



D28 CEC MEETING

October 5, 2023

Superintendent: 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.





NYC Reads

Beginning in the 2023–24 school year, we will be launching an initiative called **NYC Reads**. The goal is to ensure that all New York City students become strong readers, which is the single most important skill required for educational, career, and lifetime success. Based on extensive research, NYC Reads will ensure that pre-K and elementary school students receive the most effective reading instruction materials and methods.




FAST FACTS

Phase one of NYC Reads: superintendents from 15 districts will choose between three curriculum options, “Into Reading,” “Wit & Wisdom,” and “EL Education” for use in all elementary school English Language Arts (ELA) classrooms

Phase two of NYC Reads: the remaining 17 districts will purchase new curriculum materials and spend the year preparing for full implementation in the 2024-2025 school year.

The campaign will include early childhood education and high school math components

The curriculum material will be delivered to students with disabilities depending on their needs.



Strengthening Student Literacy

NYC Reads initiative renews our commitment to boost literacy in our public schools.

The program will be implemented over the course of the next two years and will be split into two phases. Approximately \$35 million will be invested next year into training and coaching for teachers to successfully get the curriculum into their classrooms and address their students' needs.

Meeting the Needs of Every NYC Student

NYC Reads aims to provide every student with the tools they need to become successful readers and writers, and ensure that both our students and staff have the support that they need.

For students with disabilities, educators will use multi-tiered systems of support (MTSS)—a school-wide, data-based approach to instruction that helps ensure that students receive the level and type of supports necessary—including Specially Designed Instruction (SDI)—to best meet each student's needs and help them to succeed.

What does literacy instruction look like?

While each school selects its own literacy curriculum, there are common features in every New York City Public School classroom. These include books that help students apply new reading skills in context and units of study that teachers use for reading and writing instruction.

Schools have a focused, intentional sequence of lessons for both reading and writing for the school year so that the instruction is planned thoughtfully.

Lessons include:

Listening

Speaking

Reading and writing

Opportunities for thinking

Rich discussion with peers in pairs or in small groups.

Elementary Schools:

A strong early reading and writing program in kindergarten, first, and second grade that includes instruction in the five fundamentals of reading:

Phonics: relationships between the letters of written language and the sounds of spoken language.

Phonemic awareness: the ability to understand that spoken words are made up of individual sounds.

Vocabulary: the meaning or definition of words.

Fluency: the ability to read accurately with reasonable speed and expression.

Comprehension: the ability to understand and interpret what is read.



•**Middle and High Schools:**

- As in lower grades, a literacy program that has a predictable format so that students understand the goal of each lesson
- Literacy content designed to lead to college and career readiness
- Opportunities for daily independent reading and writing guided by the teacher
- Opportunities to interpret and analyze texts that are culturally diverse and motivating, both individually and with peers
- Exposure to a wide range of books for students to choose from
- Programs in place for students who need additional support in reading and writing

Priority Areas

for Accelerating Learning in District 28

Goal 1

100%

OF SCHOOL LEADERS
WILL FOCUS ON
INCREASING

**LITERACY
PROFICIENCY**



by designing systems for improvement that prioritizes a

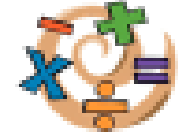
**HIGH QUALITY CULTURALLY RESPONSIVE
CURRICULUM**

Goal 2

100%

OF SCHOOL LEADERS
WILL FOCUS ON
INCREASING

**MATH
PROFICIENCY**



by implementing

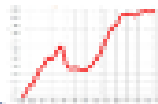
**HIGH IMPACT & EVIDENCE-BASED PRACTICES PLUS
12-MONTHS W/ EXPANDED LEARNING TIME**

Goal 3

100%

OF SCHOOL LEADERS
WILL UTILIZE
STRATEGIES TO
INCREASE

**CHRONIC
ABSENTEEISM,
& RETENTION**



by creating top-notch

**HIGH QUALITY AND ACADEMICALLY RIGOROUS
SCHOOLS WHERE ALL STUDENTS ARE VALUED**

Goal 4

100%

OF SCHOOL LEADERS
WILL FOCUS ON
INCREASING

**PARENT
ENGAGEMENT**



by creating a community

**WHERE ALL PARENTS LEAN IN AND ARE VALUED,
INVOLVED AND CAN IMPACT DECISION-MAKING**

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

D28 Achievement Data at a Glance

ELA and Math

ELA: increase from **53.9%** to **58.1%**



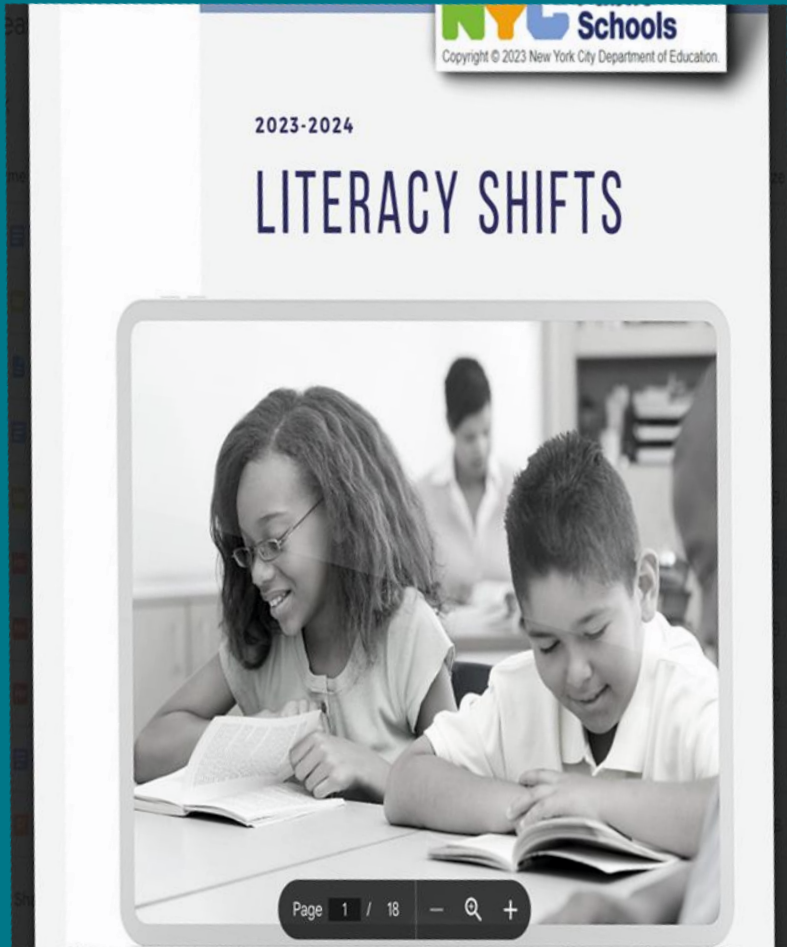
Math: increase from **46.4%** to **57.3%**

Science of reading and Intro to the Shifts

The Shifts

To support implementation of practices aligned to the Science of Reading, New York City Public Schools recommends the following shifts in classroom instruction for Grades K - 5. These shifts are not meant to be exhaustive, but highlight high leverage practices that will enhance core curriculum

Intro to the Shifts



From These Common Literacy Practices	To These Science of Reading-Informed Practices
Non-systematic, incidental instruction in phonics	Systematic, explicit phonics instruction
Use of leveled texts (K-2)	Use of decodable texts (K-2)
Leveled reading groups	Small group, differentiated instruction based on need
Incidental instruction and practice in fluency	Explicit instruction and practice in fluency
Assessing reading with running records	Assessing reading with universal screening, secondary diagnostics, and additional formative assessments
Implementing a skill-based reading curriculum	Implementing a content-rich reading curriculum that builds background knowledge and vocabulary

The Shifts Beyond the Elementary Levels

The principles of the science of reading are not confined to early childhood education alone.

They hold immense value and significance across all grade levels, including middle schools (grades 6-8). At this stage, the emphasis on reading, shifts from the acquisition of basic reading skills to more advanced comprehension and critical thinking skills.



SOR & NYC Reads Practices in Middle School

Phonics & Decoding Skills	Vocabulary Development	Fluency	Comprehension Strategies	Content Literacy
Critical Reading	Orthographic Awareness	Syntax and Grammar	Reading Across Genres	Sustained Silent Reading
Literacy Across the Curriculum	Assessment & Progress monitoring	Professional Development	** Think about what AIS looks like in your building; and how creative programming and budgeting could result in students' increased growth in basic reading skills.	

In middle school, students are expected to read and understand increasingly complex texts across various subjects. By applying the principles of the science of reading, educators can help students develop the skills and strategies necessary to become proficient readers and critical thinkers in preparation for high school and beyond.

D28 STEM FEST

in partnership with



😊 Save the Date 😊

General Information

Event Location: MS 217 Robert Van Wyck

Event Date: Saturday, November 18, 2023

Time: 11:00 am - 3:00 pm

Address: 85-05 144th Street Queens, NY 11435