

D30 District Leadership Team Meeting

September 17, 2025



District 30 Leadership Team



Ms. Lisa Hidalgo
Community Superintendent



Dr. William Fahey
Deputy Superintendent



Dr. Tanicia Rivera
Executive Director of School
Support and Operations



**Bandna
Sharma**

Family Leadership
Coordinator



**Marco
Dominguez**

Family Support
Coordinator

Welcome to the 2025-26 School Year

On Thursday, September 4th, we welcomed over 24,000 students across our 42 schools to the 2025-26 school year.

A huge shoutout to our building leaders, teachers staff, parents and students for making the opening of the 2025-26 school year a big success.



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Our District Core Values

H

Exemplify
Honesty

E

Exhibit
Excellence

A

Embody
Accountability

R

Extend
Respect

T

Embrace
Teamwork



The 4c's of Strategic Leadership in D30





Planting Seeds Together, Growing Futures As One

The theme "Planting Seeds Together, Growing Futures As One" is a powerful statement about the shared responsibility and collaborative nature of education. It emphasizes that a strong partnership between the school (principals, teachers) and the home (families) is essential for helping students (the seeds) grow into successful and well-rounded individuals (the futures).

The page is decorated with various autumn-themed illustrations. In the top-left corner, there are green leaves and a small brown twig. In the top-right corner, there are two acorns with dark brown caps and orange-brown bodies. In the bottom-left corner, there are two acorns with dark brown caps and orange-brown bodies. In the bottom-right corner, there are several green leaves and a small brown twig. The central text is in a bold, orange-brown serif font.

District Programs And Instructional Expectations

Expectations For Our Teamwork Across Schools and Teams

I	Identify areas of need through strategic data review
M	Map out evidence-based solutions aligned to the identified needs
P	Plan & organize an actionable plan that engages teams in collaborative learning to support implementation
A	Align norms and expectations to guide the consistent use of new strategies and practices
C	Collect meaningful feedback
T	Track & evaluate outcomes, then respond with timely adjustments to strengthen results

Core Curriculum Resources



Reading

- Heggerty - Phonemic Awareness
- FUNdations - Phonics
- HMH Into Reading - Grades K-5
- HMH Into Literature - Grades 6-8
- EL Education - Grades 6-8

Mathematics

- Amplify Mathematics - Grades 6-8
- Envisions, Eureka, i-Ready, Amplify K-5

Social Studies

- Passport to Social Studies
- Civics for All

Science

- Amplify Science
- 


Knowing our Students As Readers and Mathematicians



Reading

- K-2 Acadience Assessment
 - Administered 3x Per Year
- 3-8 i-Ready Reading Assessment
 - Administered 3x Per Year
- K - 6 Mclass Assessment
 - Administered 3x Per Year

Mathematics

- K-8 i-Ready Math Assessment
 - Administered 3x Per Year
 - K-2 Acadience Math
 - Administered 3x Per Year
- 

Multi Tiered Systems of Support - MTSS

- **Tier 1:** High-quality, standards-based ELA instruction for all students.
- **Tier 2 :** Small-group supports (4x/week). i-Ready Toolbox, HMH intervention sets, Sound Sensible, SPIRE, Phonics for Reading (K-5), REWARDS, Just Words and Phonics for Reading (Middle Schools)
- **Tier 3:** Intensive pull-outs (1:3 or 1:5). Sound Sensible, SPIRE, Phonics for Reading (K-5), REWARDS, Just Words and Phonics for Reading (Middle Schools)
- **Progress monitoring** every 2–3 weeks. (Acadience Reading Survey results are used to identify each student's instructional level and to determine the appropriate level for progress monitoring, through ALO).

Priority For The 2025-2026 School Year

Coherence, Capacity Building, Collaboration, Collective Accountability

🌱 Planting Seeds Together, Growing Futures As One 🌱

When we know our standards, understand our students, use our resources strategically, and teach with intention—our students grow.”

Problem of Practice - District-wide and school-level data reveal gaps in foundational literacy skills, specifically in phonemic awareness, phonics, and comprehension. These challenges are most pronounced among English Language Learners (ELLs), Students with Disabilities (SWIEPs).

Theory of Action - If we strengthen educator capacity in the following areas:

- Knowledge of Standards
- Knowledge of Students
- Knowledge of Resources
- Effective Practice


Then we can plan and deliver impactful literacy instruction—standards-based, targeted, and inclusive of all learners—that leads to measurable increases in reading proficiency across all grade levels and subgroups.

State Data - % Proficient



Assessment	2024	2025	Change
ELA	55.8	60.9	+5.1
MATH	58.4	61.5	+3.1
NYSESLAT Commanding	15.0	17.0	+2
SCIENCE	36.3	47.4	+11.1

Celebrating our Successes

Subgroups	K-2 Reading Growth	3-8 NYS ELA	3-8 NYS Mathematics	Overall Reading	Overall Math
All Students	Average Increase of 9%	Average Increase of 5.1%	Average Increase of 3.1%	 60.9%	61.5%
ELL/ML	Average Increase of 6%	Average Increase of 4%	Average Increase of 5.2%		
SWIEPS	Average Increase of 10%	Average Increase of 6.7%	Average Increase of 5.4%		

ELA - Grade levels



Grade	2024	2025	Change
3rd	49.5	59.2	+9.7
4th	55.5	61.1	+5.6
5th	51.8	62.3	+10.5
6th	52.5	61.0	+8.5
7th	62.4	58.8	-3.6
8th	62.7	63.3	+0.6

As a district, we achieved an overall increase of 5.1%. Our most significant change was the performance of our students in grade 5 (10.5% change). In addition, we have seen a 5.2% reduction in students performing at level 1.

ELA - Subgroups - ELLs



Grade	2024	2025	Change
District	8.3	12.3	+4.0
3rd	11.4	20.2	+8.8
4th	13.5	16.3	+2.8
5th	4.1	11	+6.9
6th	5.3	9.1	+3.8
7th	8	4.4	-3.6
8th	4	5.8	+1.8

Our ELL learners improved by 4%, with our third grade learners seeing an 8.8% change. In addition, we have seen a 10.6% reduction in students performing at level 1.

ELA - Subgroups - SwIEPS



Grade	2024	2025	Change
District	21.6	28.3	+6.7
3rd	22.7	28.7	+6.0
4th	21.9	32.6	+10.7
5th	16.7	28.7	+12.0
6th	16	28.6	+12.6
7th	24.4	23.9	-0.5
8th	28.6	26.5	-2.1

Our SWIEP learners improved by 6.7%, with our six grade learners seeing a 12.6% change. In addition, we have seen a 9% reduction in students performing at level 1.

Math - Grade levels



Grade	2024	2025	Change
3rd	56.3	65.9	+9.6
4th	61.3	66.7	+5.4
5th	58.4	59.5	+1.1
6th	55.3	58.1	+2.8
7th	64.2	62.0	-2.2
8th	51.5	50.1	-1.4

As a district, we achieved an overall increase of 3.1%. Our most significant change was the performance of our students in grade 3 (9.6% change). In addition, we have seen a 2% reduction in students performing at level 1.

Math - Subgroups - ELLs

Grade	2024	2025	Change
District	22.6	27.8	+5.2
3rd	25.1	38.3	+13.2
4th	28.3	36.4	+8.1
5th	20.1	20.6	+0.5
6th	13.8	17.6	+3.8
7th	22.5	22.9	+0.4
8th	21.2	23.4	+2.2



Our ELL learners improved by 5.2%, with our third grade learners seeing an 13.2% change. In addition, we have seen a 2% reduction in students performing at level 1.

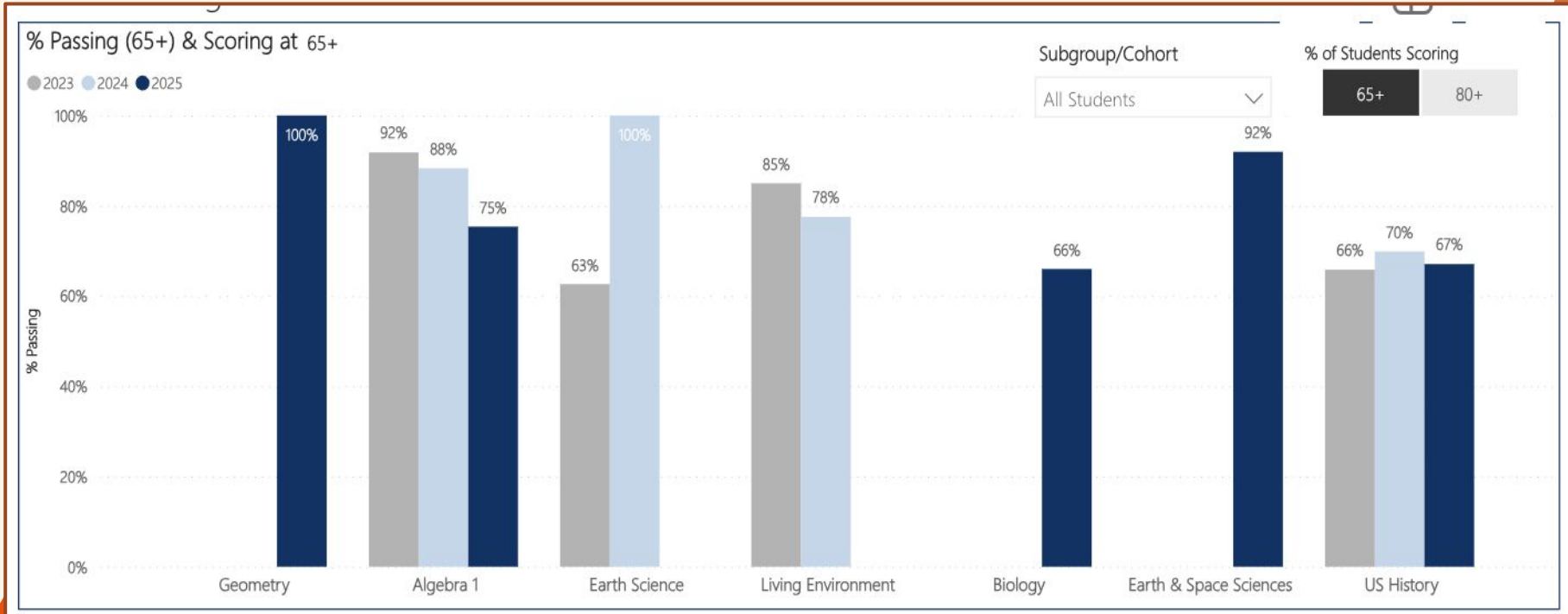
Math - Subgroups - SwIEPS



Grade	2024	2025	Change
District	28.3	33.7	+5.4
3rd	32.9	40.6	+7.7
4th	33.7	43.1	+9.4
5th	25	29.8	+4.8
6th	23.9	27.6	+3.7
7th	29	29	-
8th	22.1	29.3	+7.2

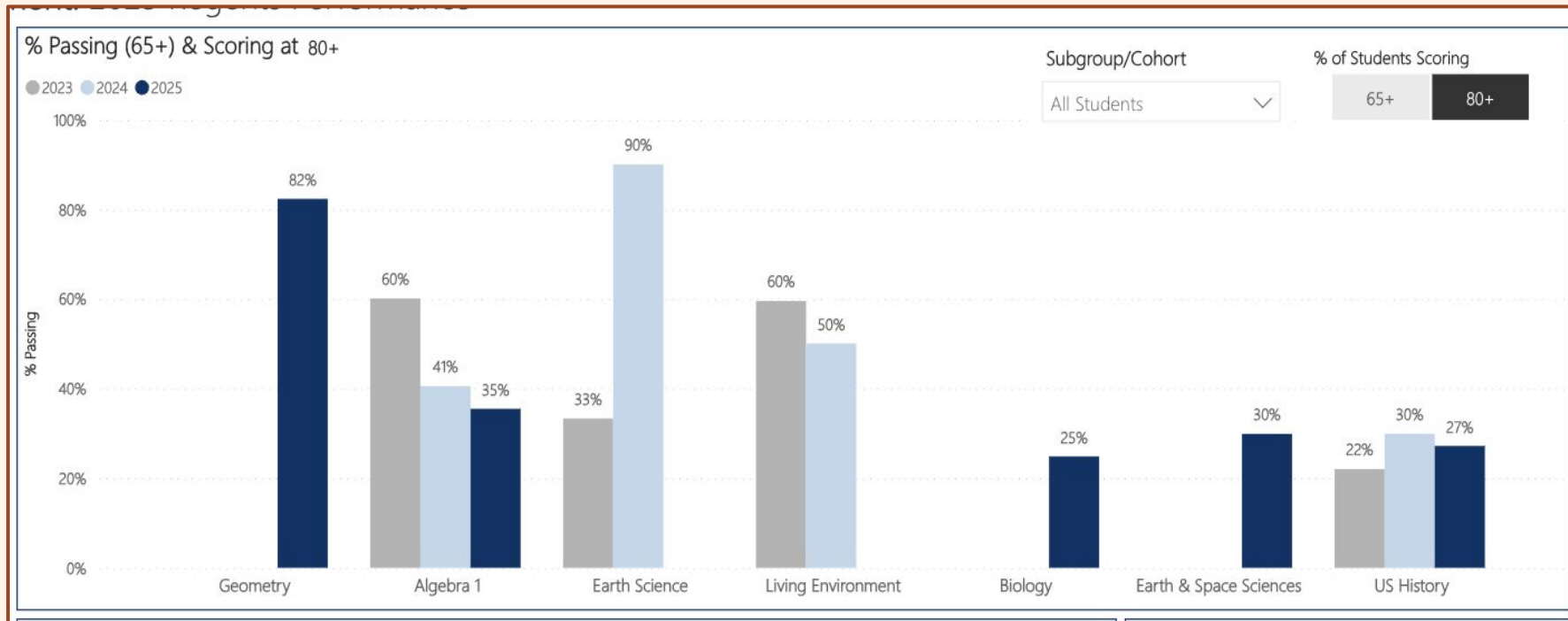
Our SWIEP learners improved by 5.4%, with our fourth grade learners seeing a 9.4% change. In addition, we have seen a 5% reduction in students performing at level 1.

Regents - 65+



The district has expanded opportunities for students to access Regents courses earlier and across more content areas, resulting in a broader participation rate and increased exposure to college- and career-ready pathways


Regents - 80+



Our 2025-2026 DCEP Goals

DCEP Priority	Goal
Priority 1: All students learn to read well	By June 2026 , all schools will strengthen strategic small group instruction practices and the implementation of Multi-Tiered Systems of Support (MTSS), resulting in a 5% increase in all students reading at or above proficiency, and an 8% increase for our ELLs, and Students with Disabilities (SWIEPs) as measured by the Acadience, Mclass, and i-Ready assessments.
Priority 3: All students have a high quality academic experience	By June 2026 , all schools will strengthen the implementation of the mathematical shifts resulting in a 5% increase in All Students subgroup (from 55% to 60%) and an 8% increase for English Language Learners (ELLs) and Students with IEPs (SWIEPs) scoring at or above grade-level proficiency as measured by i-Ready Math results.


Priority 2: All students are physically and emotionally safe



By June 2026, all schools will strengthen the implementation of the district wide Leader in Me program to promote physical and mental wellness, resulting in a 10% decrease in the number of classroom incidents as reported in the School Safety/Climate Dashboard

LeaderinMe[®]

Leader in Me will equip District 30 schools to meet today's challenges with a proven framework that enhance instruction, strengthens culture, and accelerates student achievement



Comprehensive SEL support + Leadership framework designed to drive competency development and academic achievement.



Our 2025-2026 DCEP Goals

DCEP Priority	Goal
Priority 4: All students graduate college and career ready	By June, 2026, the percentage of active NYC RISE college savings accounts for All Students will Increase by 8% from 62 to 70 as measured by NYC RISE enrollment reports.
Priority 5: All districts and schools are more inclusive and responsive for parent and families	By June, 2026, the percentage of parent involvement will Increase by 3% from 92 to 95% as measured by NYC School Survey Results.
Chronic Absenteeism	By June, 2026, the Chronic Absenteeism Rate for All Students will decrease by 3%, from 27% to 24%, as measured by the Chronic Absenteeism Reports.

District Updates

- Cell phone policy
- SLT Guidance
- State of the District- (Virtual) – Tentative October 15th (flyer forthcoming)
- Middle School Fair – October 23rd from 5:30 – 7:30pm (flyer forthcoming)
- Trunk or Treat – October 24th @ Astoria Park

