

The background of the slide is a photograph of a large pile of autumn leaves. The leaves are in various stages of color change, ranging from bright green to vibrant yellow and deep orange-brown. They are scattered across the frame, with some leaves showing prominent veins. The lighting is soft, highlighting the textures of the leaves.

# DISTRICT LEADERSHIP TEAM SUPERINTENDENT UPDATE

Friday, September 22, 2023

Dr. Khalek Kirkland, Superintendent  
Dr. Mickisha McKoy, Deputy Superintendent

# BRIGHT BEGINNINGS VIDEO



<https://youtu.be/KLoxSD5eIXA>

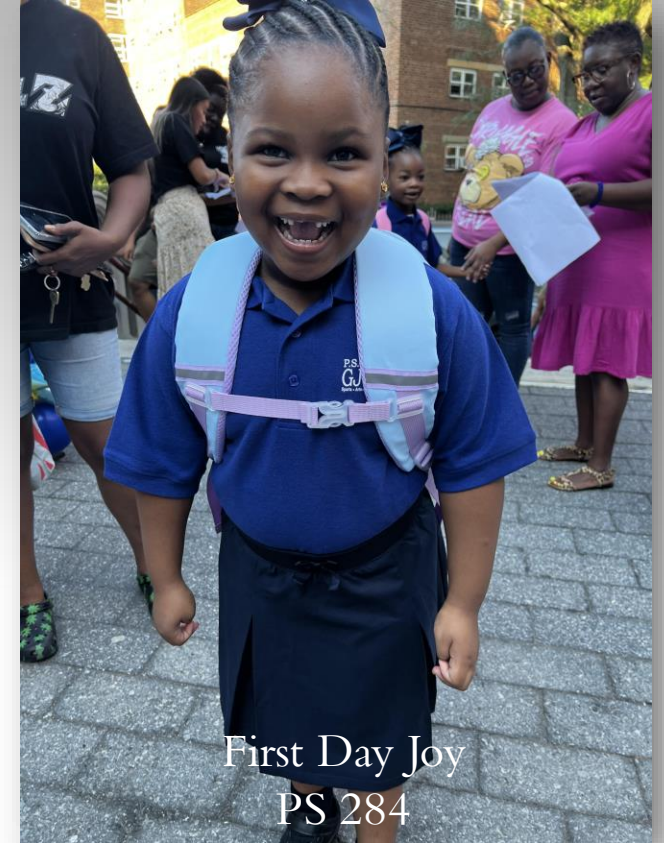


# Welcome!



## AGENDA

- ☐ Welcome
- ☐ Vision and Mission
- ☐ Superintendent Update – Dr. Khalek Kirkland
- ☐ September State/Federal Program Updates – Jenna Krueger, Director of State and Federal Policy Implementation
  - ☐ DLT Alignment to Chancellor's Regulation A-655 (CR A-655) and Roles and Responsibilities of the DLT
  - ☐ Reviewing 2023-2024 Bylaws
  - ☐ DLT Support for SLTs and Review of the 2023-2024 Monthly Activities Calendar
  - ☐ Establishing Districtwide DLT Communications and Uploading DLT Meetings Documentation
  - ☐ Overview of the 2023-2024 District Comprehensive Improvement Plan (DCIP) and Aligning it to the 2023-2024 DCEP



# New District and School Administrators



District Team	
Fariyda Goodwin	ELA Implementation Specialist
Juliet Johnson	UFT Teacher Center District Coach
School Leadership	
Samantha John	Principal, PS 327
Cahnlay Moore	Principal I.A., IS 671
Laura Onwuka	Principal, PS 41
Cynthia Rochez	Principal I.A., PS/IS 184
Joyelle Rance-Fisher	Principal I.A., IS 392



Passing the Torch  
IS 392





# School Opening





# 2023–2024 State of Our Schools



Chancellor Banks celebrated progress and previewed what's ahead for New York City Public Schools.





# Brooklyn Landmark School Visit



Carolyn Quintana, Deputy Chancellor of Teaching and Learning, Dr. Danika Rux, Deputy Chancellor of School Leadership and team visited BLES to discuss HMH.





# New Eagle Academy Football Field





# Community Events

## Assemblywoman Latrice Walker and 73rd Precinct Bookbag Giveaway





# VISION

District 23 schools establish a culture of joy, high expectations, critical thinking, and cultural competence in partnership with our families and school communities. We emphasize equitable and welcoming learning environments where every child will receive high-quality instruction every day.





# MISSION

Ensuring that our vision is realized, D23 is committed to **E.Q.U.I.T.Y.**

**E** mpowering our families and communities as partners in our scholars' success

**Q** uality instruction and high expectations that we envision for our own children

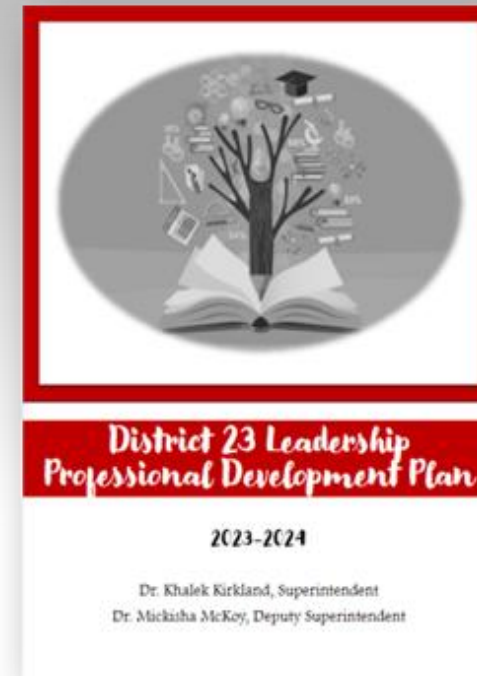
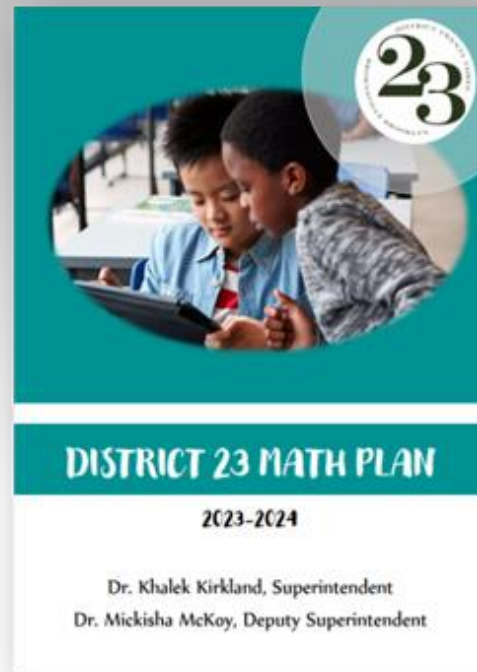
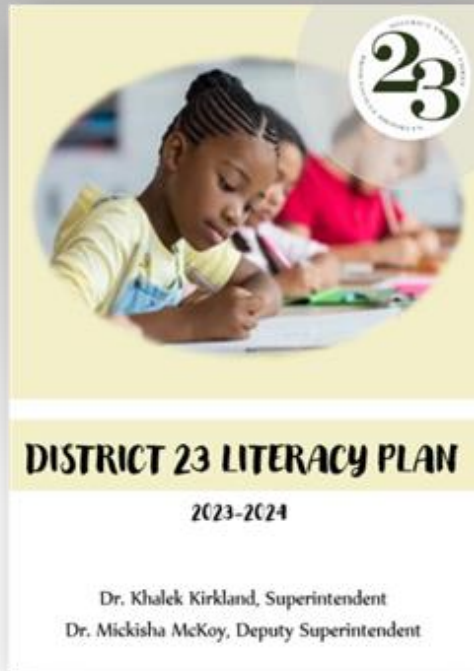
**U** tilizing innovative ideas and resources to optimize scholars' academic and social-emotional learning experiences

**I** nstruction that focuses on the science of reading, cultivates academic excellence, and character development

**T** apping into scholars' unique abilities and developing strengths that will create strong pathways to economic security

**Y** ielding "off the chart" results across all schools

# District Instructional Plans





# 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.

Phasing in over two years, NYC Reads will require all early childhood education classrooms to adopt a single, uniform curriculum called The Creative Curriculum, while K-5 schools will choose one of three pre-approved, phonics-based reading curricula that have proven to be effective. The new literacy program will be implemented in 15 community school districts in 2023-24, with all districts adopting it by the following school year.

## ALIGNMENT OF NYC READS & DISTRICT 23 LITERACY INITIATIVES

### Curriculum Shift

- D23 adopts HMH across all schools
- K-5 Into Reading
- 6-8 Into Literature
- Supports for Parents (Curriculum Week)

### Science of Reading

- In 2022, D23 leads the way with AIM training across all schools
- LEXIA (Language Acquisition Program) ELLs and Struggling Students

### Early Childhood Shift

- D23 adopts Creative Curriculum for 3K & 4K
- D23 adopts Ages & Stages Developmental Screener
- D23 adopts Teaching Strategy GOLD, a child assessment system

### Curriculum Support

- D23 hires an ELA Implementation Specialist
- D23 hires District UFT Teacher Center Support
- D23 creates an ELA Team
- Pacing guides developed by central, district, & school-based teams
- Rounds of school support by Teaching Matters



## Teaching Matters

### Vision for Teaching Matters

D23's vision is to accelerate teacher knowledge by ensuring they have access to high-quality professional development resources and teaching strategies. Therefore, support will be:

- ☐ Connected to upcoming units and/or instructional resources,
- ☐ Connecting the ELA curriculum and the school's foundational literacy curriculum,
- ☐ Scaffolding grade level curriculum for ML/ELLs and SWDs, and
- ☐ Ensuring Culturally and Linguistically Responsive Education is provided





# Zearn

Zearn is a learning platform that helps kids explore concepts, discover meaning, and make sense of math. Students who use Zearn are expected to gain an additional 11 weeks of math learning in one school year.



**GET TO KNOW ZEARN**

Zearn Math is a nonprofit math learning platform that your child will use to complete online math lessons. With Zearn, students have more ways to engage with grade-level math, always with the personalized support they need.

Throughout their math learning on Zearn, your child will:

- ✓ Explore the important math ideas of their grade
- ✓ Make sense of math with pictures and interactive models
- ✓ Solve math problems in lots of different activities

Students learn grade-level math concepts with their teacher or tutor.

They log in to Zearn and explore those same concepts with on-screen teachers and interactive problem-solving.

If students get stuck, they receive built-in math help, just in time.

Research shows that students who complete Zearn Math digital lessons each week significantly increase their math scores.

# Project Pivot



The focus of **Project PIVOT** is to have Community Based Organizations (CBOs) engage young people during a pivotal point in their development to guide and nurture them towards their full potential. Activities designed by community partners to support identified students are aligned with, and reinforced by the five pillars of Project PIVOT:

## **Purpose**

Participants examine themselves and explore new possibilities to identify true passions in their lives and to turn obstacles they have faced into opportunities for growth.

## **Integrity**

Participants are expected to have strong moral principles and be upstanding citizens in their school and home communities.

## **Voice**

Participants voices are elevated to articulate the challenges young people are facing, and after being trained, are provided opportunities to demonstrate their leadership abilities by speaking on behalf of their peers to make systematic changes in their communities they feel are needed.

## **Optimism**

Participants have a sense of hopefulness and confidence about their future goals and aspirations.

## **Tenacity**

Pivot participants are persistent in the pursuit of their goals and will possess the mental and moral strength to resist opposition, danger, or hardship with a courageous conviction in themselves.






# Literacy Newsletter

District 23's literacy belief is aligned with the Science of Reading. The D23 Literacy team will distribute a newsletter to build background knowledge of all stakeholders. Our professional learning with AIM has taught us that we are all reading teachers. The newsletter will contain vital information for best practices, planning tools, professional development opportunities, and parent support.

**COMMUNITY SCHOOL DISTRICT 23**  
DR. KHALEK KIRKLAND, SUPERINTENDENT  
DR. MICKISHA MCKOY, DEPUTY SUPERINTENDENT

September 2023, Vol 1

**LITERACY NEWSLETTER**  
Welcome Back!



We hope you had time to rest and rejuvenate this summer! In that vein, the month of September is vital to organizing systems and structures that produce impact.

**District 23 Literacy Belief**

At District 23, our literacy instruction is grounded in the Science of Reading. We believe all stakeholders will benefit from explicit, systematic, and cumulative instruction.

**Science of Reading**

The Science of Reading is: a vast body of scientifically-based research about reading and issues related to reading and writing; focused on five main components that are fundamental to reading: **phonics, phonemic awareness, vocabulary, fluency, and comprehension**; a method that requires **systematic, explicit, and cumulative** instruction; and an **alignment** between screeners, reading assessments, core instruction and intervention that results in improved student outcomes for all learners.

Science of Reading is not an ideology or philosophy; a fad or trend; a one-sized-fits-all approach; a specific program of instruction; or a single component of instruction, such as phonics.

"There is no comprehension strategy powerful enough to compensate for the fact that you can't read the words."  
-Dr. Anita Archer

page 1


**Key Literacy Shifts**

September 2023, Vol 1

To support implementation of practices aligned to the science of reading, NYC public schools recommends the following shifts in classroom instruction for grades K-5. These shifts highlight high leverage practices that will enhance core curriculum.

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

**Sound Wall**



Based in the science of reading, sound walls in the classroom help educators reinforce the importance of explicitly teaching the skills of letter-sound correspondence.

page 2

**Classroom Libraries**

September 2023, Vol 1

In the grades K-2, the recommendation is to organize classroom libraries according to genre & decodable patterns within books. Decodable texts are designed to help students achieve phonics mastery.

**Differences between Leveled books**

Leveled books	Decodable books
Words are organized by difficulty level.	Words are organized by phonics pattern.
Words are organized by difficulty level.	Words are organized by phonics pattern.
Words are organized by difficulty level.	Words are organized by phonics pattern.



**My Cat Sam**



**Alphabet**



**Plan & Fun**



The recommendation in grades 3-5 is to organize classroom libraries according to genre and decodable books. Use current student data to determine phonics pattern needs.



The recommendation in grades 6-8 is to organize classroom libraries according to genre and Lexile level. Use current data and student interest to organize library.



page 3

**LITERACY RESOURCES**

Background Info.

To learn more about the NYC Reads Initiative and the Science of Reading, click the links below.

Citywide Literacy Expectations  
NYC Reads Guidance & Resources  
Literacy Instructional Shifts

**Professional Learning**

To find citywide professional learning opportunities, click the links below.

Heights Workshops  
Foundations Workshops  
HMH Workshops  
AIS Intervention Training  
Academy Workshops

**Planning Tools**

HMH Curriculum Maps  
Genre Types

**Important Dates**

Sept 18th-Oct. 27th: Acadience Screener [Fall Window](#)  
Oct. 2-9th: Curriculum Week, (Elementary [ELL & Math](#)) (Middle School [ELL & Math](#))  
Oct. 3-4th: Science of Reading [Parent Workshop](#)

**Supporting Families**

During Parent Engagement time, be sure to introduce the literacy instructional shifts.

**Glossary**

**Sound Wall:** A sound wall supports students by focusing on the articulation of sounds and the various letter patterns that represent the sounds/phonemes in words. This is important because when we hear language, we hear words as whole units.

**Decodable Texts:** These are essential books for teaching reading skills because the books are organized by phonics patterns.

De Los Rios, Goodwin, Mingo

page 4

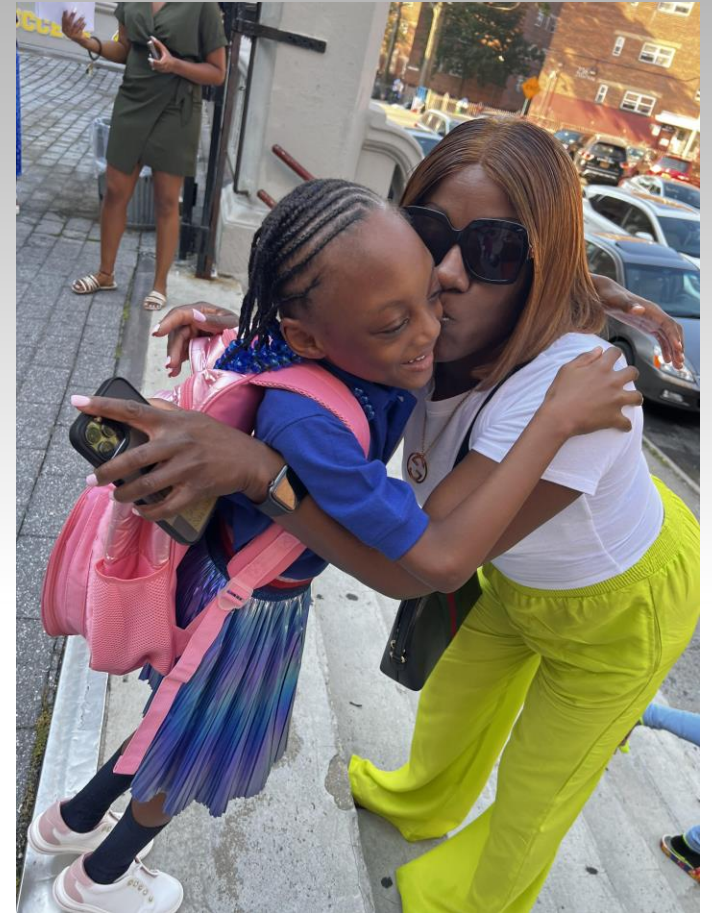


Literacy Newsletter

# Upcoming Events and Reminders



- ❑ Yom Kippur – September 25th (schools closed)
- ❑ Italian Heritage/Indigenous Peoples' Day – October 9th (schools closed)





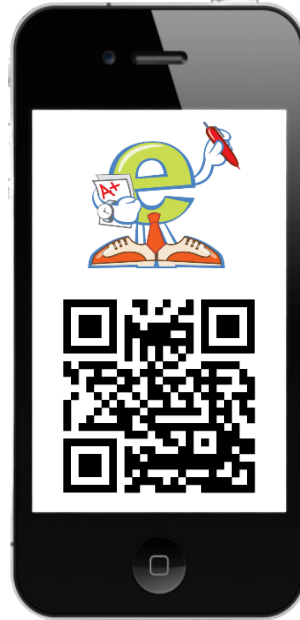
# LET'S STAY CONNECTED



**APP**



**WEBSITE**



**INSTAGRAM**



**TWITTER**



**FACEBOOK**



**YOUTUBE**



*Academic Excellence in All We Do!*

# CONTACT DR. KIRKLAND



Scan Me



# September State/Federal Program Updates



Jenna Krueger, Director of State and Federal Policy Implementation

- DLT Alignment to Chancellor's Regulation A-655 (CR A-655) and Roles and Responsibilities of the DLT
- Reviewing 2023-2024 Bylaws
- DLT Support for SLTs and Review of the 2023-2024 Monthly Activities Calendar
- Establishing Districtwide DLT Communications and Uploading DLT Meetings Documentation
- Overview of the 2023-2024 District Comprehensive Improvement Plan (DCIP) and Aligning it to the 2023-2024 DCEP

