

WEBVTT

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00:00:01.550 --> 00:00:19.020

Kelly McGuire: So there, there's about 2,200 families that live people who live in Fulton Elliott right now, with the new project coming online with additional housing built in the area, making different use of the

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00:00:19.050 --> 00:00:44.600

Kelly McGuire: the space they're looking at closer to 5,000 families or people. I'm sorry 5,000 people, not families living in that area. And so the question is, you know, whether or not Ps. 33 would have the capacity to support the families. This is definitely a topic that the developers and city officials elected officials are interested in

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00:00:44.600 --> 00:01:05.770

Kelly McGuire: hearing more and discussing more possibilities for the future. For Ps. 33. As I mentioned, this is a really long term project, and some of our families are being affected. There's so many details, and I am definitely not the expert to report on this huge project, but just to let

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00:01:05.830 --> 00:01:13.550

Kelly McGuire: you all know that we are in the talk in talks with some of the elected officials as well as some of the community members.

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00:01:13.880 --> 00:01:21.260

Kelly McGuire: to make sure that the families and students and staff at Ps. 33 are supported throughout the build.

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00:01:22.630 --> 00:01:45.629

Kelly McGuire: want to help to make sure that folks know that we also reported out on some of the safety issues that we were are helping to support in Hell's Kitchen. We got a commitment for some attention to be given to the school crossing guards in that area. The schools do have crossing guards.

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00:01:45.630 --> 00:02:01.089

Kelly McGuire: but there, I guess, has been some inconsistent attendance in a couple of places. So the mayor's office was made aware of that, and is committed to helping to make sure that those safety officers are in place.

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00:02:01.250 --> 00:02:12.439

Kelly McGuire: We also shared a little bit about Ps. 51, and the excellent job that they're doing to continue to support students and families living in temporary housing.

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00:02:12.570 --> 00:02:14.970

Kelly McGuire: The landscape there has changed a little bit

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00:02:15.180 --> 00:02:35.479

Kelly McGuire: because there are fewer shelters in the area. But Ps. 51 Ps. 33 Ps. 11, midtown West are continuing to support lots of families in the area. The Roe Hotel, which is the largest hotel shelter serving families in that area

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00:02:35.600 --> 00:02:46.639

Kelly McGuire: isn't slated to close until late summer, and you know these plans are always a little bit up in the air. But right now that plan is to have that hotel

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00:02:46.940 --> 00:02:57.839

Kelly McGuire: was in late summer, and you know we'll continue to stay in touch to make sure that we have good information for the school, and that the school is able to accommodate new families.

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00:02:58.050 --> 00:03:14.960

Kelly McGuire: I do also want to just give a shout out to schools in that area that have done a really great job of making sure that they are serving and supporting a real diversity of kids, English language learners, students with disabilities.

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00:03:15.160 --> 00:03:43.039

Kelly McGuire: When I've been to the schools and seen teachers. In practice the work is excellent. They are highly trained in some great programs that are supporting reading, and we're starting to see some of the impact of that just in a preliminary poll that we did, we saw about 10% growth in students in grades, K through 5 as well as students with disabilities and English language learners. So we were able to

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00:03:43.260 --> 00:03:48.229

Kelly McGuire: share out some of that good news as well ahead of that mayoral forum.

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00:03:49.880 --> 00:04:10.739

Kelly McGuire: We had a district 2 hiring fair at Psis, 276 Battery Park City School last week. It was truly fantastic, and I have to give a huge shout out to the teachers and staff and Principal Alexis Taper at Battery Park City School for organizing this event.

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00:04:10.920 --> 00:04:35.420

Kelly McGuire: We had over 30 schools represented over 200 teacher candidates came out and shared their resumes and met with both teacher, leaders, assistant principals, and principals from the schools that were represented represented. These are just a few of the schools that we saw there, and they just did a really excellent job of getting this organizing organized and getting the message out.

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00:04:35.600 --> 00:04:43.810

Kelly McGuire: It was a really rainy day, and so the fact that we had over 200 people show up for this

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00:04:44.160 --> 00:05:09.729

Kelly McGuire: event is a real testament to the work being done in our schools, and the great reputation that D. 2 has. Some of the teachers were brand new. Some of the teachers were coming from charter schools. Some of the teachers were coming from private schools. Some of the teachers were coming from different districts, and so we had a big variety and a lot of resumes exchanged and information exchanged about schools. It was a great event.

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00:05:10.770 --> 00:05:24.629

Kelly McGuire: and also our very own district leadership team member here, Rennie Fong. Congratulations. Rennie on being recognized by the Csa. A. 3, the Asian American Association of Csa. Rennie served as

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00:05:24.950 --> 00:05:29.639

Kelly McGuire: President. Was it 3 years, Rennie as president or 2. I can't remember how many.

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00:05:29.640 --> 00:05:30.980

Renny Fong: 3. Thanks. 3. Okay.

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00:05:30.980 --> 00:05:32.963

Kelly McGuire: Yeah, yeah, yeah. Long tenure

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00:05:33.700 --> 00:05:44.629

Kelly McGuire: as president and then turned over the reins. It's just great to see the leaders of our district schools recognized

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00:05:44.630 --> 00:05:59.429

Kelly McGuire: this special attention to the Asian American leaders in our schools across the city, and I also didn't know the extent to which, and feel free to chime in here any of the extent to which

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00:05:59.430 --> 00:06:16.349

Kelly McGuire: scholarships and awards were being given out by school leaders from various schools. It was really cool to see all these kids come up here about their passions and their achievements in all different kinds of areas. And is there anything you want to fill in about those awards, or anything.

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00:06:16.540 --> 00:06:41.070

Renny Fong: No, this was a beautiful event, because it's Uft and Csa, the Asian associations coming together. And so it was for a 3. It used to be just the high school kids. So it was great to have elementary school children, too. And this is the work of David and his wife. And you know, Victoria, and just merging so that that was a beautiful, you know. It's been really nice to have that every year. Now.

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00:06:41.070 --> 00:06:43.807

Kelly McGuire: Yeah, yeah. And

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00:06:44.690 --> 00:06:52.669

Kelly McGuire: clear that everybody in the city loves Rennie Fong. It was pretty true, Rennie. I'll have to say I don't know.

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00:06:53.090 --> 00:06:54.309

Renny Fong: You guys are the best. Thank you.

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00:06:57.800 --> 00:07:24.869

Kelly McGuire: So we did just want to talk a little bit about a couple of visits that have been to District 2 schools from a citywide perspective. We've had all of the different districts across the city that have been using the Wit and wisdom curriculum come to our district 2 schools a couple of times over the past few months. There was a big visit to Ps. 3, a few months ago to see their excellent work.

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00:07:24.870 --> 00:07:32.339

Kelly McGuire: It was just fantastic to see how Ps. 3 is using the wit and wisdom curriculum. In a very

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00:07:32.460 --> 00:07:58.419

Kelly McGuire: diverse group of students with a very diverse group of students. We saw general education classrooms. We saw special education classrooms. Ps. 3. Supports, a autism, spectrum disorder horizons program that serves a lot of kids and families, and all the teachers were working to adapt and use that curriculum to meet the various needs of kids in the school.

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00:07:58.470 --> 00:08:15.519

Kelly McGuire: Last week we had a citywide superintendent visit to Ps. 59, and at Ps. 59, we had representatives from all the wit and wisdom districts. District 3, District 15, District 18, District 19, and of course our district

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00:08:15.820 --> 00:08:20.059

Kelly McGuire: came out to see the curriculum in place.

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00:08:20.360 --> 00:08:25.020

Kelly McGuire: Teachers are doing an absolutely fantastic job. They were the ones who really led

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00:08:25.420 --> 00:08:28.870

Kelly McGuire: this visit and spoke about the work that they were doing

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00:08:29.230 --> 00:08:37.760

Kelly McGuire: across the across the school as we're looking into, and this is touching a little bit on

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00:08:37.919 --> 00:08:43.329

Kelly McGuire: where we're heading with our thinking around

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00:08:43.419 --> 00:09:07.290

Kelly McGuire: deep and school-based Cep goals in relationship to the Chancellor's priority. Of all students will learn to read. Well, that's priority number One and Chancellor Aviles. Ramos is going to keep that priority for next year. We're looking at 3 different kind of buckets and priorities of work around that Chancellor goal.

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00:09:07.290 --> 00:09:31.620

Kelly McGuire: the tier, one curriculum, which is the core curriculum of wit and wisdom, that we want to continue to grow and learn and use that curriculum to adapt to all different groups of kids. We call that tier one core curriculum with intensification, because we want to intensify by adapting that curriculum to meet the needs of kids who

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00:09:31.620 --> 00:09:43.770

Kelly McGuire: might yet might not yet be performing at grade level. As well as think about how it is that we're using the curriculum to push kids beyond. That was an issue that came up at Ps. 59 last week.

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00:09:43.890 --> 00:09:49.239

Kelly McGuire: The second priority or bucket is really around teaming

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00:09:49.540 --> 00:10:06.649

Kelly McGuire: to make sure that we have strong teams in place to review and analyze data in regard to student progress, and that those data are being used both in planning planning for day-to-day lessons, projects, and modules, as well as for integrated co-teaching.

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00:10:06.770 --> 00:10:30.899

Kelly McGuire: You know, most core curricula that are out there regardless of the content area, are not written for 2 teachers in a classroom. And so it's really up to both coaches and school leaders and teachers to think about. You know, how is it that we are taking this curriculum and making the most out of 2 teachers in the classroom to meet the needs of all kids, because you can't just kick it.

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00:10:32.040 --> 00:10:55.150

Kelly McGuire: You can't just take it right out of the box, and you know, apply it, and you certainly can't do that when there are 2 teachers in the classroom, so making sure that teachers

are well versed in how to use that curriculum with 2 teachers is important, and then the 3rd priority or bucket is around intervention and thinking about how it is that we're supporting kids when we are

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00:10:55.150 --> 00:11:07.289

Kelly McGuire: working to group them into homogeneous groups, as people here may have heard several times from us before. The goal is for the vast majority of time

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00:11:07.590 --> 00:11:34.599

Kelly McGuire: to be serving and supporting kids in heterogeneous groups, kids of all different performance levels gaining access to the core curriculum. But we also recognize that there is an important time for kids to be served in homogeneous groups, whether that's students who can, who are reading proficiently and can do more with independent reading practice, or students who need structured intervention.

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00:11:34.670 --> 00:11:37.790

Kelly McGuire: Part of that is around

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00:11:37.960 --> 00:12:02.740

Kelly McGuire: recruiting teachers who are skilled in this and can do it well. Part of this is around creating programs and time in the schedule to do this kind of work. It is possible we just have to make sure that we are approaching it in a way that makes sense for the school. So those are the 3 priorities that we're looking at in relationship to that citywide goal.

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00:12:03.770 --> 00:12:22.810

Kelly McGuire: I shared a little bit on our class size law update and shared that we had 127 new teaching positions coming into District 2 as a result of funding that we are getting from the class size law update, and that is going to help us to.

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00:12:23.600 --> 00:12:24.480

Kelly McGuire: I

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00:12:24.700 --> 00:12:46.460

Kelly McGuire: meet the the parameters of the the legislation more easily, and provide more classrooms that are in line with that legislation. But we do know that we also have some space constraints as well as some space availability in the district that we really need to think about critically or think about in order to

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00:12:46.640 --> 00:13:12.120

Kelly McGuire: get all eventually get all of our classrooms in line with the new class size law. We have the districts and people have maybe heard about different conversations going on in the district in regard to the 75 Morton Building, 75. Morton building is a building that has capacity for over 800 kids, but currently is serving just around 300.

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00:13:12.300 --> 00:13:35.900

Kelly McGuire: And we have schools that are way over enrolled. And so we're thinking about working with the community. We've met a couple of times with the 75 Morton community last week to talk about how it is that we might grow capacity both in the school as well as really consider how it is that we might be thinking about the space in the building.

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00:13:35.930 --> 00:13:54.729

Kelly McGuire: and we also know that there are schools where there are real limits, that several of our schools got this additional class size funding to lower class size for next year, but maybe for just one grade. And in schools that are co-located like Ps. 40. And salk.

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00:13:54.730 --> 00:14:09.500

Kelly McGuire: that's a real challenge for those schools as we move into the 2026, 2027 school year. So we're trying to think about like where it is that we have a lot of capacity where it is that

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00:14:09.760 --> 00:14:26.259

Kelly McGuire: serving this number of kids is going to be possible because we don't want to limit any kind of current seat availability in any of our schools. And so we're talking with different communities about how it is that we might begin to approach this from

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00:14:26.260 --> 00:14:41.420

Kelly McGuire: a little bit more of a district wide perspective in terms of what we might be thinking about and what some possibilities are. We want to support all of our schools and create great opportunities for kids across the across the district

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00:14:44.540 --> 00:14:58.509

Kelly McGuire: I mentioned summer rising. We've got summer rising coming on site very soon. Our schools that are hosting summer risings are is deep are deep in the throngs of that planning ahead of the start of summer rising

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00:14:58.510 --> 00:15:20.130

Kelly McGuire: again. This is a great partnership between New York City public schools and the Department of Youth and Community Development. We've got several sites, and our sites are very popular right now we're over offered well, not necessarily over offered. But we're waiting for all families to confirm their seats in these schools

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00:15:20.300 --> 00:15:29.989

Kelly McGuire: so that we can really get a good idea of how many kids we expect to be coming to our subarising sites this summer.

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00:15:31.400 --> 00:15:46.179

Kelly McGuire: and we have 2 official retirements that are coming online very soon here in District 2, just to let people know about the hiring of new teachers.

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00:15:47.280 --> 00:16:15.540

Kelly McGuire: or, excuse me, when we hire new leaders we enter a C 30 process very soon, and the interim acting position is one that we work with the SlT. On appointing an interim acting principal, and that person takes over in the spring, and then the interim acting principal generally starts the school year off before we give begin the actual

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00:16:15.540 --> 00:16:23.320

Kelly McGuire: slt. The actual hiring process with the school leadership team in the fall that happens for

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00:16:23.370 --> 00:16:27.880

Kelly McGuire: both principals and assistant principals in the district.

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00:16:28.790 --> 00:16:43.839

Kelly McGuire: and just as we look ahead to the end of the year, we've just got one day off in May. But June is, you know, again, another kind of scattershot, with lots of different days out there in June

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00:16:44.260 --> 00:16:58.199

Kelly McGuire: for different holidays as well as different days to wrap up the year as well as 2 regents, exams that we expect to administer across our district in our middle schools, biology and algebra.

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00:16:58.690 --> 00:17:06.720

Kelly McGuire: and with that I thank you for your time, and I will just pause and see if anybody has any questions that they'd like to

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00:17:07.339 --> 00:17:08.580

Kelly McGuire: ask about anything.

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00:17:10.930 --> 00:17:18.433

Dayvonne Anderson: Hi, there! Good morning. I do have a question. Going back to you had spoke about

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00:17:19.319 --> 00:17:28.479

Dayvonne Anderson: some teaching opportunities that were open due to the class size law. I think there was 127. Do you know the allocation of that for high schools

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00:17:28.620 --> 00:17:33.030

Dayvonne Anderson: or across different school grades?

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00:17:33.210 --> 00:17:41.590

Kelly McGuire: Yeah, you know I I can tell you right now whether or not, and I'm not sure actually, that

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00:17:42.200 --> 00:17:47.650

Kelly McGuire: the we only have 1, 1 high school in District 2 that we

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00:17:47.950 --> 00:18:15.810

Kelly McGuire: serve, and that is the Clinton School and the Clinton School, I believe, did not receive, or they actually didn't. I think that they, you know, in order to do this work, that you have to apply with your sit for the funding and the Clinton school did not apply for that funding for this year, so they don't have any new allocation for teachers at the Clinton School.

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00:18:15.960 --> 00:18:25.129

Kelly McGuire: That's the only data I have on high schools, the breakdown across our

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00:18:25.270 --> 00:18:38.900

Kelly McGuire: schools in middle and in elementary. I can definitely get that for you. It's not wouldn't be hard at all. The vast majority of them, I will say, are elementary schools.

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00:18:39.140 --> 00:18:57.189

Kelly McGuire: but we definitely have a few middle schools. Psis 276. The lab school and ballet tech. A few of our middle schools do have an allocation for new teachers, but the majority of them are in elementary school.

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00:18:59.980 --> 00:19:00.830

Dayvonne Anderson: Thank you.

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00:19:00.830 --> 00:19:01.560

Kelly McGuire: Sure.

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00:19:11.240 --> 00:19:15.898

Kelly McGuire: Okay. Well, you know where to find me if you've got any questions. So I

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00:19:16.430 --> 00:19:25.740

Kelly McGuire: maybe what we'll do is just go back to our make sure that everybody has the

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00:19:26.608 --> 00:19:29.039

Kelly McGuire: sign in sheet here.

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00:19:31.070 --> 00:19:32.670

Kelly McGuire: Adding the

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00:19:33.050 --> 00:19:39.700

Kelly McGuire: the sign in sheet to the chat, so please make sure to sign in. If you haven't had the chance to to do that yet.

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00:19:41.380 --> 00:19:45.940

Kelly McGuire: And what I'll do next is

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00:19:46.310 --> 00:19:50.180

Kelly McGuire: move on to the minutes. If that's all right.

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00:19:50.920 --> 00:19:58.010

Kelly McGuire: this would be an approval of our minutes. This is our agenda here, and

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00:20:02.790 --> 00:20:11.559

Kelly McGuire: I think those are here. Yeah. So, thanks to Leslie, hurdle for taking a look at these minutes for doing these minutes, I will

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00:20:12.070 --> 00:20:17.896

Kelly McGuire: drop the minutes in the chat so you can look at them on your own, but I'll also

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00:20:19.250 --> 00:20:22.180

Kelly McGuire: We also. I can also scroll here a little bit.

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00:20:25.800 --> 00:20:28.580

Kelly McGuire: We'll just take a couple minutes to look at those.

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00:20:35.390 --> 00:20:36.830

Gayle: Kelly, can you hear me?

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00:20:36.830 --> 00:20:37.859

Kelly McGuire: Yes, I can. Hi!

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00:20:37.860 --> 00:20:40.300

Gayle: Oh, good! Hi! Sorry!

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00:20:40.950 --> 00:20:44.999

Gayle: Did you want me to walk people through the minutes, or we're just good individually

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00:20:45.630 --> 00:20:51.840

Gayle: sure. Is there anything that you would like to share about them ahead of time. Otherwise I think people can just read them on their own.

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00:20:53.392 --> 00:20:54.840

Gayle: No, nothing special.

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00:20:54.840 --> 00:20:55.180

Kelly McGuire: Okay.

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00:20:55.190 --> 00:20:56.160

Gayle: Okay, quick.

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00:20:58.740 --> 00:21:00.650

Gayle: Is this the whole minutes.

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00:21:00.800 --> 00:21:03.789

Kelly McGuire: This is. These are the minutes from April 21.st

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00:21:07.428 --> 00:21:10.360

Gayle: 21.st Okay, I'm so. Oh, okay.

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00:21:10.820 --> 00:21:17.120

Gayle: I'm sorry I wasn't seeing the the whole document. I was like it. It just ends at meeting Summary. So.

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00:21:17.120 --> 00:21:22.750

Kelly McGuire: Oh, yeah, no, I'm just. I'm no. I'm just scrolling up. But I did drop the document in the chat so.

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00:21:22.750 --> 00:21:26.650

Gayle: Okay, fine. I don't have anything special to say. So.

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00:21:27.550 --> 00:21:28.020

Kelly McGuire: Okay.

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00:21:28.350 --> 00:21:31.133

Gayle: Just available. Need me

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00:21:35.514 --> 00:21:43.090

Gayle: speaker up here so they can easily see where that's good.

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00:21:54.340 --> 00:21:55.140

Gayle: No.

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00:22:03.860 --> 00:22:15.460

Gayle: And then I can do that fine too fast calendar minutes.

113

00:22:16.110 --> 00:22:17.869

Gayle: Okay, they're all.

114

00:22:17.870 --> 00:22:18.659

Kelly McGuire: Leslie, what'd you say?

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00:22:19.164 --> 00:22:23.120

Gayle: I'm sorry I was trying to read what

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00:22:23.470 --> 00:22:27.749

Gayle: somebody had just asked, so I was trying to get to the chat.

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00:22:27.750 --> 00:22:28.590

Kelly McGuire: Oh, okay.

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00:22:28.910 --> 00:22:31.500

Gayle: Are the meeting minutes being emailed as well.

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00:22:33.200 --> 00:22:35.009

Kelly McGuire: We can do, we can definitely do that.

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00:22:54.240 --> 00:22:54.910

Gayle: All right.

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00:22:59.220 --> 00:23:00.999

Gayle: I'll I'll show you.

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00:23:01.000 --> 00:23:04.004

Kelly McGuire: I'll just stop sharing for now. But again

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00:23:05.640 --> 00:23:08.457

Kelly McGuire: yeah, I'll just stop sharing for now. But we'll

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00:23:12.040 --> 00:23:13.359

Kelly McGuire: give you another minute.

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00:23:23.390 --> 00:23:25.220

Kelly McGuire: Yes, Jessica. Sorry about that.

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00:23:54.960 --> 00:23:58.609

Kelly McGuire: Alright. Would anybody like a little more time to review the minutes?

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00:24:01.400 --> 00:24:04.480

Kelly McGuire: Okay, then with that we will

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00:24:04.650 --> 00:24:06.800

Kelly McGuire: archive them and save them and

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00:24:09.180 --> 00:24:12.079

Kelly McGuire: got it. And thank you, Leslie, for putting those together.

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00:24:12.080 --> 00:24:16.220

Gayle: Yeah. And I'll email them out for people to.

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00:24:19.979 --> 00:24:28.969

Kelly McGuire: With that I think we'll turn it over to Bill Doyle to hear any updates that he may have. Bill, are you okay with that.

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00:24:29.760 --> 00:24:30.550

William J. Doyle: Yes.

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00:24:31.230 --> 00:24:40.230

William J. Doyle: I'm gonna try to share my screen so I can walk through a Powerpoint deck. So just let me know if you guys see my screen. Okay?

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00:24:42.430 --> 00:24:43.400

William J. Doyle: Oh.

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00:24:47.960 --> 00:24:49.130

William J. Doyle: oh, wow!

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00:24:49.870 --> 00:24:51.109

Kelly McGuire: You see your desktop.

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00:24:52.010 --> 00:24:53.320

William J. Doyle: Okay.

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00:24:55.870 --> 00:24:58.830

William J. Doyle: Do you see the Cep.

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00:24:58.830 --> 00:24:59.689

Kelly McGuire: Yes, we do.

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00:25:00.080 --> 00:25:16.300

William J. Doyle: All right, great. So welcome everyone. Today's session is going to focus on the Cep template, and how these changes support to be more effective and equity centered specifically for school improvement planning.

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00:25:16.300 --> 00:25:38.879

William J. Doyle: And again, this is really a session that I'm offering for the for the Dlt as well as for superintendents. If you need me to support principals with this, I can do a principal pl and or just have one off sessions with folks. I did send this to superintendents earlier in the month.

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00:25:39.234 --> 00:26:07.919

William J. Doyle: So the expectation is that principals will have this as a resource, because there are some changes with the cep, not so many. But and I'm gonna kind of briefly and quickly go through this just because of time. But this deck will be available for anyone that needs it. So again, this is really to help school leaders and district staff to deepen their understanding of the changes that were made to the Cep and to provide folks with tools.

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00:26:08.030 --> 00:26:10.439

William J. Doyle: So go to the next slide.

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00:26:10.931 --> 00:26:30.899

William J. Doyle: This slide is grounds us in the purpose behind the Cep. And again, when I'm kind of saying cep for the dlt. We could also think that this is for the district. Cep. So we're making for the Cep a fundamental shift from seeing the Cep as a compliance checklist

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00:26:31.294 --> 00:26:52.940

William J. Doyle: to using it as a meaningful improvement plan. And I know that many people are going to be very happy about that again. We've always in in the field tried to express the point that this should be something that serves your school and your population. So that's really what we're trying to get to at the core of this. We're moving from what we have to do

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00:26:52.950 --> 00:27:14.790

William J. Doyle: to what we're choosing to do. And again, this is in service of our students for student learning, for equity, and for school transformation. The idea is to help all of our students so that they have access to excellent careers and that they're learning these updates are anchored in the New York City public school system wide priorities

147

00:27:15.251 --> 00:27:43.269

William J. Doyle: and as superintendent McGuire said earlier, we're going to continue with those priorities that our old Chancellor banks put into place and those include New York City reads,

Crc, aligned instruction inclusive practices as well as family engagement the goal is to elevate planning quality and to make the user experience more efficient and impactful.

148

00:27:44.050 --> 00:27:47.089

William J. Doyle: And I'm gonna go to the next slide.

149

00:27:48.140 --> 00:28:09.259

William J. Doyle: This is an overview of those key updates. And then we're gonna explore a little bit more of that in detail. So the 1st one is a needs assessment that has been reformatted with a logical sequence and guiding questions. There's a new section that was added for students in foster care reflecting our equity commitments.

150

00:28:09.410 --> 00:28:20.849

William J. Doyle: The Swd students with disabilities section has been redesigned to align with Mtss. And renamed to reflect the broader inclusive scope.

151

00:28:21.250 --> 00:28:30.620

William J. Doyle: Progress, monitoring has been streamlined through the progress reporting tool instead of static cep entries.

152

00:28:30.830 --> 00:28:39.449

William J. Doyle: and as we go through each, we're going to highlight the new and the improved areas, and how it's going to affect our planning.

153

00:28:40.400 --> 00:28:41.520

William J. Doyle: So

154

00:28:41.640 --> 00:29:01.390

William J. Doyle: system-wide priorities shape the foundation of every Cep. And they reflect our New York city public schools values, and where we're investing time and resources. So for 2526, those priorities include reading proficiency through New York City reads

155

00:29:02.286 --> 00:29:08.640

William J. Doyle: Crse, culturally responsive and sustaining curriculum, including hidden voices

156

00:29:08.750 --> 00:29:20.530

William J. Doyle: as well as the black studies, curriculum students, emotional and physical safety, high quality, instruction, college and career readiness.

157

00:29:20.840 --> 00:29:24.360

William J. Doyle: and, lastly, inclusive family and community engagement.

158

00:29:24.470 --> 00:29:32.250

William J. Doyle: Each Cep section reflects those goals and strategies connected to at least one or more of those.

159

00:29:32.520 --> 00:29:37.880

William J. Doyle: This is about alignment, not just compliance. I can't stress that enough.

160

00:29:38.010 --> 00:29:49.219

William J. Doyle: and a strong Cep is going to show how the schools work and or for the ddeep how the districts work is supporting

161

00:29:49.330 --> 00:29:51.479

William J. Doyle: all of our students.

162

00:29:54.000 --> 00:30:12.109

William J. Doyle: This slide introduces one of the most significant updates, a refined needs assessment section for Section 5 of the Cep, you're going to notice a new guiding questions within each subsection. Those are designed to support deeper reflection.

163

00:30:12.210 --> 00:30:20.519

William J. Doyle: help student team or help teacher teams. The school leadership teams move beyond the surface level data

164

00:30:20.650 --> 00:30:23.570

William J. Doyle: and center equity. In the analysis.

165

00:30:23.850 --> 00:30:44.930

William J. Doyle: one of the most important changes is the inclusion of embedded links to the public schools data systems that's being improved. And that's going to allow those slts and the Dlt teams to access key data sources. For example, student performance attendance data as well as program data

166

00:30:45.307 --> 00:30:56.999

William J. Doyle: from within the Cep template itself. So that's gonna be a new, a new feature the ultimate goal here again is to strengthen and to streamline the user experience

167

00:30:57.240 --> 00:31:11.900

William J. Doyle: while also raising the quality of the planning conversation, because that's really what it's about. That planning conversation to support the long term goals of the school which should be aligned with the goals of the district.

168

00:31:13.440 --> 00:31:23.720

William J. Doyle: Another key improvement is the reordering of the needs assessment components for better support of the equity, focused analysis and strategic clarity.

169

00:31:24.080 --> 00:31:36.259

William J. Doyle: The new order which is data trends moving to root causes. And then priority needs mirrors. How effective problem solving unfolds.

170

00:31:36.390 --> 00:31:56.989

William J. Doyle: We 1st understand the data, then we diagnose the drivers and then finally, we prioritize what to address this new sequence will help school teams to avoid the trap of surface level planning, and it's going to encourage them to name why the challenge exists

171

00:31:57.270 --> 00:31:59.710

William J. Doyle: before proposing how to solve it.

172

00:32:00.190 --> 00:32:18.789

William J. Doyle: Each part of that section is now going to include clear prompts to guide the discussion of the team and to ensure that they address disparities, resource gaps and system level factors, not just the symptoms. So it's a deeper look at the at the challenge.

173

00:32:19.930 --> 00:32:23.450

William J. Doyle: This slide is going deeper into that component

174

00:32:23.610 --> 00:32:31.189

William J. Doyle: that we just introduced, and it shows how each subsection in the needs assessment was expanded to promote meaningful planning.

175

00:32:31.540 --> 00:32:50.859

William J. Doyle: You'll see the guided questions are embedded to help teams interrogate their data and to consider equity implications importantly. The guidance encourages schools to disaggregate their data and to ask questions like, who is being impacted most? And why are they being impacted?

176

00:32:51.310 --> 00:33:05.640

William J. Doyle: And again, this change aligns with the district push towards strategic coherence and what's identified here should also directly shape what gets implemented later in the actual action plan of the Cep.

177

00:33:07.300 --> 00:33:09.610

William J. Doyle: Let's talk a little bit about the action plan.

178

00:33:09.800 --> 00:33:18.490

William J. Doyle: So this slide outlines the action plan and how it is now formatted to support a 1 to one alignment.

179

00:33:18.600 --> 00:33:27.562

William J. Doyle: So every strategy listed must directly correspond to an identified root cause. This is a new feature

180

00:33:28.190 --> 00:33:52.669

William J. Doyle: and must be paired with a measurable action step. So this alignment allows the Prt the progress reporting tool to serve as a living implementation tool, not just a record keeping form. And it's going to help schools to articulate how they'll respond to the challenges that they've identified and ensures that they're keeping track and adjusting as needed.

181

00:33:54.598 --> 00:34:00.819

William J. Doyle: It says here to emphasize creating transparency as well as coherence.

182

00:34:04.400 --> 00:34:06.480

William J. Doyle: let me move to the next slide.

183

00:34:16.270 --> 00:34:17.090

William J. Doyle: okay.

184

00:34:17.360 --> 00:34:28.660

William J. Doyle: so chronic absenteeism and attendance has also been modified. It's been renamed to reflect the updated accountability expectations from Essa.

185

00:34:28.810 --> 00:34:38.160

William J. Doyle: So while chronic absenteeism is still tracked internally, the Cep will now use attendance, as the official accountability metric

186

00:34:38.810 --> 00:34:42.450

William J. Doyle: schools are probably will be.

187

00:34:42.650 --> 00:35:03.459

William J. Doyle: they'll be happy about that. Schools are expected to plan for attendance supports as part of the broader student support planning, and that will include analyzing subgroup trends specifically Swd students with disabilities as well as multilingual learners or MLLs. And students in temporary housing.

188

00:35:03.480 --> 00:35:13.469

William J. Doyle: Strategic interventions might include targeted support like check-ins and mentoring home visits or family meetings for those high risk students.

189

00:35:13.770 --> 00:35:26.079

William J. Doyle: Schools must also track implementation and impact through the Prt, so the attendance goal should not only exist, it should be monitored on a routine regular basis.

190

00:35:27.370 --> 00:35:31.030

William J. Doyle: So let's the section is multi-tiered systems of support.

191

00:35:31.270 --> 00:35:46.949

William J. Doyle: Mcss should be a school-wide framework, a whole school-wide framework, and one of the key additions is that this section now mirrors the Swd section in structure and language, creating greater coherence across the Cep.

192

00:35:47.070 --> 00:36:01.849

William J. Doyle: So each tier, tier, 1, 2 and 3 is now clearly defined in the guidance of the Cep helping ensure a shared understanding of what differentiates differentiated support would look like for each tier.

193

00:36:01.980 --> 00:36:15.739

William J. Doyle: This section also explicitly includes prompts related to students in foster care, which is brand new, and this recognizes the need to describe how vulnerable student populations are being supported.

194

00:36:16.220 --> 00:36:33.039

William J. Doyle: Mtss. Is not a special education system. It is a general education strategy for all all learners, and this section encourages schools to plan across academics, Sel and attendance, using the layered supports.

195

00:36:36.510 --> 00:36:57.960

William J. Doyle: One of the most structural changes this year is the implementation progress monitoring has moved out of the Cep template and into the Prt within the iplan, and this supports more dynamic ongoing reflection throughout the school year. Not just a snapshot at the point of submission

196

00:36:58.130 --> 00:37:08.350

William J. Doyle: schools will still need to describe their internal monitoring structures in the Cep. However, the actual implementation progress check will now happen in the Prt.

197

00:37:08.490 --> 00:37:30.210

William J. Doyle: And schools are going to be really glad to see that as well. This helps schools stay adaptive. If a school reports that they are almost on track or not on track, then the Prt. Will prompt them to reflect and to revise. In real time the Prt. Is becoming a feedback as well as a reflection loop not just a compliance system.

198

00:37:31.500 --> 00:37:48.999

William J. Doyle: This slide breaks down what we will and won't carry over into the new Cep template sections that will not roll over. Include section 5, because the structure has changed, especially the needs assessment and the action plan

199

00:37:49.110 --> 00:38:05.700

William J. Doyle: and upload questions like the Slt signature page sections that will roll over include sections 2, 3, 4, 6, and 7, and these will remain in the 2425, content to provide historical continuity.

200

00:38:05.900 --> 00:38:25.060

William J. Doyle: So that'll transfer over 2 renamed sections to be aware of include chronic absenteeism is now the attendance slash, chronic absenteeism, and the quality Iep is now being labeled as the high quality, inclusive and accessible learning for students with disabilities.

201

00:38:33.547 --> 00:38:38.220

William J. Doyle: This section shows the pre-populated areas

202

00:38:38.450 --> 00:38:45.499

William J. Doyle: in in the iplan. And again, those sections are 2, 3, 4, 6, and 7.

203

00:38:50.050 --> 00:39:03.959

William J. Doyle: So if you take a look at these questions, how will the new structure improve your planning? And this is for school leadership teams as well as DIts, because very similar process. What shifts might your team need to make?

204

00:39:03.990 --> 00:39:27.130

William J. Doyle: Because there will be some changes, some modifications, and which updates will have the greatest impact on your student population. These prompts are ideal for those discussions as well as those reflections and schools should be doing that at the end of this year, because the Cep is due at the end of June.

205

00:39:27.230 --> 00:39:44.950

William J. Doyle: And so this is a great slide to to print out and just have as a talking piece so that you can see all of the different changes from the Cep. I'm not going to read that particular slide. I'm going to go to this next one

206

00:39:45.368 --> 00:40:05.400

William J. Doyle: so to close here for your immediate next steps, or for folks the next steps for slts as well as dlts is to review the new template that's being provided to align the slt as well as the Dlt work to the refined planning calendar.

207

00:40:05.400 --> 00:40:24.400

William J. Doyle: and to make stakeholder engagement a priority which includes looking at the data and thinking about those system-wide priorities, the Chancellor's priorities and integrating the Prt data from the previous 3 sessions into that planning conversation

208

00:40:26.240 --> 00:40:31.750

William J. Doyle: this slide outlines the support role of the Dsfps. That's myself

209

00:40:31.750 --> 00:40:56.359

William J. Doyle: to provide both superintendents as well as principals, and that includes strategic planning support, helping schools to align those goals with district priorities, how to use the Pdsa cycles of of inquiry to drive the continuous improvement of schools as well as districts to look at the Progress monitoring data as well as coaching leaders on how to use

210

00:40:56.470 --> 00:41:00.799

William J. Doyle: the beginning of the year, the middle of the year and the end of the year. Benchmarks

211

00:41:01.483 --> 00:41:21.789

William J. Doyle: implementing progress checks along the way, providing tools and guidance. And again, we always like to reference that the lplan portal is really the go to as far as resource development, because everything that we talk about is always included in the lplan portal as a resource

212

00:41:22.500 --> 00:41:45.509

William J. Doyle: ensuring that their stakeholder in engagement, that everyone has a seat at the table, and that all voices are being heard. This is a collaborative opportunity. And it's you know. We make changes and modifications based on everyone's information and knowledge base. Lastly, you'll see here the the months of April and May.

213

00:41:45.740 --> 00:42:06.160

William J. Doyle: These are the times when schools should be really deeply engaged in the goal development and working on their action plans. May and June is when we're releasing the new budgets so that should be coming out. And again, the key is to ensure that the budgets are aligned to the Cep goals.

214

00:42:06.340 --> 00:42:35.020

William J. Doyle: and the date of June 27th is when schools have to submit their 1st draft, their preliminary cep, and then over the summer. The district teams as well as myself, provide feedback on those plans, and then the principals complete their online attestation, which is stating that the budget that they've developed is in alignment with the Cep Goals, and then.

215

00:42:35.080 --> 00:42:49.230

William J. Doyle: July 25, th you'll see superintendents certify the alignment of the financials with the Cep Goals and July August. The superintendent teams work on the collaborative feedback

216

00:42:49.799 --> 00:42:57.930

William J. Doyle: and then we come back and schools have an opportunity to revise. And that really kind of is the the whole process

217

00:42:58.720 --> 00:43:11.089

William J. Doyle: these are different resources that folks can use, and that is essentially what I wanted to share. I do want to show this slide, which

218

00:43:11.220 --> 00:43:13.359

William J. Doyle: oh, it's not showing that. How do you like that?

219

00:43:14.716 --> 00:43:19.480

William J. Doyle: Do? Do you see the district leadership monthly calendar?

220

00:43:20.880 --> 00:43:21.500

William J. Doyle: No.

221

00:43:21.500 --> 00:43:22.180

Kelly McGuire: No.

222

00:43:22.570 --> 00:43:27.050

William J. Doyle: Okay, let me let me see if I can. X. Out of this for a second

223

00:43:33.060 --> 00:43:34.839

William J. Doyle: back into zoom.

224

00:43:41.580 --> 00:43:43.289

William J. Doyle: Let me stop sharing

225

00:43:52.230 --> 00:43:52.930

William J. Doyle: participants

226

00:44:06.620 --> 00:44:08.009

William J. Doyle: you see it now.

227

00:44:09.360 --> 00:44:11.250

Kelly McGuire: Nope! Oh, there it is!

228

00:44:11.250 --> 00:44:15.049

William J. Doyle: Yeah, so this is the district calendar.

229

00:44:15.260 --> 00:44:20.899

William J. Doyle: So I have a calendar for the slt

230

00:44:21.300 --> 00:44:25.619

William J. Doyle: as well as the dlt and

231

00:44:27.490 --> 00:44:31.519

William J. Doyle: So at this point in time. Let me just go down to May.

232

00:44:31.990 --> 00:44:33.420

William J. Doyle: Where is it? Here.

233

00:44:34.390 --> 00:44:46.560

William J. Doyle: here we go. May so may part of what the dlt should be working on is really looking at. Some of the data from

234

00:44:46.660 --> 00:45:05.110

William J. Doyle: the Prt level the 1st the beginning of the year to where we are now and then looking at our dceep goals and and working to develop that dceep for next year. So part of what I'm going to do with Kelly is to

235

00:45:05.110 --> 00:45:29.729

William J. Doyle: work collaboratively, to to look at the data, and to maybe put it together, either a slide deck or something of that nature. Or we actually look at the Cep or the dceep and see where we are. How does how does the team want to modify and change those goals for next year, going through that same process that I just kind of reviewed with

236

00:45:29.730 --> 00:45:33.200

William J. Doyle: the with the schools for the Cep

237

00:45:33.230 --> 00:45:37.270

William J. Doyle: and and and to kind of

238

00:45:37.580 --> 00:45:43.360

William J. Doyle: push that out so that we have a dceep. That is a living document.

239

00:45:43.540 --> 00:46:10.930

William J. Doyle: The other big piece that the dlt should really look at. And I spoke with Lolita a little bit earlier, and I know that she's not going to be with us until you know. I think she's she'll be back in a couple weeks. But looking at the district parent, family engagement policy, and to see what is working what is not working, because those are. That's really the heart and soul of of the dceep is the district

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00:46:10.930 --> 00:46:18.770

William J. Doyle: for parent family engagement policy as well as looking at the data and coming up with new action plans for this particular year.

241

00:46:19.292 --> 00:46:48.729

William J. Doyle: And so yeah, so that's that's really. And then you'll see here, right? June, consider the new elected members. When okay, we're gonna go down to guidance utilize the results of the Biennial Review. So again, this is what I was saying before right looking at the Dcp. Looking at the data and then working collaboratively to craft new goals and new action plans for next year.

242

00:46:49.530 --> 00:46:52.960

William J. Doyle: That's pretty much all I have to say

243

00:46:53.398 --> 00:46:57.011

William J. Doyle: so with that, I'm gonna I'm gonna end it. Stop sharing.

244

00:46:58.250 --> 00:46:58.880

Kelly McGuire: Thanks. Bill.

245

00:46:58.880 --> 00:47:00.089

William J. Doyle: Yeah. No worries.

246

00:47:00.090 --> 00:47:02.879

Kelly McGuire: And just want to note really quickly is that

247

00:47:03.430 --> 00:47:18.800

Kelly McGuire: we're in no way trying to avoid review or use of data. It's just that, you know, the timing doesn't quite work on some of these things. Our goals are based on data that aren't available until the end of June. So

248

00:47:19.170 --> 00:47:23.479

Kelly McGuire: you know same thing with school-based Ceps. So it

249

00:47:24.440 --> 00:47:40.429

Kelly McGuire: we're trying to get figure out how to work in a system that isn't necessarily, or work with a tool that isn't necessarily friendly to the school timeline. A lot of the goals we have are based on these end of your screeners, which schools have until I think the middle of

250

00:47:40.550 --> 00:47:58.390

Kelly McGuire: June or June 11th to complete so and to just look at the middle of your screener data is not really an accurate way of evaluating progress. It's not linear. There are different skills that are taught between the beginning of the year and the middle of the year. There are different skills between the middle of the year and the end of the year. So it's.

251

00:47:58.910 --> 00:48:19.939

Kelly McGuire: you know, one something's got to change here a little bit. And so we're just trying to think about how it is that we can be a little smarter with that for the coming year. So we actually can like really use this tool in the way that it's intended. So. But I I digress. But I appreciate any support that you offer with with that stuff, bill

252

00:48:20.630 --> 00:48:27.680

Kelly McGuire: But I do want to, just in the last few minutes. Here, give folks a chance to share out

253

00:48:27.840 --> 00:48:35.620

Kelly McGuire: Caitlin. Is there anything you'd like to share. Craig, always start with our parent representatives. So.

254

00:48:36.442 --> 00:48:43.367

Caitlin Canfield: Nothing really from President's council. I think all the ptas are

255

00:48:44.010 --> 00:48:51.049

Caitlin Canfield: doing their their big fundraising pushes right now, right? There's a lot lot of events happening. But that's

256

00:48:52.080 --> 00:48:53.300

Caitlin Canfield: That's pretty much it.

257

00:48:54.330 --> 00:48:55.140

Kelly McGuire: Thanks.

258

00:48:55.170 --> 00:49:03.032

Craig Slutzkin: The sec. Elections are over. Thankfully they are over breathing a sigh of relief that I can move on with. My

259

00:49:03.550 --> 00:49:14.449

Craig Slutzkin: my days we should have results in about, I guess. About 3 weeks or so it could be longer. Depends on how long it takes to tabulate and go through all the individual councils to make sure that they have

260

00:49:14.905 --> 00:49:34.000

Craig Slutzkin: an iep parent, an ell parent, etc. No, no same school rules, so it does take some time to tabulate and go through. So probably about 3 weeks. We have our next Cec. Meeting on Wednesday at 6 o'clock at P. Psis, 2, 76 in Battery Park City. And everybody is invited.

261

00:49:34.410 --> 00:49:38.099

Kelly McGuire: Thanks, Davon, would you like to share anything with the group.

262

00:49:38.918 --> 00:49:43.199

Dayvonne Anderson: Nothing much with us. We're just planning for our elections

263

00:49:43.500 --> 00:49:50.189

Dayvonne Anderson: for the Manhattan High Schools President's Council that's coming up. But otherwise all is quiet.

264

00:49:50.360 --> 00:49:52.630

Kelly McGuire: Great fingers crossed

265

00:49:53.372 --> 00:49:58.359

Kelly McGuire: and Pamela let us know that she had to jump off. But, Jessica, would you like to share anything.

266

00:49:58.610 --> 00:50:06.620

Jessica Harvey: Sure we had a wonderful spring conference. This weekend, and one of the highlights of it was that we had

267

00:50:07.050 --> 00:50:28.320

Jessica Harvey: virtually all of the mayoral candidates came and joined us in person, and that was exciting, because we were able to ask them some very important questions and get some answers on how they will support the fixed tier. 6.

268

00:50:28.410 --> 00:50:38.889

Jessica Harvey: Legislation at the state level, how they would work with city Council, perhaps to work on the

269

00:50:39.340 --> 00:50:53.160

Jessica Harvey: the bill for for fixing paraprofessional pay and also about their work with

270

00:50:54.261 --> 00:50:59.378

Jessica Harvey: health care for city workers. So and

271

00:51:00.770 --> 00:51:09.160

Jessica Harvey: everyone basically was there except Adrian Adams. So I thought it was a pretty pretty interesting panel.

272

00:51:09.700 --> 00:51:12.619

Jessica Harvey: and a lot of our members got to see that.

273

00:51:13.098 --> 00:51:16.779

Jessica Harvey: So we were excited by that. And that's about it.

274

00:51:17.740 --> 00:51:20.290

Kelly McGuire: Thanks. Jessica and Rennie.

275

00:51:21.270 --> 00:51:49.776

Renny Fong: Thanks. Jessica. Yeah. Csa also had a mayoral forum last Monday, and almost all the candidates came. It was like a 1 on one. It was almost like a C. 31 on one on one each. Candidate got 15 min. So it was really good to again hear from all the candidates. So it's gonna be an interesting primary for sure. And yeah has such an impact on education as we know. So looking forward to that. And Bill, yeah, thanks for the presentation. I'm just hoping we can use AI

276

00:51:50.210 --> 00:52:08.680

Renny Fong: because I think AI can do a lot of this stuff uploading the data, and just at least putting out a sketch for people to review rather than always seeming to start from scratch,

because AI can just do all of this stuff now for us, and it would save us all time and energy and work, because they

277

00:52:08.820 --> 00:52:31.989

Renny Fong: literally, you can just upload the data, ask it to write a Cep for you, and then we would save a lot of time that way. And then, you know, we can review what AI's recommendations are. So that's my proposal for the future, like it could write our dceep, our Ceps, and each school will have one, that's, you know, really aligns with their needs, and to to the district, too. So that that's my dream.

278

00:52:32.570 --> 00:52:35.369

Renny Fong: And then we can just get together to have coffee.

279

00:52:36.150 --> 00:52:36.875

Jessica Harvey: Online.

280

00:52:39.330 --> 00:52:44.711

Kelly McGuire: I like it and maybe have a conversation about the goal somewhere in there.

281

00:52:45.470 --> 00:52:57.630

Kelly McGuire: alright with that. Our next meeting is, I think, June 16.th yep, June 16, th and

282

00:52:58.160 --> 00:52:59.340

Kelly McGuire: I will

283

00:53:00.050 --> 00:53:05.999

Kelly McGuire: stop the recording, and just thank everybody for coming this morning and wish you well this week.

284

00:53:08.130 --> 00:53:08.910

Renny Fong: Thanks. Everyone.

285

00:53:09.410 --> 00:53:10.010

Dayvonne Anderson: Thank you.

