



TITLE/COVER PAGE

PROJECT TITLE: DEEP DIVE INTO LITERACY

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Cahn Fellowship 2018

ABSTRACT

Deep Dive Into Literacy!

Educators at PS/MS 188's PreK-Grade 8 school on Manhattan's Lower East Side have struggled, for years, to go beyond showing student "growth" to closing the achievement gap. Serving a *most-risk* population (99% free-lunch eligible, 49% temporary housing; 33% SWDs and 31% ELLs), administrators and teachers had become frustrated. Despite our lauded community school model (NYCDOE Showcase School), and despite an increase of 15.5% school wide on the 2016-2017 NYS standardized ELA test, 61.1% of our students performed below grade level on that test.

Believing that all teachers must be invested in literacy instruction, and with a personal goal of increasing distributed leadership, I led our Middle School faculty in investigating a unique literacy program offered by the NYC DOE, simply called the Middle School Quality Initiative. Taking a deep dive into literacy, every Middle School teacher committed to teaching reading *in addition* to their regular subject areas, and to using MSQI pedagogy to purposefully embed reading and writing into their content area instruction. In addition to shifting teachers' mindsets, and to providing differentiated pedagogical training, MSQI required a complete overhaul of the Middle School schedule. Launched simultaneously, the CAHN Fellowship and MSQI dove-tailed serendipitously. We invite you to learn about the first year of this three-year journey!

INTRODUCTION

PS/MS 188, serving 400+ PreK-Grade 8 students, sits proudly on the north side of East Houston Street between the FDR Drive & Avenue D, within a geographic area that is commonly referred to as the Lower East Side – home to immigrants for over a century. Our magnificently restored 100+ year-old building is nestled between two public housing complexes and across the street from a domestic violence shelter. Our school has the second highest percentage (49%) of students in Temporary Housing across all of NYC DOE's public schools

As the chart below depicts, our enrollment has disproportionately high representation of students *most* at-risk of dropping out of school:

<i>PS/MS 188 – The Island School: Demographic Data as Fall 2018</i>							
Enrollment 489	Title I 97%	Latino 66%	Black 34%	Other 0%	ELLs 32%	SWD 33%	Temporary Housing 49%

PS/MS 188 has embraced the families in this corner of the Lower East Side for almost 20 years, over three administrations, with a heartfelt and unwavering commitment to providing the resources and services our children need to succeed academically, and to helping our families thrive.

Over this time, by creating access to the building's modernized facilities, and by offering a network of comprehensive, wrap-around services six days a week, we have developed a Full-Service Community School Model which has resulted in our neighborhood school becoming a one-stop service center for children, families and alumni students, offering the following services: nutrition; counseling; mental health; medical; health & wellness; social service support; parent development programs; computer/internet access; as well as extended day, vacation and summer programs. Our primary partners are: The Educational Alliance, Ryan- NENA Community Health Center, Jewish Family Board and Borough of Manhattan Community College. These core partners are joined by numerous other CBOs and agencies.

Demonstrating remarkable student growth for diverse learners in need of academic support, the 2016 NYCDOE School Quality Snapshot awarded the school the highest ranking possible with respect to Student Achievement, Supportive Environment, and Strong Family Ties. For the past three years, PS/MS 188 was honored to be one of NYC DOE's 57 "Showcase Schools," sharing best practices in parent engagement and extended day programming with educators and administrators citywide. In 2017, our school received the National Award for Excellence from the Coalition of Community Schools.

Implementation of Renzulli's Schoolwide Enrichment Model (National Center for Research on Gifted Education /UConn) has been integral to this success. Often referred to as "SEM," this model recognizes that students in *every* corner of the NYC have talents and respond well to high-end and engaging learning opportunities. A gifted and talented program aimed at developing the talents of *all* students, SEM enables our staff (regular and extended day) to expose, enrich and support students as they explore and develop their interests and expertise. Students are encouraged to pursue independent investigations of real world-problems. In this approach, they become problem-solvers and social activists in their community. And in this context, students are guided in identifying and developing their talents to pave meaningful pathways to high school, helping them to become college and career ready. We are proud that students from PS/MS 188 have been accepted to several performing arts schools, as well as Stuyvesant, NEST, Bard and Millennium High Schools.

The successes described above represent a commitment of staff, parents and community CBOs to developing a strong academic program, and building a network of partners that share a commitment to providing equity of access for families most in need. Yet, despite these achievements, we are very far from closing the achievement gap, especially in English Language Arts schoolwide -- most critically with respect to achievement of Students with Disabilities. It is this subgroup that is the focus of our Cahn Fellows Project.

STATEMENT OF THE PROBLEM

A persisting and daunting challenge at PS/MS 188 has been to prepare our Students with Disabilities (SWDs) for academic success in high school. Achieving grade-level literacy skills before entering high school is critical in terms of a student's capacity to succeed academically. Research shows that students who enter high school reading more than one year below grade level, are at risk of high school failure. Given this, our SWDs are at greatest risk of all of our students. For example, analysis of our school's NYS ELA Middle School test scores over the past five years shows that on average, only 8.5% of our 8th grade SWDs performed at grade level. Results were even lower for 7th grader SWDs (4.42%) and 6th grader SWDs (3.54%).

One third (approximately 33%) of our Middle School enrollment is comprised of Students with Disabilities (three ICT classes and one Self-Contained class). Lack of academic success on NYS standardized tests has been both frustrating and disappointing to administration and teachers who have been unrelenting in their commitment to supporting these students. Given this high percentage, the impact of this sub-group's critically low ELA achievement significantly impacts the school's overall achievement levels. Challenges in decoding, comprehension and/or writing across-the-board are evidenced in our DRP testing administered in September 2018. In light of this evidence, my mission is to increase the reading skills of our Middle School Students with Disabilities over the next three years, as evidenced by a majority of these students reading either at grade-level or a maximum of one year below grade level expectancy.

This year, I am also focusing on an area of need identified by my Superintendent in my Principal's Performance Review (PPR). It was noted that observation ratings given to teachers seemed to be higher than the Superintendent thought warranted. She identified the need to raise the bar for ratings of Effective and Highly Effective. Ongoing review of the Danielson Framework will be integral to the process of addressing this identified need. With a focus on raising the bar for Effective and Highly Effective observation ratings, I plan to identify a few Cahn Fellow colleagues who are doing this well. Action steps will be to confer with them, review their work, and then buddy-up with one of these colleagues who will provide support in training of PS/MS 188 Assistant Principal who is responsible for observing faculty.

Additionally, I plan to involve our teacher leadership team in digging deeper into the Danielson Framework. As part of this process, teachers will be given opportunities to rate each other using the Framework, and to use grade-level and content area study groups as a 'safe place' to identify areas in which they need improvement. Alongside this, our Assistant Principal will engage in 1:1 conferences with teachers to explore and guide teachers in improving their practice.

METHODS

We elected to implement NYCDOE's Middle School Quality Initiative (MSQI) to address our identified challenge of increasing ELA competencies school wide with special emphasis on achievement of SWDs. We selected MSQI because it is a school wide, researched-based literacy program designed to reach ALL students – from those reading as low as 1st Grade (as many as seven years below grade level), to students achieving above grade-level. To learn first-hand about MSQI, I visited an MSQI middle school last year along with our Assistant Principal and two teacher representatives – one of whom is our Cahn Ally and the other, our current MSQI Coordinator. At the time, the school we visited was in its third year of MSQI implementation. We were impressed with student engagement in the reading process, spoke with content area teachers who were providing direct instruction in reading, and reviewed ELA achievement trajectory. We were astounded to learn that during the three-year period, ELA achievement was more than doubled. We had the opportunity to observe implementation of Strategic Reading periods, during which all students were provided with differentiated, rigorous, evidenced-based curricula. We were impressed that all teachers (even content area teachers) were teaching reading, and with their fluency in discussing the curricula. We left inspired, and eager to share this pedagogy with our faculty.

Because all Middle School teachers would be responsible for direct teaching of reading skills, it was critical for all teachers to “buy-in.” The great majority of our teachers have been in our school for over 5 years. They are keenly, and I might add painfully, aware of the persistent challenges we have had in increasing literacy skills. When anticipating introduction of MSQI at 188, I knew that in order to get teacher “buy-in” it was important to emphasize the potential MSQI held for increasing academic achievement, along with the rationale for the program. Towards this end, I initiated a series of meetings to share this with the faculty. My faculty knows that I “grew” into the position of Principal after years of teaching at the school, and serving in leadership roles here. In fact, I taught alongside quite a few of them. In this series of meetings, I was able to draw on my success and trials as a teacher when discussing the value of MSQI. Having heard the MSQI rationale, its track record of success at the school we visited, and the program description, they were ALL on board! If I might humbly add, I think that their ‘buy-in’ also indicated that the faculty respects me as a leader – my understanding of pedagogy, my understanding of instructional logistics, my ability to empathize with the challenges they face, and the successes I had at PS/MS 188 as a teacher serving ELLs and SWDs.

Revamping of the MSQI ELA curricula meant that our teachers (in this instance, all Middle School teachers), had to immerse themselves in learning and implementing a new pedagogy. For example, MSQI provides a multitude of resources (all online) including the [MSQI Framework](#), which one might think of as the MSQI “bible”. In addition to providing an overview, it includes in-depth explanation / discussion of MSQI's instructional core, tiered literacy assessment strategy, integration of literacy across the disciplines, characteristics of teacher collaboration and of the family-school partnership. The Framework provides the foundation for the entire program (short- and long-term), and is a tool that is used by our Ally and MSQI Coordinator to support the instructional changes that need to be made.

The primary resource our teachers use is the MSQI Strategic Reading Toolkit. In addition to providing the specific pedagogical steps that MSQI teachers should follow when implementing daily Strategic Reading instruction, it includes excerpted texts from various experts on the *rationale* of MSQI. There are many other resources that teachers are using, including diagnostic tests (i.e., Stari, Wilson). As we progress further in implementation of MSQI, we will make use of more resources on the MSQI website in Years 2 and 3 of the MSQI initiative.

In addition to the pedagogy described, MSQI prescribes an infrastructure to support optimal implementation. This includes: (1) common planning time; (2) teacher teams; (3) monthly all-staff professional development led by Cahn Ally; (4) teacher training by MSQI Coach; (5) coaching of Cahn Ally and MSQI Coordinator by MSQI Coach; (6) regular observation of Strategic Reading Periods by Ally; and (7) supervision of Cahn Ally and MSQI Coordinator by Principal and Assistant Principal.

In order to fully implement MSQI, it was imperative that I shift teachers' mindsets regarding expectations about "common planning." Common planning meetings are key to integrating MSQI supports into teachers' lessons. Common Planning meetings are conducted weekly at each grade level by Grade Teacher Teams. Unlike previous years, grade-level teacher teams are comprised of ALL grade-level content specialists and the ELA teacher for that grade. In these meetings, (which at this point, focus primarily on the Strategic Reading Period), teachers assess student work, discuss next steps, identify effective strategies and challenges with respect to specific students, and overall group trends. While the process of common planning is the same, new and additional groups had to be formed. To make this work within our school culture, I was able to embed some common planning time into our professional development schedule, and additionally, to access funding to support some of the additional meetings times after school hours.

The role of the Cahn Ally has been integral to this literacy initiative. He regularly observes Strategic Reading Periods (in addition to implementing his own). Observations are followed up with one-to-one debriefing meetings. These follow-up meetings between Cahn Ally and individual teachers are utilized to support and enhance delivery of the curriculum the teacher is using. As importantly, teachers have an opportunity to share their successes and challenges. This one-to-one support has proven very valuable because teachers are implementing different and individualized intervention curricula based on their on-going assessment of need.

Extensive and ongoing PD is essential for the success of the program. Despite the already existing tight PD schedule, I built that time into the PD calendar to assure that our teachers receive in-depth training. Teachers attend multi-day and partial-day PD in specific curricula. Monthly PD meetings, led by my Cahn Ally, include all Middle School faculty members. In addition to deepening understanding of the program components (i.e., Strategic Reading, Book Clubs, etc.), these monthly PD meetings provide a much needed opportunity to

discuss logistical matters. Examples of logistical matters to date have included grouping of students, transitions between classes, classroom management, access to materials, and more. With facilitation by my Cahn Ally, teachers have been successfully brainstorming together to find solutions. To support my Ally in this process, and as shared elsewhere in this narrative, I meet regularly with my Ally, during which time we follow a protocol to review all the “moving parts” of this new initiative, feedback from teachers, observations about teacher practice, and more. These meetings have also provided an opportunity for Mr. Farley to reflect on concerns about how his teacher colleagues view him in this new role. The open communication that we have established is possible because of mutual respect that has developed between us over the years.

Through the prescribed MSQI assessment process, we are now keenly aware of specific shortfalls in the ELA instruction of past years, despite full implementation of Teachers College Readers and Writers Workshop. This, along with an understanding of the MSQI approach, has enabled us to take a more realistic, and actually, optimistic, view of our situation. We have gleaned several “big ideas” in this short period of time. For example, we now understand what *really* constitutes a “village.” In past years, we progressively worked at infusing the arts and technology into ELA instruction through interdisciplinary teacher teams. With MSQI, we now have ALL teachers invested and taking responsibility for English Language Arts.

Content area teachers are beginning to see improvement in reading-to-learn and writing-to-learn skills, validating this comprehensive, full-faculty, cross-discipline approach. We are also observing that some previously difficult-to-engage low-performing students (and students with behavioral issues) are responding with increasing engagement during our Strategic Reading Periods. We have learned also, that given high-quality training, teachers in content areas can successfully deliver instruction to support increased English Language Arts proficiency.

Our action plan, a work-in-progress [see Appendices A and B], was actually drawn and continues to be drawn, from the MSQI Framework. The Framework provides guidelines in developing implementation benchmarks and roles, as well to support and identify ‘next steps.’

RESULTS

My actions most definitely had an impact on the school, the teachers, and the student achievement as follows:

Teachers: With respect to developing a literacy team, I am pleased to share that we have been very successful. An important goal, was to empower our teachers to take responsibility for literacy instruction, with the goal of increasing student achievement. With this in mind, I had to assess whether Teachers College Readers and Writers Workshop was sufficient to meet our students’ needs. My concern was that many of our students needed

more explicit instruction and that our SWDs in particular were not progressing. Having acknowledged that, I searched out supplemental programs and discovered MSQI.

When I assumed leadership at PS/MS 188, one of my first priorities was to provide a clear infrastructure for staff. This is something they have come to rely on, and something that enables all the parts to work smoothly. Knowing this, and recognizing the structure that MSQI provides, I believe that I made the correct choice for my teachers. Our teachers have stepped up to the plate. They are becoming fluent in the pedagogy and working as part of a team to tweak the program, and to solve logistical problems. Additional evidence that teachers are empowered is in their maintaining fidelity to the program as evidenced by lesson plans, Ally observations, and team meeting discussions.

Challenges (as described in earlier narrative questions), were only logistical at the outset of the program. Evidence supporting the above includes agendas of meetings, meeting summaries, teacher observations and records of Ally meetings with principal and Ally summary of post-observation meetings with individual teachers.

In order to build capacity as I move forward, I plan to expand upon the work undertaken in my Cahn fellowship to further distribute leadership. Next year, I will appoint Grade Level MSQI Leaders. I will work with them, building on the model that I established with our Ally. And since MSQI is a 3-year initiative, these new leaders will also have the opportunity to work with the MSQI coach as my Ally has had. Additionally, our Middle School Media Technology teacher will lead an MSQI website team, which will codify how PS/MS 188 implements this approach to literacy. Again, I will work with him, as I have worked with my Ally to realize this goal. In taking the aforementioned steps, I will be effecting system change by developing additional leaders within our school. We will continue to utilize the Cahn Action Plan approach to both develop a workplan and to track implementation and program success.

Students: The Degrees of Reading Power (DRP) is being used as a benchmark assessment for our project. Middle School students took the DRP in September and then again in January. They will take the DRP a third time at the end of May (after submission of this narrative). The DRP is a quick, simple measure of literacy skills, designed to measure a student's comprehension of text passages. In short, the DRP assesses a student's overall ability to comprehend and critically absorb passages of text.

The score of the DRP also indicates the type of reading intervention that is necessary for each student to improve their reading proficiency. Scoring below a 45 indicates that students need support in phonics and decoding. Scoring between a 45 and 56 identifies students who need support in word parts, roots and comprehension. Students who score 56 and above are approaching grade-level proficiency.

After analyzing the results from the DRP in September, and as described in earlier questions herein, we used this data to group students for the daily Strategic Reading Period, taught by the Middle School faculty, irrespective of their content area specialty. On the Fall

test, 34 of the 153 students fell into the lowest reading level, indicating the need for direct instruction in phonics and decoding. Test results for 84 of the 153 tested indicated that this largest group of students need intervention that supported comprehension and vocabulary skills. The remaining 35 students were either approaching or on grade level, and were placed in MSQI Book Clubs for the Strategic Reading Period. These initial results allowed us to group students for the Strategic Reading Period, which was initiated in mid-October.

The second DRP, administered in January, gave us an opportunity to assess the success of the Strategic Reading Period to date. The data showed the growth rate of students broken down by grade, and by the intervention that they were receiving. The lowest level groups showed the most growth: 6th graders who were at a 1st and 2nd grade level showed an average growth rate of +2.29 points. 7th graders on that same level averaged a growth rate of +7.14 points. This data indicated that the decoding and phonics intervention that the students are receiving through the “Just Words” curriculum is working.

The data also indicated significant growth for students who had scored at the mid-level (3rd and 4th grade) on the first DRP. Students who had been using the “STARi” curriculum to support growth in vocabulary and comprehension grew an average of +2.14 in the 7th grade. This data confirmed that these students are receiving the correct interventions.

Analyses of the data indicated that changes needed to be made to the Strategic Reading Period. For example, results for higher level readers in the 7th grade showed that those students were not getting the support they needed to improve their reading levels. 85% of the 35 students at the higher level had a lower score on the January DRP than on the September DRP. Based on this data, we have created smaller groups for these higher level students, and identified different teaching strategies and curricula to help motivate these students.

The above-referenced assessments have allowed us to evaluate the new curricula we had committed to at the start of the project. While adjustments needed to be made to groupings, and modifications needed to be made to curricula for specific groups, we are pleased with the program overall. We are also pleased with the success we’ve had at improving the reading levels of our low level readers, and that we have been able to adjust in order to improve upon our work with our higher level students.

Plans for the Future: I plan to continue to utilize the Cahn approach to support my goals of increasing literacy leadership amongst the PS/MS 188 faculty (and subsequently distributed Math leadership). I will do so in the context of the MSQI program which as mentioned earlier, is designed to be implemented over a 3-year period. Given that we are pleased with results to date, we will continue this initiative. Our Ally will continue in his leadership position. In years 2 and 3, we will expand leadership responsibilities to include a grade-level leadership positions, one in 6th, 7th and 8th grades. The following provides the workplan for the remaining months of 2018-19. In summer 2019, our MSQI team will meet to develop workplan for 2019-20. In Year 2, we will integrate a “home and family” component

prescribed by MSQI, and in Year 3 we will create an MSQI @ 188 website. We look forward to continuing this important work.

REFLECTIONS

Our greatest “ahas” have been with respect to seeing that Middle School students – even those students in 8th grade who are reading at a 1st grade level -- not only can *improve*, but are becoming engaged and motivated to improve.

My participation in Cahn Fellowship program has centered around developing and refining my skills in identifying teacher talent, and creating pathways for classroom teachers to step up and assume leadership roles in Literacy. My proposed project was to explore effective Teacher Leadership Models with the goal of developing a Literacy Leadership Team to support and enhance our Schoolwide Literacy Initiative. My overall goal was to enable this team to support staff in learning together and sharing expertise. To accomplish this, I took the leap of appointing my Cahn Ally as MSQI leader. His responsibilities include, but are not limited to: engaging teachers in making programmatic decisions; mentoring teachers; planning professional development; and to work in collaboration with administration to assure success.

With respect to personal growth, I found it very challenging to delegate such high-stakes leadership to a teacher rather than to an administrator such as myself or our Assistant Principal (who typically oversees instruction and professional development.) Participation in the Cahn program, and the participation of the Ally in the Cahn program, changed this for me. I learned to step away at certain points, to let my Ally solve logistical and instructional matters with his peers. Through the process of my Cahn reflections, I found that once we (Ally and myself) set benchmarks and mechanisms to report results, I felt much more comfortable.

When I embarked upon my Cahn journey, I didn't know quite what to expect. I was looking forward to it for several reasons. First, we were on the verge of revamping our Middle School literacy program. While I'm fortunate to have a supportive District Superintendent, and district-wide principal meetings, I lacked a peer network. The Cahn fellowship provided this opportunity and as importantly, built-in time to interact with other principals. While our challenges are different, we share the common goal of honing our leadership skills. I was not disappointed. Cahn has provided a unique opportunity to do so, and most notably, in a "safe place."

When applying for the Fellowship, I identified the challenge of empowering our teachers to assume responsibility for our literacy program. Cahn's Fellowship has been integral to this process. I delegated instructional leadership of the soon-to-be launched MSQI program to an exemplary Humanities teacher who was well respected and liked by peers -- and I selected him to be my Cahn Ally. Our MSQI is thriving, our Ally is developing leadership skills, and I have succeeded in delegating instructional responsibility. Prior to this, my leadership style was to micro-manage. Through the Cahn experience, I have developed increased confidence in my faculty to “get the job done,” and in the leadership capabilities of my Ally. I

have also made a conscious effort to transfer specific instructional responsibilities to my Assistant Principal. Through the exchanges at Cahn summits, I have learned the importance of setting boundaries for myself -- to make a conscious commitment to addressing my own "self-care" as well as that of our school community. Translated into action, I have made of point of leaving on Fridays at 4:30pm, and to curtailing weekend hours at the school and time spent on school-related tasks at home on weekends. Doing so has been "freeing," but as well, has resulted in renewed energies.

The Cahn experience has also led to visitations to and by other schools -- in the latter instance, by schools located beyond New York City. These experiences have been invaluable.

Another aspect of the Cahn Fellowship program that has had a positive impact has been the "reflections." Too often, we get so caught up in the events of the work day, and demands of daily living, that we fail to take time to reflect. The reflective process is integral to the Cahn Fellowship, and I have benefitted by doing these. We ask our teachers to reflect in their lesson plans, and I am glad that I am back in the groove of writing.

This year has not only been a year of growth for me. It has been a year of notable growth for my Cahn Ally. Our weekly meetings provided an opportunity to discuss and address his personal concerns as well as pedagogical questions. Mr. Farley developed increased confidence in leading his colleagues, having overcome initial concerns that his colleagues, with whom he had excellent rapport and mutual respect, would not look up to him as a "leader." This was not the case. He has successfully led professional development sessions, has shown ability to make astute observations of teachers practicing MSQI and to provide meaningful feedback. There are other ways in which he has grown, particularly in the organizational area. Mr. Farley has been responsible for development of the MSQI Workplan, liaising with the MSQI Coach, and keeping the MSQI initiative "on track."

Over the course of the year to date, he has undertaken this leadership role with increasing ease, with dedication from the outset. To support his growth and MSQI implementation, I met on a regular basis with Mr. Farley, but also on an as-needed basis. On reflection, I see that what was critical to his success was our open communication and the level of trust developed. Based on this, we did not experience "challenges." This was also due to MSQI being a cutting-edge program which laid out its pedagogical approach in a comprehensive, detailed manner, including providing prescriptive rigorous, highly differentiated curricula, an infrastructure (weekly faculty meetings), and professional development for the entire Middle School faculty. This infrastructure required teachers to meet more extensively than in the past. Their initial 'buy-in' to the program (discussed earlier herein) was key to implementation of the prescribed infrastructure.

It was an honor to be selected to participate in the Cahn Fellowship. And it has been a privilege to participate. I look forward to our culminating presentations, and plan to continue the

supportive, collegial relationships established. I look forward to continuing work with our Cahn Ally who will continue in this MSQI leadership role. In Year 2, I will appoint an Literacy Leader at each grade level. In doing so, I will be continuing to distribute leadership. I will support these teachers using the approach modelled in the Cahn Fellowship program. I will also create an MSQI@188 website, which will not only provide a school-home component, but will be a resource for teachers (separate login) and a way to document the MSQI literacy initiatives for our stakeholders.

ACKNOWLEDGEMENTS

As I reflect on my Cahn journey over the past year, I would like to acknowledge the invaluable support of individuals within the Cahn Fellowship program, along with individuals within my school, the NYCDOE, and even school districts beyond New York State.

Last school year, it was CSD#1's former Superintendent, Daniella Phillips who encouraged me to apply for the Cahn Fellowship. Throughout *this* school year, the current superintendent, Carry Chan, has provided ongoing encouragement and steadfast support. With respect to my Cahn Advisors, I can only say that Barbara McKeon (Director of Cahn Fellows Program) was right. In November, when she connected me with Kathy Moloney and Margaret Russo, she wrote: "*Suany, you are in excellent hands.*" Indeed I was!

I would be remiss if I did not mention the support of the amazing and encouraging principal of I.S. 318, Eric Windley, the support and camaraderie of Shuang Wen principal Iris Chiu, and the opportunity to work alongside Alexa Sorden, principal of a Blue Ribbon School in the Bronx. The support of Cahn alumni also contributed greatly throughout the year.

Finally, I extend my heartfelt appreciation to Barbara McKeon, Director of the Cahn Fellows Program. Over the course of this year, she has reviewed my submissions, demonstrating great insight into me as a leader, and as well, the ability to push me to probe more deeply as I reflected upon my project. Barbara, I thank you for your ongoing feedback.

Within my school, I express great appreciation to my Cahn Ally, Brian Farley for his commitment to the Cahn program, for his openness to learning and growing, and for his commitment to "getting the job done." Ms. Rebecca Baez, PS/MS 188 Middle School ENL teacher worked side-by-side Mr. Farley, and contributed immeasurably to the program. Also involved in this project was Alice Schiller, Special Education teacher at PS/MS 188, and former PS/MS 188 principal Barbara Slatin, who has served as an informal and inspiring mentor over the past few years. And finally, my gratitude to the *entire* PS/MS 188 Middle School staff – for their support, feedback and dedication.

To all of you, I extend my deepest appreciation. I look forward to not only maintaining, but to growing these relationships!

APPENDIX A			
Actions To Be Taken	Persons Responsible	Timeframe	Evidence of Completion
Analyze student testing data to identify trends and skills to be targeted	Fellow Ally	July/Aug '18	Summary of Data
Strategic Reading Period work plan (including scheduling and differentiated training of teachers in targeted skill area) and registration for off-site PD	Ally, MSQI Coordinator	July/Aug 2018	Strategic Reading Period Work Plan (including scheduling & differentiated training of teachers in targeted skill areas); registrations for off-site PD
Begin off-site differentiated training in intervention curricula	All Middle School teachers	July – Sept 2018	Attendance Records
Begin roll-out of MSQI initiative at Monthly PD, including review of MSQI Model, teacher roles; introduce DRP and use of DRP data to form Strategic Reading Periods	Ally		PD Agenda; Ally's Meeting Summary Notes
Administered DRP	All Middle School Teachers	Sept 2018	Student test scores
Collected and analyzed DRP data	Fellow, Ally, MSQI Coordinator	Sept/Oct 2018	Determination of "levels" based on DRP data; identification of further testing needed and appropriate tests .
Administered additional tests (e.g. WIST) to further identify students' needs.	Fellow, Ally, MSQI Coordinators	October 2018	Student Test Scores
Initiate Strategic Reading Periods (SRPs)	All Middle School Faculty	Oct 8, 2018	Middle School Schedules; Teacher Lesson Plans

APPENDIX A (CONTINUED)			
Observation of SRP sessions by ALLY (focus on class management, book choice, student engagement) with 1:1 follow-up meeting of teacher and Ally.	Ally and Fellow	Oct / Nov 2018	Completed Observation Forms and Ally's notes re 1:1 Ally/Teacher meetings
Monthly Professional Development: reviewed first month roll-out of SRP, identified problems and brainstormed strategies to address issues raised.	Fellow (oversight) Ally, MSQI Coordinator	Nov 5, 2018	Ally's meeting summary, including follow-up needed
Setting of Reading Goals by Students	All Middle School teachers	Nov / Dec 2018	Completion of MSQI Student Self-Reflection Forms

(see Appendix B – next page)

APPENDIX B			
Actions To Be Taken	Persons Responsible	Timeframe	Evidence of Completion
Administered DRP Evidence of completion: Student test scores	All Middle school teachers	January 7, '19	Student test scores
Analyze DRP data	Fellow, Ally, MSQI Coordinator, MSQI coach	January, '19	Determination of "levels" based on DRP data; identification of further testing needed and tests needed targeted skill areas); registrations for off-site PD
Make adjustments in student placement based on student data.	All Middle School teachers	January, 19	Shifts in class size and strategies used
Begin roll-out of second half of the MSQI strategic reading period.	Ally, MSQI coordinator, and all middle school teachers	January, '19	All students working on next unit
Ally hosts PD on using new strategies during the strategic reading period.	All Middle School Teachers	February, '19	New strategies are implemented
Spring DRP administered	Fellow, Ally, MSQI Coordinator	May, '19	Student test scores
Setting goals for next year. Implementing strategic reading strategies across content areas.	Fellow, Ally, MSQI Coordinators	May, '19	Written action plan
Analyze DRP data	Fellow, Ally, MSQI coordinator, MSQI coach	June, '19	Middle School Schedules; Teacher Lesson Plans