



New York City Public Schools

District 14:

**Community Education
Council**

April 22, 2026

Dr. David Cintron, Superintendent



Superintendent Updates



Dr. David Cintron, Superintendent





Multilingual Learner Advocacy Month

HELLO! PËRSHËNDETJE! مرحباً! হ্যালো! 您好! BONJOUR!
ALO! 안녕하세요! ЗДРАВСТВУЙТЕ! ¡HOLA! ВІТАЄМО! بيلو! SALOM

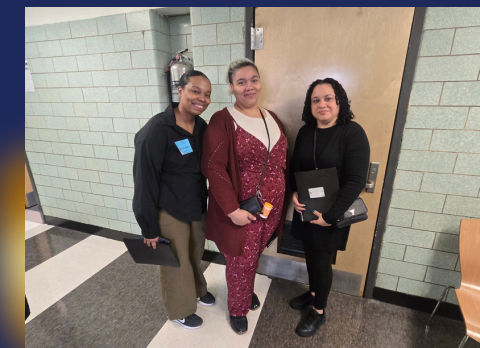
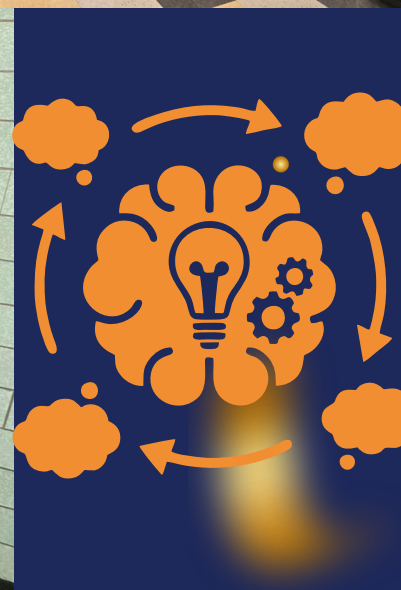
CELEBRATING
**ARAB AMERICAN
HERITAGE
MONTH**

The NYC Public Schools logo is located in the bottom left corner of the graphic. The graphic features a dark blue background with various geometric patterns, including stars and squares, in gold, pink, and white. The text 'CELEBRATING ARAB AMERICAN HERITAGE MONTH' is centered in a mix of gold, pink, and white fonts.

Autism
ACCEPTANCE

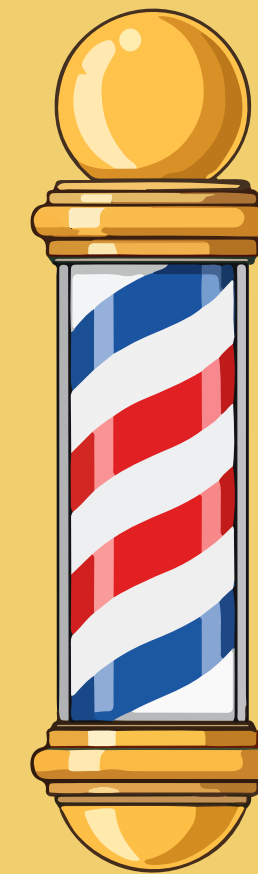
The graphic features a light blue background with a large, colorful infinity symbol in the center. Above the infinity symbol are several colorful handprints in blue, red, yellow, green, and purple. The word 'Autism' is written in a large, dark blue font, and the word 'ACCEPTANCE' is written in a smaller, colorful font on a white banner below it. The NYC Public Schools logo is visible in the bottom left corner of the overall image.

Community School District 14 Parent Leadership Summit March 25th, 2026



BESPOKE BLADES

Barbershop





THE DISTRICT VISION

IS TO CULTIVATE THE BRILLIANCE AND EXCELLENCE IN EVERY CHILD.

THE DISTRICT MISSION

IS TO WORK TOGETHER TO IMPROVE LEARNING FOR ALL STUDENTS IN A RESPECTFUL, INCLUSIVE AND SAFE LEARNING ENVIRONMENT FOCUSED ON ELIMINATING THE ACHIEVEMENT GAP.



CORE DISTRICT VALUES

- 1** EVERYONE HAS A RIGHT TO FEEL SAFE, RESPECTED, AND INCLUDED.
- 2** EVERYONE HAS THE POTENTIAL TO LEARN AND TO ACHIEVE EXCELLENCE.
- 3** WORKING TOGETHER WE CAN ACHIEVE MORE THAN WE CAN ON OUR OWN.
- 4** EVERYONE MUST TAKE PERSONAL RESPONSIBILITY FOR THE SUCCESS OF ALL STUDENTS.
- 5** CONTINUAL IMPROVEMENT ACROSS THE DISTRICT IS NECESSARY FOR OUR SUCCESS.

District 14 Priorities

01 Priority 1

Ensure students think critically about the world and affect change, schools must ensure that literacy skills, especially in the early grades, are developed rigorously across all domains. Curriculum choices should include frameworks for diversity, inclusivity, and culturally sustaining practices in order to prepare students for the increasingly globalized job-market and world.

02 Priority 2

Social-emotional learning and wellness must be embedded in all aspects of the life of schools for students to thrive. This work must be evident throughout the school day and during out-of-school time. In doing so, schools will support students in a comprehensive way leading to greater school and life outcomes

03 Priority 3

Working together, we can achieve more than we can individually. The District will cultivate and sustain a culture of trust and collaborative inquiry to disrupt inequities and leverage its community members as assets in order to ensure that everyone is learning together and sharing what works in order to uplift the entire District community.

04 Priority 4

For students to have the opportunity to accelerate their learning, a culture of robust data analysis and progress monitoring must be cultivated and sustained to ensure that students get what they need, when they need it. Be exploring a comprehensive assessment plan with clear benchmarks for success, including plans for supporting struggling students as well as enrichment, schools will ensure that continual improvement is achieved.

05 Priority 5

Students have a right to a school environment that enables them to develop an orientation toward the common good. The District and schools should provide opportunities for students to affirm their identities, strengthen relationships, and define their role within the community and as leaders in society. In doing so, students will take action to make a difference.

06 Priority 6

Schools and Districts share the responsibility of ensuring that families are active partners in their children's education, and that they have access to the resources needed in an easily accessible way. Principals, parent leaders, and parent coordinators working together in a coordinated way will model this and ensure that family engagement is both meaningful and impactful.



District Goals and Actions...

1

By June 2026, schools will implement a comprehensive multi-tiered system of support that includes Tier 2 and Tier 3 evidence-based interventions that includes a strategic alignment of instructional, fiscal, human resources and time. The system will be monitored by the leadership team to ensure there is a significant reduction of the percentage of students performing below grade level throughout the year as measured by:

- 50% of students performing below grade by the middle of year diagnostic and an additional reduction of 50% by the end of year literacy diagnostic assessments.

2

By June 2026, schools will implement a responsive classroom approach embedded within the instructional program and professional development to actively engage all stakeholders in regular social-emotional learning (SEL), mental health skill-building, and mindfulness practices. This integrated approach will promote student wellness, foster safe and inclusive learning environments, and lead to measurable improvements in student behavior, emotional regulation, and school climate as measured by:

- An increase in attendance from 89.9% to 93% as reported on the NYCPS Info Hub.
- A reduction of chronic absenteeism from 36.2% to 32% as reported on the NYCPS Info Hub.
- An increase of students trusting and respecting each other from 75% to 80% as reported on the NYC School Survey.



District Goals and Actions continued...

3

By June 2026, District 14 will ensure that all students have a high-quality academic experience by increasing teacher capacity to deliver personalized, differentiated instruction through daily station-teaching models and AI-enhanced instructional design. This experience will include individualized teacher-led stations, Specially Designed Instruction (SDI) for Students with Disabilities, and targeted scaffolds for English Language Learners. These efforts will result in increased student achievement and reduced learning gaps, as measured by the following outcomes:

- All students performing on or above grade level on the NYS ELA Test will increase from 62.9% to 77.9%.
- All students performing on or above grade level on the NYS Mathematics Test will increase from 58.5% to 73.5%.
- English Language Learners performing on or above grade level on the NYS ELA Test will increase from 18.8% to 38.8%.
- English Language Learners performing on or above grade level on the NYS Mathematics Test will increase from 28.3% to 48.3%.
- Students with Disabilities performing on or above grade level on the NYS ELA Test will increase from 35% to 55%.
- Students with Disabilities performing on or above grade level on the NYS Mathematics Test will increase from 34.1% to 54.1%.

4

By June 2026, schools will expand college and career readiness programming by leveraging external partnerships to provide students with enriched STEM learning opportunities, entrepreneurship education, and financial literacy. This integrated approach will result in an increase from 83% to 88% of students reporting that they have opportunities to learn about different careers to help them think about their future, as measured by the NYC School Survey.

5

By June 2026, District 14 will strengthen home-school partnerships by expanding family leadership in key decision-making processes and the implementation of school and district goals. Family engagement activities will be intentionally linked to student learning, and families will be empowered to access and utilize NYCPS and community partner resources. This approach will result in an increase in parent engagement from 94% to 99%, as measured by the NYC School Survey for parental involvement.



We're saving for college and career training, together!



Here's how much money students at our district have received in their NYC Scholarship Accounts:

\$ 540,994

Have you completed the Building Blocks yet?

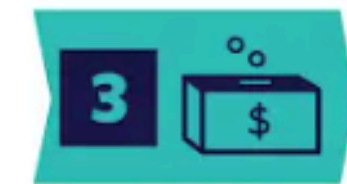
You can earn up to \$75 more for your child by completing the 3 Building Blocks:



Activate



Open



Deposit

District 14 - G&T Updates

Phasing out the District Gifted and Talented Program

Continuing the Citywide Gifted and Talented Program at PS132

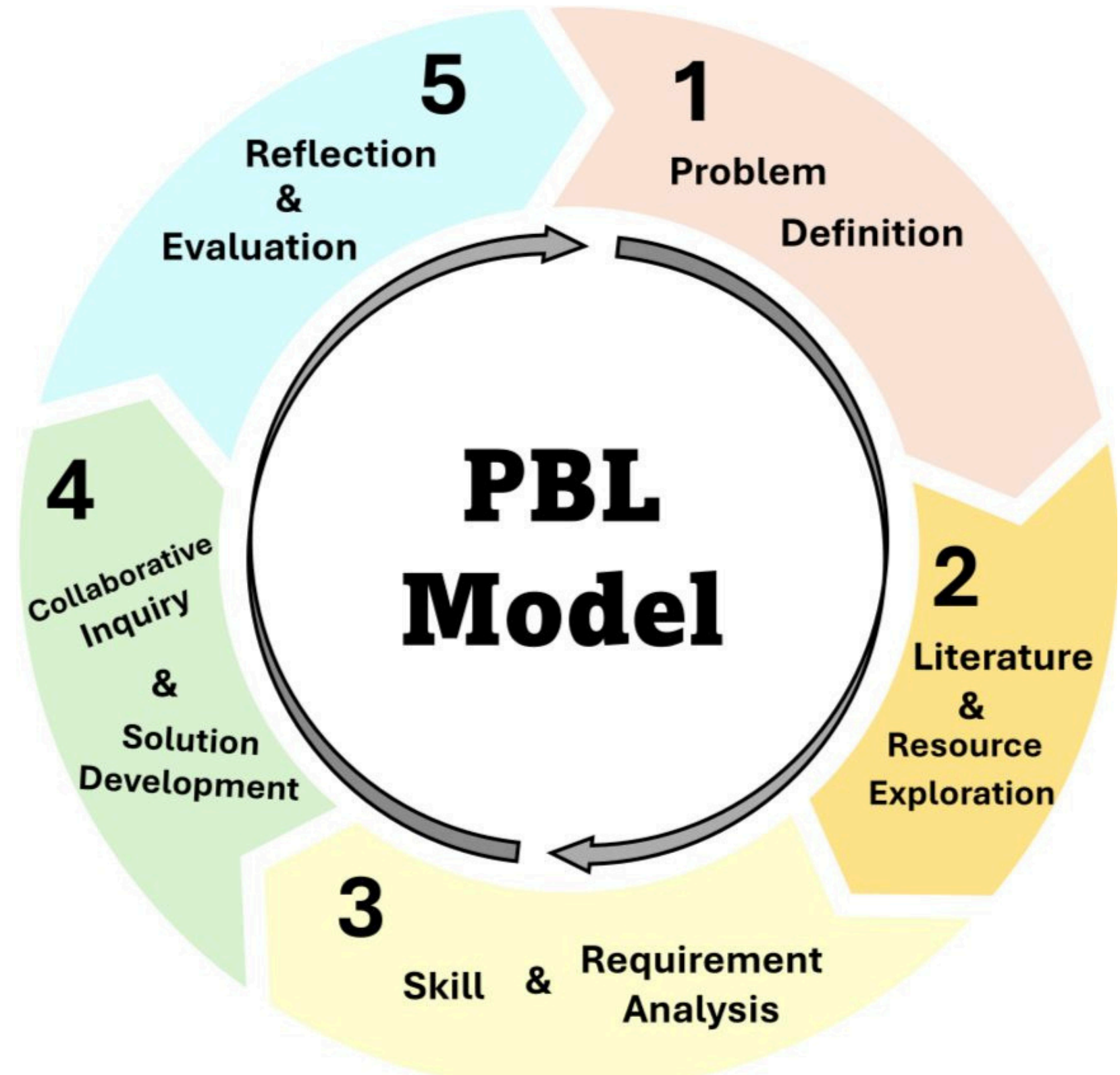
Implementing Problem-Based Learning in ALL classrooms

The Why

- Dual Language and ICT implications
- Overcrowding in NEST
- Collapsed ICT Classes
- DLT, ICT, and NEST programs available

The How

- Slow phase-out starting in SY 2026-2027
- Current G&T students continue in G&T
- Access to Problem Based Learning for all



Traffic Light Approach for AI Usage (Red)

Do not proceed

AI is prohibited in these areas

Decisions about students

Placement, discipline, promotion

IEP and 504 plans

Qualified professionals only

Assessments and grading

Educator of record decides

Surveillance and behavior

Monitoring is prohibited

Care and counseling

Qualified staff only

Progression pathways

Educators can always override

Student data will not train AI models, be sold, or be monetized

Traffic Light Approach for AI Usage (Yellow)

Proceed with caution

Professional judgment and safeguards required

Student use of AI

Educator guidance required

Student and school data

Educators interpret findings

Critical communications

Linguist review required

Diverse learners support

Qualified staff must review

All yellow uses require ERMA-approved tools only

Traffic Light Approach for AI Usage (Green)

Proceed with confidence

Educators and leaders only, with ERMA-approved tools

Brainstorming and planning

Lesson ideas, unit planning

Drafting communications

Human review before sending

Simplifying and scheduling

Formatting, summarizing

Professional learning

Research, preparation, PD

Translation

Non-critical, with human review

Accessibility and data

Accessible materials, ops data

Leading the Way Forward Through Educational Innovation



Community School District 14

*Enhancing student learning,
powered by technology*



Literacy



Math









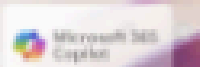





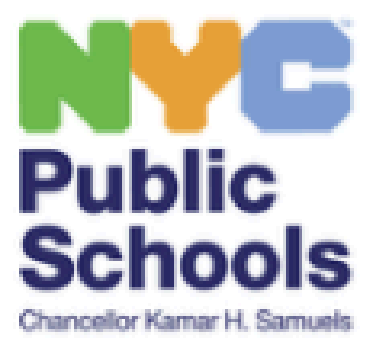
STEM



CSD14 Is Leading the Way Forward:



<u>Program:</u>	<u>Description:</u>
	Reading assistant that listens to students read aloud and provides real-time feedback to build fluency, accuracy, and comprehension.
	Adaptive learning platform that personalizes instruction in reading/math based on student performance. It provides targeted lessons.
	Digital writing platform that supports students through guided practice, peer review, and teacher feedback to strengthen writing.
	Hands-on STEM program where students grow plants without soil, learning about sustainability, science, and environmental systems.
	Hands-on building and robotics activities that develop problem-solving, engineering thinking, and collaboration skills.
	Interactive math tool for graphing, modeling, and visualizing mathematical concepts to deepen student understanding.
	Virtual reality-based math/science program that connects real-world problem solving with concepts in immersive environments.
	K-8 phenomena-based Science curriculum that blends hands-on investigations, literacy activities, and interactive digital tools including simulations and assessment for grades 6-8.
	AI-powered assistant designed to streamline teaching, learning, and school operations by integrating into apps educators use daily
	AI-powered research and note-taking assistant from Google, designed to help users understand, organize, and analyze information from their own document.
	AI-powered assistant for teachers using IM K-12 Math™ to create diagrams, visual aids, scaffolds, and extra practice problems.
	A classroom analytics platform that provides teachers and instructional coaches with insights into improve instruction.



**NYCPS AI Guidance share your thoughts,
suggestions, and insights**



**Deadline
May 8, 2026**

Looking Ahead





Our Schools. Our Future:

Conversations with the Chancellor



Saturday, Apr 25, 2026
10:30 a.m. – 12:00 p.m.
Curtis High School
105 Hamilton Avenue
Staten Island, NY 10301

Upcoming Important Dates:

April 2026

- 04/23 Superintendent Town @ 6pm (P.S. 84)

May 2026

- 05/11 DLT @ 9am

The 2026-27 school year calendar (available in all NYCPS languages)





A free summer program and adventure in learning for New York City students!

Important Dates

- **March 3, 2026:** Application Opens
- **March 27, 2026:** Application Closes
- **April 21, 2026:** Offer Release
- **July 1, 2026:** Summer Rising Starts

For more information, visit:
schools.nyc.gov/SummerRising

All NYC residents in grades K–8 during the 2025–26 school year are eligible to apply, including multilingual learners, immigrant students, and students with disabilities.

Summer Rising runs from:

- **July 1 through August 14** for students in grades K–5
- **July 1 through August 6 or 7** for students in grades 6–8

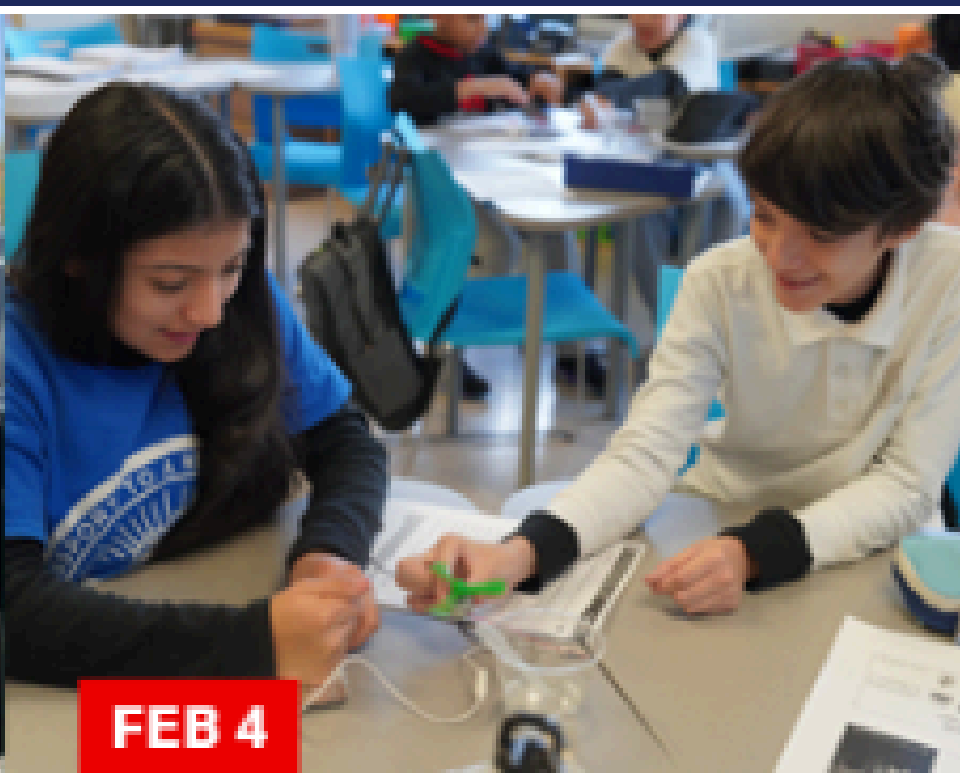
These dates are subject to change.

Any changes will be announced directly to families.

New York City Public Schools (NYCPS) and the Department of Youth and Community Development (DYCD) have partnered on Summer Rising 2026, supporting students in their academic learning and offering enriching experiences. In addition to field trips, art activities, outdoor recreation and more, free and nutritious breakfast and lunch options will be provided for all students.



NOV 19



FEB 4



APR 22



MAY 20

WASTE

ENERGY

HEALTH, WELLNESS,
AND GREEN SPACES

WATER

Climate Action Days

Stay Informed

Website: www.district14nycps.org

Instagram:

<https://www.instagram.com/communityschooldistrict14/>

X: <https://x.com/NYCPSD14>

CEC 14: <https://cec14.org/d14schools.html>



CONNECT WITH US:

JEANINE ROMAN
FAMILY LEADERSHIP COORDINATOR
EMAIL: JROMAN32@SCHOOLS.NYC.GOV
OFFICE: (718) 302-7600 Ext. 2452

LYDIA RUIZ-FERREIRA
FAMILY SUPPORT COORDINATOR
EMAIL: LRUIZFERREIRA@SCHOOLS.NYC.GOV
OFFICE: (718) 302-7686

