



D28 CEC MEETING

December 8, 2023

Superintendent (IA): Dr. Eric L. Blake

Deputy Superintendent: Dr. Shonelle Hall

“With effort and support all schools can meet the needs of their students and help them achieve outstanding educational outcomes.”

Community School District 28

Vision

In Community School District 28 we celebrate our differences because we understand that woven into those differences is the knowledge that they offer us unlimited possibility to learn and expand our knowledge of and commitment to all humanity. We are beautifully diverse, coming from countless racial, ethnic, language, and belied backgrounds. We commit to striving for *inestimable contribution* to the lives of our scholars.

Mission

In Community School District 28 we focus on equity as a lever for achievement for every single scholar. We are a district of excellence. We commit to every school maintaining high academic standard and working closely with families so that all scholars are learning at high levels. We also commit to being a district of learners ensuring that we promote critical thinking rooted in core content conceptual understanding through creative problem solving, technology innovation, social emotional learning, and community advocacy.





D28 ATTENDANCE DATA

Attendance Goal: By June 2024, we will increase district-wide attendance by 2% from 90.4% to 92.4% excluding students who are long-term international travelers.

Chronic Absenteeism Goal: By June 2024, we will reduce overall chronic absenteeism by 10 % (3.6 points) of overall Chronically Absent Students, from 36% to 32.4% ,excluding students who are long-term international travelers.

Overall Attendance:

Citywide: 90.5%

District 28: 92.0%, showing an improvement from Last November 91.0% and above the Citywide Daily Average

Chronic Absenteeism:

Citywide: 30.3%

District 28: 28.7%, showing an improvement from Last November 31.1% and lower than the city overall average




HMH CURRICULUM

1. ****Differentiation:**** How does the curriculum accommodate different learning styles and abilities, especially for children with autism? Are there tailored resources for diverse learning needs? The Into Reading instructional model provides multiple options to help students understand, participate, respond and express themselves. The instructional model includes whole class lessons, small group instruction and options for building independence. Daily lessons are organized so that teachers can adjust pacing and schedules as needed. Consistent routines and procedures across lessons help children know what to expect. Engagement and classroom routines also support students' varying strengths to demonstrate knowledge and engage in instruction. For example, embedded routines allow children to respond and demonstrate understanding nonverbally. Program suggestions for setting up the classroom include minimizing artificial light and unnecessary visual stimulation.



HMH CURRICULUM

2. ****Individualized Education Plans (IEPs):**** How does the curriculum align with IEP goals? HMH Into Reading is differentiated by design to provide data insights, reporting, and customizable lesson plans that support each student's learning path. Flexible resources based on each child's assessed needs provide the appropriate level of support. Individualized student data allow teachers and guardians to continually measure progress against IEP annual goals and benchmarks. Consistent routines and procedures across lessons help students know what to expect. Engagement and classroom management routines provide options for expression. Program resources include meaningful scaffolds in whole-class instruction, teacher-led small-group lessons, and a variety of independent practice activities to meet a wide range of learners. With easy-to-use features right at their fingertips, educators can efficiently differentiate and personalize instruction with HMH Into Reading. The program offers high-quality instruction grounded in research methods proven to be effective in raising students' achievement, including teaching strategies to ensure dynamic whole-group instruction, interactive activities for students to participate and demonstrate content mastery in a variety of ways – suited to varying learning styles and language needs. Digital, on-demand resources are also available.




HMH CURRICULUM

3. ****Support Services:**** What additional support services are available within the curriculum? Are there supplemental materials or extra resources for children who require more assistance? Materials in Into Reading reinforce skills and strategies introduced during whole group minilessons. Teacher materials include instructional notes like Correct & Redirect, Scaffold and Extend, and Options for Differentiation that increase differentiation and accessibility. The interactive eBook's audio — read by voice actors — and read-along highlighting are incredibly helpful to students who need extra support. The Foundational Skills and Word Study Studio on Ed provides explicit, sequential, and systematic instruction and practice in the critical areas of print concepts, letter knowledge, phonological awareness, phonemic awareness, phonics, word recognition, and fluency. For review: <https://hmhco.box.com/v/IntoReadingFSWS>. Further, Tabletop Minilessons for Reading support students in acquiring reading comprehension skills and strategies, with targeted prompts and scaffolds for students who struggle or may need additional support. The minilessons and their connected Anchor Charts and graphic organizers can be used with any text.



HMH CURRICULUM

After months of deliberation and review, we have officially selected HMH as our universal curriculum across all District 28 elementary schools.

- 31 of our 35 schools (not counting our preK sites) are implementing HMH – Into Reading (K-5) and Into Literature (6-8)
 - The district provides school-specific and districtwide PL opportunities with an emphasis on the 6 major Literacy shifts (NYC Reads)
 - Professional Learning is ongoing as we commit to supporting implementation and maintaining sound pedagogical practices across our district
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P.S. 349 Lighthouse Collaborative Program



The Lighthouse Collaborative is an instructional improvement initiative designed to support the Chancellor's Four Pillars, with an emphasis on expanding our ability to "scale, sustain, and restore what works" through organized inquiry and sharing of promising practices.



P.S. 175 Lighthouse Collaborative Citywide Showcase

Area of Focus: Career Connected Learning



UFT Teacher Center Q 72 Catherine and Count Basie School Ribbon Cutting Ceremony



District 28 Events/Announcements



D28 is pleased to announce that we were able to secure 1000 pairs of shoes and 2000 pairs of socks to donate to our neediest families during this winter season. This was done in partnership with Soles4Souls and Ms. Sydne Thompson, Regional Manager (STH), and the Office of Community Supports & Wellness. We will begin the giveaway kickoff at PS 50 on December 21st and continue throughout D28 in the coming weeks.