

CEC PRSENTATION DISTRICT 15

October 26, 2021
Anita Skop, Community Superintendent



Agenda

- Welcome and Greetings
 - Welcoming Deputy Superintendent-Nicole Lanzillotto

- District Updates
 - New Principals
 - Samantha Schmoeger-MSHS 497
 - Joanna Cohen-PS 107
 - Diane Castelucci-PS 146
 - Leila Rached-PS 154
 - Emily Hurst-PS 169
 - Screeners
 - Academic
 - SEL
 - Brilliant NYC
 - NYC Rise –Save for College

- Goals and Expectations
 - The Chancellor’s Priorities and Principles
 - The Executive Superintendent Goals
 - The District Foci in Alignment

- Questions and Concerns

- The Final Word

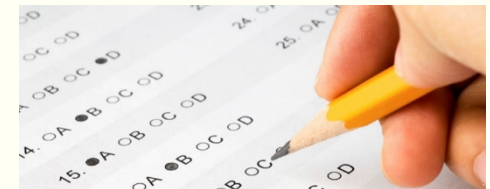
Welcome and Greetings

Welcome to our new Deputy
Superintendent

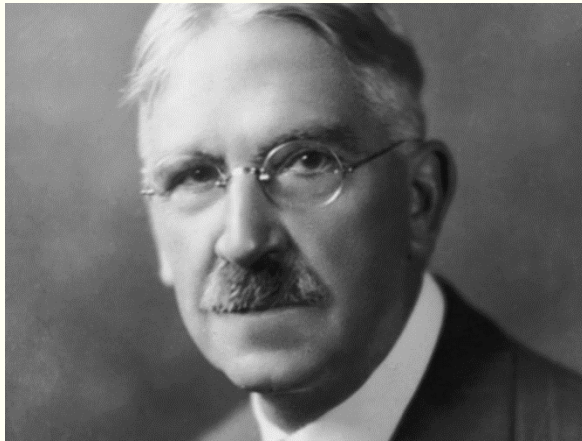


ACADEMIC SCREENERS

- As announced in the October 15 edition of Principals Digest, the Beginning-of-Year academic screener administration window opened on Monday, September 27 and continues through October 22, with make-ups through October 29. Schools must be on track to complete screener administration by October 22. If there are incomplete or missing assessments due to student absence, they must be on track to complete make-ups by October 29.
- Parents cannot opt their child out of a screener. These are part of the curriculum.



SOCIAL EMOTIONAL LEARNING-HOW DID IT START?



1909, John Dewey



1983,
Howard
Gardner



1990s, James
Comer

2001, Collaborative
for Academic, Social, and
Emotional Learning



FAQ'S ABOUT SEL SCREENERS

What is Social Emotional Learning (SEL)?	Social emotional learning (SEL) is a set of social, emotional, behavioral, and character skills required to succeed in school, the workplace, relationships, and the community.
Why is SEL essential for a child's success?	These skills affect academic learning and often enable someone to interact effectively with other people. Socially and emotionally competent people are adaptive, regulate their behavior, respond to situations in appropriate ways, and seek out opportunities to build and strengthen their communities.
What is a social-emotional screener?	A social-emotional screener is a brief questionnaire that asks about various aspects of a student's social-emotional well-being. It is designed to assess their functioning at a point in time to inform how classroom teachers and other school staff can best support them.
What screening instrument is being used?	The Devereux Student Strengths Assessment (DESSA) is a 40 question (K-8) and 43 question (HS) strengths-based assessment that asks about <u>eight domains of student social-emotional wellness</u> : personal responsibility, optimistic thinking, goal-directed behavior, social awareness, decision-making, relationship skills, self-awareness, and self-management.
How is the screener completed? How long does it take to complete?	The screener is completed online with pre-populated items and response choices. It is a Likert Scale instrument with 5 response choices for each of the 40/43 strengths based items. It takes less than 5 minutes to complete and is scored automatically through the online portal. Scores are organized according to the 8 broad domains of social-emotional competence with categorization as typical performance, area of strength, or area of need.
Will this be used to label students or diagnose mental health problems?	The screener is a broad, social-emotional instrument. It is not a diagnostic mental health assessment and it will not be used to make special education referrals or mental health diagnoses. There are absolutely no labels applied for students who participate in screening.

Nuts and Bolts

- SEL Screeners:

- SEL screeners are teacher response questions as noted below: Parents can opt their child out of the SEL screener.

Item #	During the past 4 weeks, how often did the child...	Never	Rarely	Occasionally	Frequently	Very Frequently
1	carry herself/himself with confidence?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2	keep trying when unsuccessful?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3	handle his/her belongings with care?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4	say good things about herself/himself?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5	speak about positive things?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6	get along with different types of people?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7	seek out additional knowledge or information?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8	take an active role in learning?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9	act respectfully in a game or competition?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
10	respect another person's opinion?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
11	prepare for school, activities, or upcoming events?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
12	do routine tasks or chores without being reminded?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
13	resolve a disagreement?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
14	get things done in a timely fashion?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
15	seek out challenging tasks?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
16	say good things about the future?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
17	cooperate with peers or siblings?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
18	show care when doing a project or school work?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
19	work hard on projects?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
20	express high expectations for himself/herself?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Item #	During the past 4 weeks, how often did the child...	Never	Rarely	Occasionally	Frequently	Very Frequently
21	compliment or congratulate somebody?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
22	accept responsibility for what she/he did?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
23	show good judgment?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
24	pay attention?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
25	focus on a task despite a problem or distraction?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
26	show an awareness of her/his personal strengths?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
27	think before he/she acted?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
28	express concern for another person?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
29	ask questions to clarify what he/she did not understand?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
30	follow the advice of a trusted adult?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
31	ask somebody for feedback?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
32	stay calm when faced with a challenge?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
33	describe how he/she was feeling?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
34	give an opinion when asked?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
35	make a suggestion or request in a polite way?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
36	learn from experience?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
37	perform the steps of a task in order?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
38	show the ability to decide between right and wrong?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
39	offer to help somebody?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
40	respond to another person's feelings?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

BRILLIANT NYC

- ACCELERATED INSTRUCTION

- Beginning in fall 2022, all 800 elementary schools will offer an instructional model that promotes project-based learning, group work, enrichment opportunities, and theme-based instruction. The DOE will invest in training for all 4,000 kindergarten teachers so they can create rich learning environments in their classrooms, provide age-appropriate project opportunities, and learn to observe and identify students' strengths. This framework ensures that students are taught in the same classroom at different instructional levels and taps into their interests and builds on them. Seven borough-wide teams of accelerated instruction experts will work with schools to support implementation. Additional teachers will be hired in neighborhoods that historically had little to no G&T programming.

- BRILLIANT NYC TOWN HALL –NOVEMBER 23, 2021-

- This will be our opportunity to come together as a community and define what we want for all of our children.



NYC RISE-SAVE FOR COLLEGE PROGRAM

- **PROVIDING AN NYC SCHOLARSHIP ACCOUNT FOR EVERY PARTICIPATING STUDENT**
Unless their parent/guardian opts out, every kindergartener enrolled in a NYC public school (including participating charter schools), automatically receives an NYC Scholarship Account with a \$100 initial deposit and up to \$200 in early rewards. The scholarship funds are invested in the NY 529 Direct Plan, a type of tax-advantaged account specifically designed to help people save for higher education.
- **SUPPORTING FAMILIES WITH THE TOOLS AND INFORMATION TO DEVELOP THEIR OWN SAVINGS PLAN**
After activating their NYC Scholarship Account, families can open and connect their own college savings account and start saving money in the ways and amounts that make sense for their financial circumstances.
- **SUPPORTING COMMUNITIES TO WORK TOGETHER TO INVEST IN THEIR CHILDREN'S NYC SCHOLARSHIP ACCOUNTS**
Businesses, organizations, institutions, and others, can contribute to groups of the NYC Scholarship Accounts to further increase the money in each child's account and demonstrate their community's support for every child's success.
- **REINFORCING THE EXPECTATION OF ATTENDING COLLEGE AND CAREER TRAINING**
Milestone events, activities and campaigns in schools and across neighborhoods help students dream big about what's possible for their futures.
- **TEACHING FINANCIAL EDUCATION IN THE CLASSROOM**
Students receive age-appropriate financial education starting in Kindergarten.





GOALS AND EXPECTATIONS

EQUITY is at the heart of all goals

The Chancellor's Commitment: Academic Recovery Through An Equity Lens

CRSE-SEAL PRINCIPLES

- Ensure high expectations and rigorous instruction for every single student grounded in an asset-based mindset.
- Develop and strengthen a welcoming and affirming school environment.
- Implement inclusive curricula and assessments that center student voice and collaboration
- Center time for ongoing and targeted professional learning communities

CRSE-SEAL PRIORITIES

1. Focusing on Early Childhood Literacy
2. Ensuring a Culturally Relevant and Sustaining Curriculum in Every School
3. Developing our Students as Digital Citizens
4. Investing in Special Education
5. Providing Greater Support for our Multi-lingual Learners and their Families
6. Ensuring Our Students are College- and Career-Ready
7. Social Emotional Learning as a support for all students

The Executive Superintendent Goals:

- Increase Attendance

- Increase College Readiness

- Increase Promotion and Graduation

- Numerical (addressing Disproportionality)

- Social Justice (ensuring Access and Opportunity)

- Cultural and Belief (Ensuring that we are shifting Mindsets)



Executive Superintendent Goals And District Goals Are Aligned And Supported By The District Foci

- Increase Attendance
- Increase College Readiness
 - Project based learning and rigorous academic discourse for all children will be evidenced by both technological and writing skills. (Digital Citizens)
 - All eighth grade students will have participated in instructional preparation for and sit for at least one Regents examination in either science or math. (College and Career)
- Increase Promotion and Graduation
 - Early childhood students (grades one and two) will demonstrate growth in decoding, fluency and comprehension of at least four levels over their previous year. (Foundational Literacy)
 - We will increase the English Language proficiency level of current Multiple Language Learners in District 15 schools. (MLLs)
- Numerical (Addressing Disproportionality)*
 - We will reduce the disproportionate relative risk of suspensions for students with disabilities in District 15 as well all other areas where disproportionality exists. (Special Education)
- Social Justice (Ensuring Access and Opportunity)*
 - By June 2022, we will continue to expand culturally responsive instruction and integration in District 15 by revisiting the Diversity Initiative and evaluating its results on school by school basis. (CRSE)
 - Ensuring Access and Enrich Opportunities including challenge and acceleration for all students.
- Cultural and Belief (Ensuring that we are shifting Mindsets)*
 - All schools will have trained all staff in social emotional support protocols and have a full program in place. (SEL)
 - Screeners will be used to identify and support student needs
 - Implicit Bias training will support awareness and anti-racist focus in all schools.
- * THESE SPECIFIC GOALS ARE THE BEDROCK OF ALL WORK AND ADDRESS ALL OTHER GOALS.



EQUITY as the Key Lever-Part 1

- Equity Teams:
 - Every D15 school is mandated to have a Equity Team composed of parents, staff and administration

- Youth Equity Team:
 - Every D15 school is mandated to have a Youth Equity Team with a faculty member to facilitate

- Equity Congress:
 - Monthly meetings of the Equity Congress have representatives from each school to share best practices, concerns and needs and participate in training.

- Youth Equity Congress:
 - Monthly meetings of the Youth Equity Congress held during the day enable student representatives to mirror the adult congress and share best practices, concerns and needs and participate in training.

EQUITY as the Key Lever-Part 2



- Training for Administrators, All School Staff and the Equity Congress through our grant
 - Continuing our work with Dr. Gholdy Muhammad
 - Continuing our work with The Minor Collective
 - Working with NYC Peace Org to support mediation at specific schools
 - Working with Courageous Conversations through the Pacific Educational Group
 - Providing a new Physics Middle School Program for 676 as it transitions to a 6-8
 - In alignment with CRSE, and in partnership with the Steve Nash Foundation, augmenting and creating libraries that are more reflective of the diversity of students in our schools.
 - Revisiting and re-enforcing Implicit Bias training for Principals and Staff through the Office of Equity and Access
 - Continue and expand on the work with Eddie Fergus on disproportionality in discipline, looking at data in alignment with identifying and eradicating disproportionality
 - In collaboration with WXY, reflecting on the outcomes of the District initiative within the context of the D15 Diversity plan
 - Conducting PAR outreach to Sunset Park communities to plan and ascertain community ideas and expectations surrounding new construction

QUESTIONS AND CONCERNS





THE FINAL WORD

In Memorial

ZIPP MILLS
FORMER PRINCIPAL OF 15K261
"A Force To Be Reckoned With!" "A Fallen Warrior!"
Forever in our Hearts

