



TITLE:

**How to Change the Game for African American Students:
Eliminating the Pipeline to Prison by Getting Students to Grade Level**

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ABSTRACT

At Scott Joplin Elementary School 60% of students are not meeting grade level standards, which means they are not College and Career Ready. Education is the GATE KEEPER and only 4 out of 10 students can walk through the gate. During this leadership journey, we experienced an awakening as leaders, uncovered our vulnerabilities and discovered that we were setting our students up for failure, creating a pipeline to prison. We took immediate action and designed systems and structures for success, provided continuous feedback and created the right type of experiences to change the game for African American students. The impact was profound and transformational not only for the students, staff and parents, but it transformed us as leaders. We began to see ourselves in our team. **Come find out how we changed the game!**

INTRODUCTION

We refuse to be a pipeline to prison! Our students deserve a state of the art education that empowers and equip them to be college and career ready. In order to ensure our students have a fighting chance, we must get ALL students to grade level. We will put in place strong systems and structures so that teachers, staff, students and parents have high expectations for student learning and I can be the transformational leader that builds bridges and level the playing field for my students.

Scott Joplin School is a PreK-8th grade neighborhood school serving 98% African American students, 96% of which are low income and receive free and reduce lunch. Our current enrollment is 460 students, 14% of our students are Diverse Learners and 15% of our students are Students in Temporary Living Situations. The student mobility rate is 26% and 96% attendance.

We are located on the south side of Chicago, IL in the Auburn-Gresham community. The Auburn-Gresham community is one that is plagued with violence, gangs, drugs and has a 58.9% crime rate. My students are faced with trauma, violence, thoughts of suicide and poverty daily and as a result, safety is a serious concern.

Given all the obstacles that my students face, under my leadership, I led my school from the lowest status in student achievement of Level 3 to the highest Level 1+. Our School Quality Report of Progress rate schools based on attainment (grade level) and growth. Under this current metric, our students have made exceptional strides for growth, attendance, 5 Essentials Parent, Staff and Student surveys which allotted us the opportunity to capitalize on growth points for general education and diverse learners. We have maintained a Level 1 or Level 1+ status for the last five years.

Our mission at Scott Joplin Elementary School, is to create students that are self-motivated, self-generated, and self-propelled, and view excellence as a habit, not an act. Scott Joplin promotes a high-quality education preparing ALL students for a successful high school, college and career experience. Students will take an active role in their learning and have a positive impact on community and society.

Scott Joplin has a strong Arts presence within the school and a history for nurturing and setting high expectations for students. This can be seen in our Legacy and Future murals projects, our Arts and Music Program, after school Egyptology, STEM, Spanish, Algebra, Drama/Dance, Band and Choir club. Not to mention, Joplin has a museum and a theater in the school. Scott

Joplin administration and staff stress the importance of leadership, community and integrity. Our school has an established National Junior Honor Society (6th-8th grade), National Elementary Honor Society (4-5th grade), Student Ambassadors, Student Voice Committee and Student Generals.

We are considered a high-performing school within the Auburn-Gresham community and are often referred to as the “The Pearl on 79th Street.” Scott Joplin has many external partners that support the work that drives student achievement, exposure and financial literacy. Our partners include: Country Financial, AARP, DePaul University, DePaul University Mentorship Program, iHeart Media WGCI 107.5, Greater Auburn Gresham Development Corporation, United Way, Illinois State University, Chicago Public School Parent University, Communities in Schools, Young Women’s Initiative, Parenting Fundamentals, Kennedy King College- GED classes and VOCEL Child Parent Academy. Our partners have contributed over \$100,000 to the school, just last year alone. WE BELIEVE IN PARTNERSHIPS, IT TAKES A VILLAGE and we depend on our village daily. Our instructional framework is Gradual Release of Responsibility and we are looking at high quality assessments, best practice in instruction and establishing structures that will lead to grade level attainment.

Scott Joplin has been described as a school of excellence, one that promotes high standards, student ownership, student voice and address the entire child’s needs in order to be successful. Our staff sets high expectations for themselves and are driven, hardworking, strategic and have provide a support system for our students that meet their needs. The staff at Joplin are supportive, resilient and provide students with direction and opportunity. Nevertheless, we provide a high quality educational program that supports a holistic approach to learning ensuring that students are afforded the same opportunities as their peers.

STATEMENT OF THE PROBLEM

This past year, we realized that although we are growing, we are not progressively moving students to grade level. Our grade level percentage in reading is 40% and math is 41%. There has been a level of inconsistency in our data from year to year; we find that students are growing marginally and attainment numbers are mininum, thus, causing students, parents, staff and administration to become frustrated. Not to mention, our data each year fluctuates up or down across grade levels.

The question I am asking that will drive inquiry into the problem is **How can we increase the number of students at grade level (attainment) in reading and math?** Looking at this problem will provide me with an opportunity to grow as a leader and build capacity in my school community by helping me to develop a solid infrastructure that promotes sound teacher practice, sustainability and implement cohesive structures that will drive student achievement.

SY18 NWEA Reading Attainment (Grade Level)
APPENDIX A

Grade	General Education	Diverse Learners	Total (Combined)
2	29%	0%	26%
3	48%	0%	41%
4	62%	0%	49%
5	25%	0%	18%
6	53%	8%	40%
7	52%	15%	41%
8	95%	0%	74%
Total	49%	5%	40%

SY18 NWEA Math Attainment (Grade Level)
APPENDIX B

Grade	General Education	Diverse Learners	Total (Combined)
K	61%	50%	61%
1	41%	0%	38%
2	26%	25%	26%
3	73%	0%	63%
4	38%	0%	30%
5	39%	0%	29%
6	38%	8%	29%
7	48%	8%	37%
8	95%	17%	78%
Total	49%	7%	41%

METHODS

Once the data was released, my ally (assistant principal) and I conducted an in-depth analysis, synthesized the information and had a lazar-like focus on our data and had to face the brutal facts. FACT, based on our overall attainment, in reading and math we had 40-41% of students at grade level. This means that 60% of the students at Scott Joplin School are not at grade level. **It was at that point, we realized that we were failing kids and eliminating their chance for success; thus, creating a pipeline to prison. WE REFUSE TO BE A PIPELINE TO PRISON.**

Research shows us that 7 out of every 10 prison inmates can't read above a fourth-grade level. As we analyzed the NWEA data in 2nd-8th grade reading, we noticed that only two grade levels, 4th and 8th were over 60%. Likewise, when we analyzed the NWEA data in Kdg-8th grade math, we noticed that only three grade levels, KDG, 3rd and 8th were over 60%. However, even more of a BRUTAL FACT, our diverse learners were red across the board. Furthermore, if 60% of students are at meeting grade level standards then that means that they are not College and Career Ready. Education is the GATE KEEPER and only 4 out of 10 can walk through the gate. THIS IS UNACCEPTABLE.

We began to think about challenges and seriously reflect on ourselves as leaders and ask the following questions: How are we preparing our students and teachers for success? What things are in place to foster an increase in student achievement and attainment? What training has been provided for teachers to ensure that they are meeting the students' needs no matter where they are academically? We are doing the work, but are we doing the right work and how do we know?

Next, we begin to review our data collected from the 5-Essential Survey which began to probe our thinking even more.

APPENDIX C

5 Essentials Survey: 2017-2018 Results

Joplin is **WELL-ORGANIZED** for improvement



SY18 Attendance Rate: 96.1%

Thoughts began to race across our minds, if we are green across the board, staff, students and parents feel that we have a supportive environment, collaborative teachers, involved families, ambitious instruction and effective leaders.....then WHY AREN'T WE MOVING STUDENTS? This is where we begin to realize that this was an opportunity and we begin to shift our mindset and establish our mission for the 2018-2019 school year.

It was during the Cahn Summer Institute that the leadership transformation began for both my ally and I. My shift as leader began on the battlefield. The Battle of Gettysberg exploration tour, reading the book, watching the movie and retracing steps and leadership moves of others who were on the battlefield allowed me to grasp a different perspective and further analyze my own leadership style. It was on the battlefield that I could feel the pressure of making decisions when you are under adversity, how your past experiences effect how you lead and how your team responds to your leadership. This process changed my leadership trajectory.

Likewise, during the Cahn Summer Leadership Institute my ally and I received great professional development. We learned and discussed several research based strategies and deeply reflected upon our leadership styles. It was there that we came up with our mission and theme for the year, Harvesting Excellence! #FertileGround We agreed, based on school culture and climate, 5 Essential Survey, NWEA data and what we know about our staff, students and parents that we had a solid foundation in which to build.

As a result of one of the workshops during the summer, we created a blueprint that allowed us to see that we were planting the right seeds into the ground as it related to having commitment, drive, high expectations and wanting our students to do well. We also realized that we had a solid foundation in which to build and we had fertile ground. The next step was to develop a strategic approach to tighten up and create systems and structures that will ENSURE cohesiveness, sustainability, follow-through, consistent feedback, progress monitoring, timely adjustments, collaboration across grade levels, transparency and build capacity.

We wanted a system that was strategic, sychronized, inclusive of all of our teams, cohesive and consistent. ALL with one goal, to increase student achievement and get more students to grade level. This is our mission, ELIMINATE THE PIPELINE.

As my ally and I returned from the Summer Leadership Institute, I realized that this was the work. As I was preparing to meet and develop my Leadership Development Plan for my Chief of Network supervisor, I realized that I wanted to have this Cahn Project be what I am evaluated on for this school year. Thus, I wanted to focus in on three competencies. **Competency A:** Champions teacher and staff excellence through continuous improvement to develop and achieve the vision of high expectations for all students. **Competency B:** Creates powerful professional learning systems that guarantee learning for all students. **Competency E:** Relentlessly pursues self-disciplined thinking and action. Next, I developed the following SMART goals:

Goal 1: Increase 3-8 On-Track to 75% by EOY in SY19

Goal 2: Increase 4th-6th grade READING ATTAINMENT percentile to 44.66% by EOY as measured by NWEA

Goal 3: Increase 4th-6th grade MATH ATTAINMENT percentile to 55.36% by EOY as measured by NWEA.

Goal 4: Increase 4th-6th grade DL READING GROWTH SY19 50% AND DL MATH GROWTH SY19 60% by EOY as measured by NWEA.

Having this challenge allowed me to create a sense of urgency for my leadership and helped to hold me accountable. I had to address this systematic problem, my students are counting on me.

As my ally and I continued to reflect, we began to plan. We decided to have a Summer retreat for our staff members and take them through the same reflective process that we went through at the Cahn Summer Leadership Institute. Staff members had to face the BRUTAL FACTS, analyze the data as it related to their students, reflect on their practice, critique themselves and their students performance. They too had to answer the questions: Did I set my students up for success? Is my data reflective of the work that I put in? Did I address the needs of each one of my students? Did I provide the necessary supports for my students? Did I make timely adjustments when I saw them struggle? We made time through various activities for staff to reflect and be honest with themselves and others and hold themselves accountable.

One of the most defining moments occurred, when my ally led the Walk the Line activity. Staff listened to statements read aloud and had to step forward if they agreed. "Step forward if you are not happy with your data? Step forward if you feel you could have done more to help your most struggling students..." This was a defining moment because as principal and instructional leader, I became vulnerable and participated in the activity with my staff. This allowed the staff to become vulnerable, transparent and honest in their responses. As leader, I could feel the tension release and I could feel the heart of my staff. We ALL want our students to WIN and be the absolute best that they can be. WE ALL WALKED AWAY FROM THE RETREAT READY TO GET OUR HANDS DIRTY, PLANT THE RIGHT SEEDS AND HARVEST EXCELLENCE BECAUSE WE HAVE FERTILE GROUND.

As Cahn Fellow and Ally we led a continuous cycle of improvement. We reflected, we planned and we implemented through each phase. First, we identified what we call, the GAME CHANGERS. The GAME CHANGERS are a cohort of teachers who had the greatest impact on the data. We identified grades 4th-6th along with Diverse Learner teachers. I met with the GAME CHANGERS and discussed the mission as it related to HOW WE MUST NOW CHANGE THE GAME for our students to get them to grade level. We mapped out a mission and vision and created a sense of urgency around the work. We discussed the targeted students in each grade and in each subject. We strategized on ways we could collaborate and create better systems and structures for success.

My Cahn Ally and I were charged with coaching the Game Changers, providing professional development, modeling, conducting Pop-Ins and giving immediate feedback, providing lesson plan and assessment feedback. Progress monitor On Track rates, conduct student goal setting conferences, focus in on small group instruction, meeting one-on-one with teachers to identify students who are close to attainment, monitor teacher's grade book and give feedback as it relates to reteach opportunities and students who are On Track. (C or better in reading and math and 95% attendance and above)

Action Step	Evidence of Completion
Met with Game Changers cohort at BOY to review the vision and goals	During the meeting, we identified our areas of improvement and the ways in which we receive feedback best. Reviewed Spring

	EOY data. Spring EOY data will serve as baseline data.
Conducted individual teacher/Fellow/Ally meetings	Establish individual goals and milestones
Provided lesson plan feedback regularly looking for task alignment	Lesson planning and task alignment has improved since week 1 for 4th-6th grade GAME CHANGER teachers.
Progress Monitor On Track Rate every 5 weeks	5 weeks On Track metrics showed 70% or more students are On Track.
Fellow/Ally in the process of completing a data analysis One-on-One meeting to identify student who needed extra support	Created a Google document and action plan to utilize as an artifact in Principal Competencies Folder. Used information to provide more targeted support to teachers.
Fellow/Ally has provided weekly Pop In feedback using the Network 11 tool to assess READING/MATH instruction and review lesson plans to see the progression across the Common Core Standards.	Collected a log of Pop Ins to assess teachers that have been visited and the frequency of visits and support given.
Students goal setting conferences to develop MOY goals	Students taking ownership and creating accountability for results.
Fellow/Ally met with DL teachers to discuss students being exposed to Grade Level CCSS Standards and task alignment	Provided Professional Development to teachers to ensure that they are exposing Diverse Learner students to grade level content.
Fellow/Ally provided professional development to support teachers with unpacking the standards to ensure that students are exposed to all aspects of the standard.	Professional development provided to ensure that there is alignment with standards and task given to the students. Also provided professional development to paraprofessionals that work alongside students and teachers.
Fellow/Ally worked with teacher to develop Independent CCSS Folders (that expose students to grade level), IEP folders and RIT folders based on where students scored on NWEA test.	Diverse Learner Teachers have RIT (skill folders based on instructional level) and Grade Level Folders in ALL Diverse Learner Classes.
Fellow/Ally developed a Growth and Attainment (GAP) After School Program targeting 60 students that are 3rd-6th grade	Met with GAP teachers to target instruction in the areas of concerns as it relates to

that are close to 50% which is grade level. Students were targeted based on scores ranging from 24th-50th percentile.	reading and math. Created flexible groups as it relates to scores and small groups.
Conducted bi-weekly gradebook audits to analyze the written (Lesson Planning, taught (Instruction), and assessed (Assessments) and develop next steps.	Conducted audit to pull On Track Reports every 5 weeks to meet goal of 70% and above
10-week interim assessment to assess progress of mastery based on Common Core Standards and Scope and Sequence	Data wall to display ALL classrooms data every 10 weeks this creates accountability for ALL.

There were several challenges that we encountered during the implementation phase from the beginning of the year until midyear. One challenge is that one BIG GOAL is to give continuous feedback. As instructional leaders, we are in all of our classrooms. From BOY to MOY we realized that we hadn't spent as much time as we needed to in all of the Game Changers classrooms. The obstacle was, how do we set the tone for ALL classes and see all rooms at the same time try to see the Game Changers classes at least 3 times a week and give actionable feedback. We have 26 teachers, 5 School Educational Support Staff and 5 Related Service Providers, all of whom need to be observed and evaluated. Consistency and timeliness became an issue.

The next challenge that presented itself was with consistent gradebook feedback. What we noticed was that weeks where we focused in on gradebook audits and had teachers to submit action plans on how to improve their On Track rate our percentages at the 5th week were right on the mark, if we conducted audits on the 4th week. As a results, we could see the negative impact when were not consistent in giving feedback.

Not to mention, in regards to the After-School Growth and Attainment Program, we begin to question, are we ensuring that students come regularly Monday and Wednesday to receive the additional support. Attendance at this point varied from week to week. We not only had to make sure that we had committed staff to implement the program effectively, but we had to creative ways to encourage the students who desperately needed to be there to attend.

RESULTS

Ensuring that teachers get consistent and timely feedback from lesson plans, gradebook audits and pop-ins is a crucial part of the success of this program. That being said Fellow/Ally are trying to establish a healthy balance so that we can see the benefits of the work. It was during our midyear admin reflection that we noticed that midyear NWEA reading data indicated that 3 of the 7 grade levels made positive strides to moving students to grade level 4th, 5th and 7th. Likewise, midyear NWEA math data revealed that 4 of the 7 grade levels made positive strides to moving students to grade level 4th, 6th, 7th and 8th. This prompted my ally and I to reflect on what was working and what was not working.

Gradebook audits worked, when there was consistency. Having a strong admin presence in ALL classes was working because it held everyone accountable. Progress monitoring of interim assessments and display wall created a culture of transparency. Goal setting sessions allowed

students to take ownership and teachers to tier their students and map out a plan of support. Teachers and Paraprofessional staff members benefited from the differentiated professional development as seen through transference in the general education and diverse learner classrooms.

On the contrary, we realized that based on our mid-year data there were some things that were not working. Teachers were not giving consistent re-teaching opportunities to students. Staff were not following the scope and sequence with fidelity. Pop In feedback and assessments revealed that level of questioning and lack of meaningful student-to-student discourse was lacking. Additionally, diverse learners were still a concern in the midyear data. As a result of this revelation, my ally and I decided we needed to REBOOT. We went back through our cycle of continuous improvement. Reflect, Plan and Implement. We planned for admin coaching to 3 of the Game Changers that needed the extra support. We created a schedule to ensure that we complete our Pop Ins and give consistent feedback in a timely manner. At this point, we decided to target students in the Game Changer grades and give support in reading and math collectively with the teacher trying to get students to grade level. Next, we utilized the midyear NWEA data to add more students to the GAP afterschool program.

APPENDIX D:

GROWTH AND ATTAINMENT PROGRAM AFTER SCHOOL	MOY '19 Growth (% of students halfway or greater towards or exceeded their EOY goal)
Grade 3-4 Math Cohort	90%
Grade 3-4 Reading Cohort	64%
Grade 5-6 Math Cohort	66%
Grade 5-6 Reading Cohort	66%

This time we planned to sit with teachers and create incentives so that students would be excited and come regularly to get the support that they needed. The GAP teachers involved parents, made competitions and created excitement for the students. At this juncture, we decided to have every teacher participate in a DATA DEEP DIVE to analyze the mid-year data. IT WAS TIME FOR EVERYONE TO REBOOT. Midyear surfaced a serious concern. "Primary was not on pace so we needed to include them into our Game Changer cohort." We saw a pipeline forming and it was time to address it.

Once teachers returned from winter break, we had a REBOOT with all staff. As a result of the Data Deep Dives, teachers began to become more reflective on their practice and became vulnerable and transparent. After we begin to provide one on one sessions and coaching with feedback sessions and follow-up teachers took on ownership and began to collaborate more with their peers and welcome all support. Teacher began to come to administration and strategize on how to get students to grade level one student at a time. Our team created a lunch study hall for 6th-8th grade students to help students get On Track. This supported the work my ally and I had

begun and now students are trying to take own more ownership to get back On Track before the 5th week. We saw a mindset shift take place right before our eyes.

Additionally, my ally created a group of at risk students who were below grade level and called them the Student Generals. This group of students were potential students who would have fallen in the cycle of the pipeline to prison because the odds were stacked against them because of the inability to read at grade level. My ally gave them socio-emotional supports to help aid them and eliminate the distractions that kept them unfocused and replaced that with hope, belief and confidence in themselves. This group has become one of the strongest student groups in the school. They are advocating more for themselves and speaking out when they don't know or understand. We see growth and strides being made to grade level daily.

Since we REBOOTED and placed a laser-focus on Primary, we see students in PreK learning to read fluently and taking pride in their accomplishments. Our goal is to have them reading when they come out of PreK. As we enter the classrooms, we are capturing students reading and explaining what it is that they are reading. We have created a culture that 3,4 and 5 year olds are running to see us with a book to show us that they can read. Parents are coming up and thanking the staff because their children are coming home excited and reading. It's amazing to watch, they are beginning to sound like us. In the halls we hear teachers, students, parents and staff saying, "We are Harvesting Excellence. We have Fertile Ground."

We are making progress, but this is a continuous cycle of harvesting excellence and making strides DAILY to increase the number of students to grade level. Our mission doesn't stop here. WE WILL NOT BE A PIPELINE TO PRISION! WE DON'T BUILD PIPELINES, WE BUILD BRIDGES!

ALLY REFLECTIONS

The program has made me be more reflective around everything that I do. I am constantly looking at how my moves impact change. For example, the gradebook audits have impacted the number of students on track but I very interested in how that will impact the number of students at grade level/attainment, which is our goal. This process has made me want to go deeper and broaden my lens in leadership and building leadership capacity.

My goal is to be an effective instructional leader. Key word being EFFECTIVE. Every principal says I am an instructional leader because it is a buzzword. They do a lot of "stuff" and talk a good game but are they building sustainable structures to impact student achievement? My goal is to develop sustainable structures that can greatly impact student achievement.

The turning point for me a Cahn Ally was when we had to give our project a title. It was then that I realized that this work was well more than a project. It was a mission, a charge. How to Change the Game for our students, Eliminating the Student to Prison Pipeline. This experience forced me to see myself, my leadership moves, my decisions, my limitations and allowed me to become a change agent in the lives of my students.

FELLOWS REFLECTIONS

The Cahn Fellowship Program has had a profound impact upon my personal growth and development as a leader. Being a Fellow has allowed me to: (1) Focus in on my personal and professional development to better assess my strengths and weaknesses as the leader of my

school. (2) Strategically identify challenges that hinder my effectiveness and develop ways to address the things that present themselves as obstacles and stand in the way of my success. (3) Build my leadership capacity through the highly engaging and in-depth research of best practice that is led by the awesome professors at the Teachers College at Columbia University. (4) Become more of a reflective, transparent and transformational leader that can lead with passion, high expectations, diligence and better create a foundation of excellence and implement sustainable systems that will yield academic success.

From June 2018 to now, I have learned the following about myself as leader: (1) I am a self-authoring leader that is working harder to become self-transforming in my practice. (2) My communication style as a leader is more of a GREEN and RED. Basically indicating that I like things very concise, detailed and results oriented and have to work on flexing my style with others who are not like me and better include people in my decision making and exercise a little more patience. (3) I have learned that based on my path toward leadership and life experiences, I have always had to prove myself and I take that into my work currently by always thinking I have to justify myself to everyone. (4) I learned that I am extremely hard on myself and feel like a failure when we (my school) don't succeed or meet expectations as a school. I find fault in myself and question my leadership. This leadership journey has taught me how to be vulnerable, resilient, take better care of myself as a leader and ground myself in best practice and see the good in everything that I do.

My personal leadership goal is truly to be a TRANSFORMATIONAL LEADER.

I want to be a leader who empowers teachers, students and parents to go above and beyond the status quo to ensure success for all. I want to build sustainable systems and structures that will foster a culture of high expectations, student ownership and accountability, teacher collaboration, build leadership capacity and get the proper supports in place to ensure academic excellence for ALL. This goal can be broken down specifically into two areas.

Personal Leadership Goal

1. To consistently assess high quality instruction and student achievement to improve instruction for all students and have all students at grade level and meeting growth goals yearly.
2. To consistently use data to identify opportunities and drive improvements in instruction.

The Cahn Fellows Program has supported me in reaching these goals because it has provided me a lens into my own leadership development. It forced me to become more reflective on ME as a leader. It has helped me to see what my motivators and stressors are. I am better equipped to understand my leadership style and how I work and thrive best.

Cahn has also helped me recognize some of my limitations and inhibitions that I have created for myself based on past experiences. Last but not least, it has helped shaped me into a leader that is responsive to the needs of others and become more inclusive of others in the planning process. I am now more aware of my leadership style and knowledge around the styles of others and how to flex my style. This has saved my life so many times. I am becoming more well-rounded and informed on so many levels and thus, Cahn Fellows Program has broadened my perspective and enhanced my leadership capacity.

Since becoming a Cahn Fellow my leadership goals have been more defined and strategic based on my leadership style. Cahn has allowed me to clarify the work and allowed me to prioritize my efforts to more effective and impactful. I am more focused and driven and I have become more intentional in my efforts to move my school to the next level. I feel revitalized, rejuvenated, more confident and ultimately the Cahn Fellows Program has allowed me to become a leader's leader and for that I am eternally grateful. The journey continues, there's still work to do! WE DON'T BUILD PIPELINES, WE BUILD BRIDGES!

ACKNOWLEDGEMENTS

I want to take the time to thank Mr. Cahn and his AMAZING STAFF for selecting me to be a Sweet 16 CAHN DISTINGUISHED PRINCIPAL FELLOW. I am honored and truly appreciate the opportunity to expand my leadership. This experience changed my life and I feel that I have a NEW perspective.

Additionally, I would like to thank our fierless, awesome, courageous Sweet 16 Leader, Barbara McKeon for encouraging, inspiring, keeping us on track and being our cheerleader along the way. I would also like to thank Lily Woo, for always smiling and exhibiting the characteristics of an outstanding leader. The professional development that we received was greatly impactful and insightful. There was one professor that I feel that I owe the starting point of my transformation to and that is Dr. Ellie Drago-Severson. Dr. Ellie planted a seed inside me with her wisdom and throughout the year I have watched it blossom and grow. So much so that others take notice. I can never repay her.

Last but not least, I want to thank one of the most AMAZING MENTORS a Cahn Fellow could ever have and that is Stacey Stewart. Stacey has been there for me every step of the way. She has been my encourager, my rock, my voice of reason and my peace.

I thank everyone for creating an experience that I will NEVER forget. I AM RENEWED AND REVIVED. I AM CAHNSTOPPABLE! I AM PROUD TO WEAR THE NAME, I AM A CAHN! SWEET 16.

APPENDIX

APPENDIX A: SY18 NWEA READING Attainment (Grade Level)

NWEA Reading data from 2nd -8th grade compared to Diverse Learner students and school-wide totals. This reflects percentage of students at grade level in Reading.

APPENDIX B: SY18 NWEA MATH Attainment (Grade Level)

NWEA Math data from KDG -8th grade compared to Diverse Learner students and school-wide totals. This reflects percentage of students at grade level in Math.

APPENDIX C: 5 Essentials Survey: 2017-2018 Results

Parent, Student and Staff Survey given in the Spring to measure Ambitious Instruction, Leadership, Parental Involvement, Teacher Collaboration and Supportive Environment.

APPENDIX D: MOY Gain and Attainment After School Program

