Chancellor's Four Pillars

Pillar 1

Reimagining the student experience

Pillar 2

Scaling, sustaining, and restoring what works

Pillar 3

Prioritizing wellness and its link to student success

Pillar 4

Engaging families to be our true partners
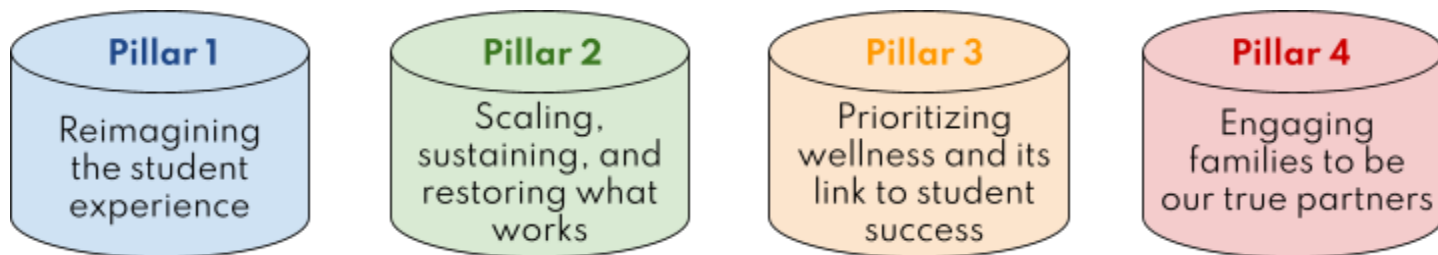
Chancellor's Goals

1. ALL students will learn to read well
2. ALL students will be physically and emotionally safe
3. ALL students will have a high-quality academic experience
4. ALL students will graduate with a strong plan and pathway to economic security
5. Families will be able to easily access the info and support they need from NYC schools and will be empowered to help their children
6. The NYC school system will reflect the diversity of the city it serves

Community School District 30 Goals

Literacy: By June 2023, we will increase our district-wide Literacy proficiency by 5% as measured by the 2023 NYS English Language Arts Exam and/or increase progress on the iReady reading screener by 7% as measured by the 2023 EOY percentage of students with increased placement.

Mathematics: By June 2023, we will increase our district-wide mathematics proficiency by 5% as measured by the 2023 NYS Mathematics Exam and/or increase progress on the iReady mathematics screener by 7% as measured by the 2023 EOY percentage of students with increased placement.

Science: By June 2023, we will strengthen district-wide science instruction through ensuring the use of a shared and inclusive curriculum that is aligned to the Next Generation Science Standards to ensure preparedness for the upcoming NYS Science Exam as measured by evidence from school support visits.

Supportive Environment: By June 2023, 85% of our schools will reduce their chronic absence percentage by at least 4% as measured by our yearly chronic absenteeism data reports.

Community School District 30 Instructional Vision

District 30 is committed to **reimagining the student experience** and **prioritizing wellness** in core instruction through the use of a shared and inclusive curriculum that integrates culturally relevant and sustaining practices,personalizes instruction for diverse learners,and promotes Habits of Mind. Schools will **scale and sustain what works** by utilizing data to identify high leverage practices such as making curriculum adjustments to support advanced literacies, differentiating lessons based on students' needs, and using consistent checks for understanding to inform appropriate scaffolds and supports that will deepen students' understanding during lessons. A focus will be on traditionally underserved subgroups including: multilingual learners, students with disabilities and students in subgroups with disparate progress so that all learners have equitable access to rigorous grade level content.

We will **empower families to be true partners** by (1) providing workshops that unpack the Next Generation English Language Arts, Mathematics, and Science Standards and Habits of Mind for Personalized Learning to offer families tangible strategies for supporting students learning at home, and (2) sharing and communicating individualized student-level data to ensure both students and families are aware of their next steps as learners.

Literacy: Strategic Guidance for School Leaders

Literacy Vision: To develop lifelong learners and provide students in District 30 with the literacy skills, critical thinking skills and meaningful learning experiences that target their individual needs while excelling their academic growth and performance. This will be accomplished in two ways:

- By supporting leaders in implementing district-wide instructional expectations and research-based practices with a focus on multi-tiered system of supports (MTSS). MTSS will be grounded in an outcomes driven model or a data-based decision-making model: 1- utilization of universal screeners; 2- data analysis that identifies students in need of support and validates the needs for support, 3- implements a strategic action plan guided by resource matching and adaptation of curriculum and instructional practices that strengthen core instruction for all learners and provide tiered interventions for specific learners, 4- progress monitoring that helps school leaders and teachers implement instructional changes in real time to be responsive to students learning needs, and 5-continuously review outcomes to evaluate effectiveness of support at all tiers of instruction.

- By collaborating and communicating with teachers so they understand how to effectively use data to provide the best possible instruction for their students.

Core Instruction

- Schools schedule a literacy block to include 60 - 90 minutes of literacy instruction at least 5x per week and includes reading, writing, vocabulary, and academic discourse embedded within the lessons

- Schools have a robust literacy program in the early grades consisting of opportunities embedded in weekly core instruction for teaching:
  - phonemic awareness
  - phonics (5x/week 25-30 minutes)
  - vocabulary
  - fluency
  - comprehension
  - writing

- Principals in collaboration with teachers select culturally relevant English Language Arts core curriculum that has:
  - a customizable curriculum map indicating grade level standards, learning objectives, key content and assessments, learning experiences, and pacing
  - unit plans/modules delineate learning objectives aligned to standards, specific content, instructional methods, considerations for ELLs and SWDs, resources and key formative/summative assessments
  - lesson plans should be a clear delineation of the unit plan/module with **6 <u>suggested</u> components**, including time frames for each portion of the lesson to strengthen core instruction: a **standards aligned objective** that is measurable, **resources**, a brief explanation for **building background knowledge** to introduce new content (KWL charts, multimedia, pretest), **explicit/direct instruction** to teach literacy skills (mini lesson), **guided teaching** via the gradual release model (I do/we do/you do {independent/pair/group work}), **closure and assessment** (exit ticket, discussion board, online quiz games,)

Intervention

School leaders ensure:
- Acadience and iReady (BOY, MOY and EOY) data are utilized to plan tiered interventions for subgroups of students.
- that the academic program of the school embeds periods for the utilization of research-based intervention programs.
- research-based intervention programs are appropriately matched to meet the learning needs of students, are implemented with fidelity, and are delivered in small groups.
- considerations are made for double dosing programs already provided in the core for Tier 2 interventions such as Heggerty (phonemic awareness), Fundations, Spire and Phonics for Reading (phonics), Great Leaps (fluency).
- APs and teachers are progress monitoring interventions to provide personalized learning by using assessments embedded in the above programs to gauge whether students are growing, and make refinements as needed.

Literacy Leads and Teams

- Principal ensures that Literacy Leads:
  - share and analyze screener data with content area/grade level teams
  - engage in inquiry cycles with teachers using an outcomes driven model (explained above)
  - assist teachers with infusing Next Generation Learning Standards into lesson plans
  - develop teachers in implementing high leverage instructional practices aligned to standards that build students literacy skills
  - engage in protocols for looking at teacher and student work to gather qualitative data to inform instructional changes

Professional Learning

- Facilitators of teams are trained in inquiry cycles based on an outcomes driven model.
- Principals in collaboration with teachers assign targeted professional learning for groups of staff members based on areas of growth (ie. classroom intervisitation with structured peer coaching or participation in professional learning sessions focused on research-based instructional strategies that support literacy development in students).
- School leaders consistently monitor instruction by developing look fors with administrative teams based on identified areas for growth and uses look fors for non-evaluative coaching and feedback.`

Mathematics: Strategic Guidance for School Leaders

Mathematics Vision: To develop and promote critical thinkers and problem solvers through meaningful learning experiences that target their individual needs while accelerating their academic growth and performance. This will be accomplished in three ways:

- By supporting leaders to utilize multiple data points to inform ongoing changes to mathematics instruction that is responsive to diverse students learning needs in real time
- By supporting leaders in implementing district-wide instructional expectations and research-based practices
- By collaborating and communicating with teachers so they understand how to effectively use NYS Mathematics 3-8 Exam, math screener, summative, and formative assessment data to provide the best possible instruction for their students

Core Instruction

Schools leaders:
- utilize a research based, inclusive math curriculum that reflects the NYS Next Generation Learning Standards (NGLS) for Mathematics that includes:
  - a curriculum map
  - scope and sequence / pacing calendar
  - learning goals and objectives aligned to standards with defined success criteria
  - scaffolds and supports with meaningful math tasks in mind for diverse learners
  - formative assessment /checks for understanding
  - enrichment opportunities for all students
- Principals structure common planning time for horizontal and vertical grade teams to monitor student progress and develop instructional goals based on student performance
- Teachers administer common assessments to determine student progress and identify best teaching practices at a minimum of three (3) times a year [BOY, MOY, EOY]
- Teacher teams will work collaboratively to identify the learning gaps with the use of multiple data sources (Screener data, June instructional report, formative assessments) and devise an action plan for differentiation and targeted instruction to meet all the learning needs

Intervention

- School leaders utilize iReady and Acadience (BOY, MOY, EOY) data to plan tiered interventions for subgroups of students.
- Principals ensure that research-based intervention programs (Math 180, Do the Math) are appropriately matched to meet the learning needs of students, are implemented with fidelity, and are delivered in small groups.
- Teachers utilize MTSS support systems in planning for students in need of academic support.
- Principals ensure that APs and teachers are progress monitoring interventions to provide personalized learning by using assessments embedded in the above programs to gauge whether students are growing and make refinements as needed.

Math Leads and Teams

- Principals ensure that Math Leads:
  - share and analyze data dives with teacher teams around screener and formative assessments.
  - facilitate inquiry cycles within teacher teams to monitor student progress as measures of achievement and growth
  - support and assist teachers with infusing NGLS Mathematical standards into lesson plans. As the result, all students have access to grade level learning and opportunities to doing meaningful mathematics and

engaging in math discourse with the use of academic language
- ○ deepen teachers' content knowledge and align the most effective teaching practices to the content as well as build students' mathematical rigor (conceptual understanding, procedural skills and fluency, and application)
- ○ engage in protocols for looking at teacher and student work to gather qualitative data to inform instructional changes

Professional Learning

- School leaders ensure facilitators of teams are trained in inquiry cycles based on an outcomes driven model.
- Principals offer professional learning opportunities based on teacher needs that include:
  - ○ research based best teaching practices
  - ○ scaffoldings and differentiated instruction
  - ○ co-teaching models
  - ○ content knowledge, and ways to infuse literacy in mathematics so that students can reason, speak, listen, read, and write like mathematicians
- School administration and administrative teams monitor and offer actionable feedback to teachers regarding pedagogy and lesson implementation through learning walks,classroom observations with actionable feedback, and intervistiations

Science: Strategic Guidance for School Leaders

Core Instruction

School leaders
- utilize a research-based, shared and inclusive core curriculum that reflects the New York State Science Learning Standards and includes:
  - ○ Pacing calendars aligned to the NYS scope and sequence
  - ○ Units and lessons that reflect a standards-aligned, three-dimensional approach to science instruction
  - ○ Units that are guided and driven by anchoring phenomena
  - ○ Learning targets that promote the investigative nature of science
- Integrate literacy-based practices through science content that enables and empowers students to think, read, write, and argue like scientists and engineers
- Ensure ongoing practice of utilizing formative assessment data to drive instruction and measure progress
- Integrate the new NYSED Investigations for Grades 6-8 to prepare for the NGSS-aligned assessments in 2024.
- Ensure science is programmed into schedules for consistent science instruction

Intervention

- Teachers collaborate across content-areas to ensure students receive the scaffolds and supports necessary to access grade-level content, including the reading of complex scientific texts and participating in scientific discussions and seminars

Science Leads and Teams

- Principals structure common planning/inquiry time to unpack grade-level standards, curriculum implementation, assessment data, and plan appropriate lessons
  - Time is allotted for cluster teachers to collaborate with classroom teachers, when applicable, to ensure consistent science instruction and appropriate planning and pacing
- Science teams collaborate with other content-area teachers to discuss best practices that can be used school-wide to strengthen the instructional core (i.e. academic vocabulary routines and protocols)
- Consider leveraging intervisitation structures to highlight best practices in science instruction and foster a community of collaborative learning

Professional Learning

- Principals offers professional learning opportunities based on teacher that include:
  - curriculum implementation to ensure program fidelity and standards-aligned instruction
  - the transition to the new state assessments/preparation around NGSS-aligned exams
  - effective cross-content instructional practices
- Administrative teams monitor and offer actionable feedback to teachers around pedagogy and lesson implementation through learning walks, classroom observations, and intervistiations

Community School District 30 Supportive Environment Vision

District 30 is committed to **scaling and sustaining** systems, structures, and relationships to reduce the number of students who are chronically absent from school. Schools will **reimagine the student experience** and **prioritize wellness** by leveraging social emotional learning and the Habits for Mind for Personalized Learning to place students at the center of the school community. Schools will place a focus on college and career pathways to build aspirations that help activate students' passion and sense of purpose. We will **engage families to be true partners** by continuing to support families enrolled in the Save for College Program in activating and maintaining their NYC Scholarship Account in K-5 schools. In 6-8 schools,

students and families will be supported with college and career readiness planning using the College Access for All curriculum. Attendance workshops will be available to families on the importance and lasting impact of attendance on student success.

Culturally Responsive-Sustaining Education

District 30 is committed to affirming that students' culture and identity are valid and valuable and that educators who cultivate culturally relevant, responsive and sustaining spaces for learning will increase student academic, intellectual, social and emotional growth. In recognition of the need of educators to utilize multiple frameworks to inform instruction, planning, and professional learning opportunities that employ high expectations and research-based practices that are embedded in the daily learning experiences of diverse students, one resource that District 30 school leaders are encouraged to use the Centering Students: A CR-SE Guidebook.

This Guidebook is organized by 5 Pedagogical Principles: ***Welcoming and Affirming Environment,*** *High Expectations*, *Rigorous Instruction*, *Inclusive Curriculum* and ***Assessment Design.*** Within each principle there are specific attributes that serve as characteristics of the principle, providing an in-depth analysis of CR-SE principles and attributes, including connections between The Danielson Framework for Teaching and the Collaborative for Academic, Social and Emotional Learning (CASEL) Framework. These concepts are illustrated through portraits of practice and concrete look fors to support teachers, school and district leaders to identify CR-SE aligned practices.

This Guidebook can be utilized for many purposes such as self-assessment, coaching, Instructional Rounds, Equity Visits, and professional learning. This Guidebook is intended to be used as a resource that allows educators at all levels to become familiar with the broad principles and attributes through the At a Glance resources, and then to use the Attribute specific sections as they do deep dives in specific areas of focus. We encourage educators to engage in a needs assessment of their unique school community by using different data points to determine which parts of the Guidebook are most relevant to the needs they've identified in the process of ensuring all students' cultures, experiences, and identities are honored. The Guidebook provides educators with shared language, clear expectations, and applicable models with the ultimate goal of ensuring that all learners are supported in accessing culturally relevant and rigorous curricula in a learning environment characterized by high expectations, validating their ability to succeed.

The Link: https://bit.ly/crseguidebook