facilitators:** Nimet Eren and Faculty  
Teachers will discuss their journey in embedding inquiry strategies into their classroom instruction and the culture of the school. The KHSA teachers will also discuss how they implemented capstone projects in every grade for the first time this past year. Capstone projects are similar to senior projects and they are designed to scaffold research, writing and presentation skills over the course of four years.

**Fels HS Presentation Highlight: ESOL Portfolio Event**  
**Facilitators:** Lillian Izzard, Ms. Brown and ESOL team  
ESOL instruction at Fels prepares students to be college and career ready by developing proficiency in the English Language while respecting cultural heritage and native languages. The portfolio event, one of various activities, demonstrates and showcases for all stakeholders the school’s commitment to educating all students. ESOL department will discuss the activity and how they engaged and partnered with the school community to make it a success.

**Individual School Team Meetings**  
During this session, each school will be charged with aligning their 2018-2019 school action plan with ISA’s seven evidence-based principles. School administration and ISA leadership coaches will work together to support school staff in building and developing their final product. School will also be responsible for presenting this alignment on a flip-chart poster at the Summer Institute wrap up.

**Summer Institute Wrap Up**  
Each school will give a 5-minute presentation of their alignment/crosswalk with their school plan and the ISA seven research-based principles.
Facilitator Biographies

Margo Ackerman
Margo Ackerman’s commitment to excellence in public urban education has spanned 37 years and two cities. She’s served as the Coordinator of Curriculum and Instruction at Aspira, Inc.; she relocated to New Orleans where she worked to build the post-Katrina, state-run Recovery School District; and she served first as the Coordinator of Master Teacher Coaches and Network. Additionally, she created and served as the director of the TFA Mentor Program for first year teachers at the University of Pennsylvania. This, following three years of service to Mastery Charter Schools as an assistant principal in charge of instruction. Margo has also spent her career mentoring other teachers through the Philadelphia School District, the Philadelphia Writing Project and Aspira Schools.

Sheila Breslaw
Sheila Breslaw has been a school coach since 2007. She was an English teacher, reading teacher and the founding and co-principal of New York City Lab School for Collaborative Studies, where she served for 20 years. Breslaw also worked with new and upcoming principals during her time with the Office of New Schools in New York City’s Department of Education. Breslaw’s areas of expertise include school leadership, and English language arts curriculum and pedagogy.

Monique Bullock
With over 15 years of experience as a special education teacher, Monique Bullock has developed a desire to provide all students with an excellent education. Bullock is a Special Education Inclusion Teacher with the Jersey City Public Schools. She is also the Department Chairperson for Special Education at Innovation High School. Her role and responsibilities allow her to provide co-teachers and colleagues with support with strategies that improves planning and delivery of instruction, curriculum, and assessment to increase student engagement and achievement, as well as providing strategies for supporting behavioral challenges within the classroom.

Wachera Brown
Dr. Wachera Ragland-Brown is the Principal of Innovation High School in Jersey City, N.J. Brown previously served as the Vice Principal for the STEM Academy and Grade 11 students at Perth Amboy High School in Perth Amboy, N.J. She has used her more than 20 years of administrative and teaching experience to develop programs and school culture focused around student achievement. She works primarily in STEM education, where her greatest strengths include curriculum development, test design and data analysis. She has served on committees at the state and district levels on initiatives such as Race to the Top. She was also a member of the Florida Teacher Certification Examinations review group for biology. She holds a bachelor’s and a master’s degree in biology from Florida State University, and a doctorate degree in Educational Leadership from Clark Atlanta University.
Sharon Cohen
Sharon Cohen was a secondary math teacher for the School District of Philadelphia for 37 years, teaching all levels of math from pre-algebra to AP® Calculus BC. During her tenure in Philadelphia, Cohen was also the Math Department Chair, a new teacher mentor, a facilitator for different math programs, and a supervisor of a small learning community. Since then, she has worked as a new teacher mentor for the Philadelphia Region Noyce Partnership and is currently an adjunct professor at Moore College and the Community College of Philadelphia. She has been the ISA math content coach since 2017 at Kensington Health Science Academy. Her love is helping math teachers bring inquiry and discovery into the classroom.

Sabriya Dempsey
Sabriya Dempsey joined ISA as a science coach in Philadelphia in 2017 after working in the Philadelphia School District and D.C. Public Schools. Dempsey has served as a science teacher, department chair and science curriculum content specialist in Philadelphia. She served in the Kingdom of Saudi Arabia at an international school focusing on providing professional development for high school staff. She also served as a Master Educator in DCPS supporting mathematics, science and CTE instruction. She is passionate about connecting teachers and students to real-life science experiences, creating engaging classrooms focused on meaningful discussions and coaching teachers to support their growth.

Nathan Dilworth
Since 2010, Nathan Dilworth has worked with math teachers in ISA schools to create intellectually engaging math curriculum. Dilworth assists math departments in curriculum development, math teachers with lesson planning and works with students in classrooms to create a team of people engaged in math. Prior to joining ISA, Dilworth taught math in the New York City Public School System. As the Head of Department in a small school in the South Bronx, Dilworth used his love of math and background in engineering to bring math to life for his students. Dilworth holds a B.S. in Electrical Engineering and an M.A. in Secondary Math Education.

Melissa Donner
Melissa Donner joined ISA as an ELA coach in Philadelphia in 2017 after teaching for over ten years. Grounded in her own experience as a student, Donner has always found the most satisfaction and success teaching with challenging questions, collaborative projects and ample writing. While head of a high school English department, she steered teachers towards an inquiry-based curriculum through backwards design unit planning and reflective practices. She also founded and coached a slam poetry team that participated in an interschool league. As a teacher and coach, she enjoys helping students and teachers find their voices and foster their strengths.
Steve Duch
Steve Duch is a leadership coach with the Institute for Student Achievement, working specifically in Career and Technical Education. Duch assists schools with strategic planning, course development and program design. Prior to this, Steve was Principal of Hillcrest High School as well as an assistant principal and teacher within the New York City Department of Education.

Nimet Eren
Nimet Eren began her teaching career in 2007 at Olney High School. There, Eren taught English for eight years and also served as the English Department Chair, while sponsoring the Newspaper Club, Reading Club and National Honor Society. In 2015, she served as a principal intern at the Workshop School before becoming the Assistant Principal of Kensington Health Science High School in 2016. In 2017, she became the Principal.

Alwina Green
Alwina Green retired from teaching in 2013, after almost 30 years with the Camden City School District and the School District of Philadelphia. Green retired from the high school she graduated from, almost 50 years prior. It was there that she fell in love with mathematics and decided to become a teacher. Throughout her career as a math teacher, she worked in several supporting roles but she most enjoyed teaching high school students and sharing my expertise with colleagues through professional development.

Carlton Jordan
Carlton P. Jordan Jr. Carlton is an independent national consultant, currently consulting with ISA as a content and school leadership coach. He consulted for the school quality review organization, SchoolWorks, serving as a report writer and team leader across the nation. A former senior associate with The Education Trust, he works nationally helping schools understand and implement effective literacy strategies. He has served as a coach for urban teachers in New York City, Philadelphia, Lancaster, Los Angeles, Portland and Washington DC. Prior to joining the Trust in August 1998, Carlton taught middle and high school English language arts in Montclair, NJ. He was a key member of a team that created a de-tracked middle school in Montclair called Renaissance and an untracked ninth-grade English language arts course called World Literature. Before teaching in Montclair, Carlton was an adjunct lecturer at the State University of New York at Albany in the Africana Studies Department and a writing instructor for the EOP Department.
Lillian Izzard
Lillian Izzard is the Principal at Samuel Fels High School. Izzard has been married for 29 years, has a son, daughter, and two beautiful granddaughters. She has worked for the School District of Philadelphia since October 1989. She has been an office specialist, program coordinator, Title I liaison, elementary school teacher, dean and assistant principal. Lillian states that “she is excited to continue to impact change at Samuel Fels High School, and support students through their high school learning process.”

Rob Menken
Rob Menken taught social studies and English, and he served as Principal and founding co-Director of New York City Lab School for Collaborative Studies. Menken’s 18+ years of experience provided him ample opportunity to develop skills in the areas of leadership capacity, collaborative teaming and instructional focus. He feels his greatest coaching accomplishment has been helping principals come to the realization that quality instruction is the goal and that test scores will follow that achievement.

Nicole Morrow
Nicole Morrow is a veteran teacher of 20 years. Originally from New Orleans, LA, where she began her teaching career, she moved to the Northeast after being displaced by Hurricane Katrina. During her career she has been exposed to vast opportunities that has led to her to experience the public, charter and parochial school systems as a special education teacher in grades K-12. Nicole gained experiences as Lead Teacher, School Test Coordinator, and various leadership positions that have supported teachers to raise students’ academic achievement through innovative learning strategies and activities. Currently, Nicole is an inclusion teacher at Innovation High School where she is also a member of the School Leadership Team, Grade Level Team Leader, and cultivates partner relationships with colleges for students to earn college credits while in high school.

Winnie Peterson
Winnie Peterson has served the mathematics community for over forty-five years. Her experience includes classroom teaching in grades 4-12, curriculum leadership, and pre-service teacher training at Kutztown University of PA as Associate Professor in the Department of Mathematics. She has also been involved with the Penn Literacy Network at the University of Pennsylvania focusing on reading, writing, and talking in mathematics and Talent Development Secondary at Johns Hopkins University where she served as a facilitator working with math coaches in urban schools throughout the United States. She has been an active member of local, state, and national mathematics organizations and served as president at both the local and state level.
Janet Price
Janet Price has been immersed in education reform since 1981 as an education lawyer at Advocates for Children of New York; education policy analyst for the Manhattan Borough President; program innovator helping start small schools as Executive Vice President for Programs at New Visions for Public Schools; high school history teacher at a school for recent immigrants; founding principal of an inclusive, unscreened small public high school (Brooklyn Preparatory High School, started with support from the ISA); leader of a network of 25 schools in Brooklyn and Staten Island; coach of coaches, supporting literacy and math coaches in building strong teacher teams; facilitator supporting school district level decision-making; Common Core literacy curriculum writer; and cheerleader for equitable access to student-centered, inquiry-based teaching and learning. Janet holds her BA from Barnard College, an MA in history from Columbia University, and a JD from New York University. She is the product of two alternative certification programs—New Leaders for New Schools (preparing her for the principalship) and the Center for Collaborative Education’s STEP Program (preparing her for high school teaching). She has been a Revson Fellow for the Future of the City of New York at Columbia University and has served as the chair of the Education Committee for the Association of the Bar of New York.

Marvin Pryor
Dr. Marvin Pryor, author and educator leads by the motto “Intentional Interventions Predictable Results.” He has served over 30 years in the field of education with experiences as a classroom teacher, central office coordinator and eleven successful years as a high school principal in an urban school district. His leadership and motto enabled him to lead one of the lowest performing high schools in the state of Georgia to becoming recognized by USA Today Magazine as one of America’s Top High Schools. Defying the odds, under his leadership and a strong partnership with the Institute for Student Achievement (ISA), he increased the school’s graduation rate of 27 percent to 100 percent, 98 percent and 97 percent respectively during his first three graduation cohorts. He is excited to continue his work in serving underserved students through the development of strong intentional leaders. Pryor retired from public school education in 2016 and joined the ISA team as a school development coach in 2017.

Maritza L. Ramirez
Maritza L. Ramirez is a founding teacher at Innovation High School in Jersey City. In addition to teaching Spanish 1, 2 and AP Spanish Language and Culture. She serves on the school’s leadership team, as department coordinator of World Languages, as the sponsor of Innovation’s Spanish Honor Society and as Assistant Restorative Justice Coordinator. She is currently an Intern through Seton Hall University’s MA program in Educational Leadership of Policy and Program.
Mariam Naraine-Zebrowski
With over 10 years as a New York City educator, Mariam Naraine-Zebrowski joined ISA in 2012 as a Science Coach. During her time with the Department of Education, she taught high school Living Environment, Earth Science and Chemistry. At the then-new Manhattan Hunter Science High School, Mariam was responsible for developing the Science Department, including mapping out its four-year science sequence and designing a school-wide science research program. Mariam has spent several years in the nonprofit world, exploring and developing programs to help underserved New York City students in middle and high school move on successfully to college. During this time, she coordinated the Metro Regional Junior Science and Humanities Symposium, in which more than 200 students from around the New York City region participated. Currently, Mariam is a Science and College Readiness coach for ISA at several schools throughout New York City, facilitating Science Department professional development meetings with a concentration on curriculum mapping and inquiry-based learning.

Deborah Smithey
Deborah Smithey joined ISA science team in 2017. She was a science educator in the Philadelphia School System for 39 years. Deborah taught General Biology, Physical Science, Anatomy and Physiology and AP Biology. She was a Yale National Initiative Fellow 2010, 2011 serving on the National Steering Committee 2011 and 2012. She was a member of the University of Pennsylvania-Teachers Institute 2007, 2008 and served in the capacity of Teacher at Large 2010. Deborah received her bachelor’s degree from Lincoln University and her master’s degree from Temple University. Deborah has completed all the coursework for her doctorate (ABD) at Temple University. Deborah is presently serving as an Adjunct Professor at Pennsylvania Institute of Technology teaching Biology and Chemistry to nursing students.

Dana Rapoport
Dana Rapoport joined ISA as a Social Studies coach in Philadelphia in 2017. She has worked in the South Bronx, Philadelphia area charter, private and inner city public schools as a high school social studies teacher and administrator. She brings a passion for history, integration of subjects, experience with project-based learning and inquiry. As a coach, she enjoys collaborating with and empowering teachers to design and implement relevant, thought-provoking lessons through a more inquiry-based and student-centered approach.

Steve Stoll
Currently, Steve Stoll is a school and leadership coach with Institute for Student Achievement, working in high schools in the Bronx, Newark and Philadelphia. As such, he assists schools with strategic planning, instructional leadership and school development. Formerly, Steve was the Director of Professional Development Schools at Teachers College, developing professional development at District 3 schools with Teachers College Masters students and cooperating teachers, supporting action research projects. Prior to working with Teachers College, Steve was founding co-director and Principal of The Beacon School, a New York City public high school.
Raymond Warmsley
Raymond Warmsley is a Career and Technical Education (CTE) coach with Institute for Student Achievement, working at Shabazz high school in Newark, NJ. As such, he works directly with the Principal and the school administrative team to assist with course development, course sequencing, and matrix planning. Formerly, Ray was the Principal of Business, Computer Applications and Entrepreneurship HS located in Queens, NY.

My “Take Action” Plan