



# C.E.C. Meeting

*February 10, 2026*

**Rafael T. Alvarez , Superintendent  
Nicole Lanzillotto, Deputy Superintendent  
Angela DeFilippis, Deputy Superintendent**

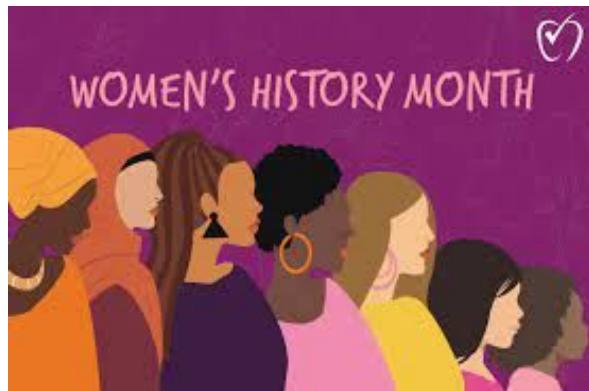
# Agenda

- Celebrations
- DCEP
- Screener Results
- Summer Sites Update
- Upcoming Events

# Celebrating and Honoring in February



# Celebrating and Honoring in March

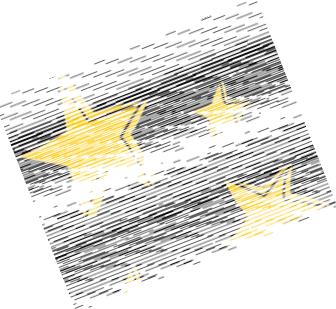


# District Celebrations

# District 15 MLK Day of Service at City Harvest

On January 15, our amazing students packed over **11,500** bags of fresh produce to help fight food insecurity.

[Watch News 12's coverage of our event!](#)





**BROOKLYN  
NORTH**



# **SPELLING BEE**



**15K447**  
**2<sup>nd</sup> Place winner-Krish Agarwai**  
**3rd place winner -Evan Whitsett**

## **Other D15 Students Advancing to the City-Wide Spelling Bee**

**15K032**- Philip Whelan

**15K051**-Sonali Driver & Kavita  
Driver

**15K088**-Vivian Williams-Moses &  
Theo Obias Son

**15K230**-Jonah Kellner



# ES Urban Debate League Tournament 1/13/26



# MS Urban Debate League Tournament 1/14/26



# Urban Debate League Tournaments 1/13 and 1/14

## Elementary School Speaker Winners:

1st Place PS 32: Sarina Parekh

2nd Place PS 58: Griffin Hughes

3rd Place PS 124: Leonardo Guedez

# Urban Debate League Tournaments 1/13 and 1/14

## Middle School Top Teams: Open League

1st Place	MS 88: Nico Magazanin & Jake Miller
2nd Place	MS 51: Kira Parilova & Anna Kingman
3rd Place	MS 136: Magnolia Sanders & Emmanuel Estevez

## Top Teams: Novice

1st Place	MS 676: Emma Cookman-Sandler & Anya Fox
2nd Place	MS 51: Charlotte Gilmartin & Netanela Astrinsky
3rd Place	MS 839: Emily Galane & Cyla Lahoodroth

## Top Speakers: Open League

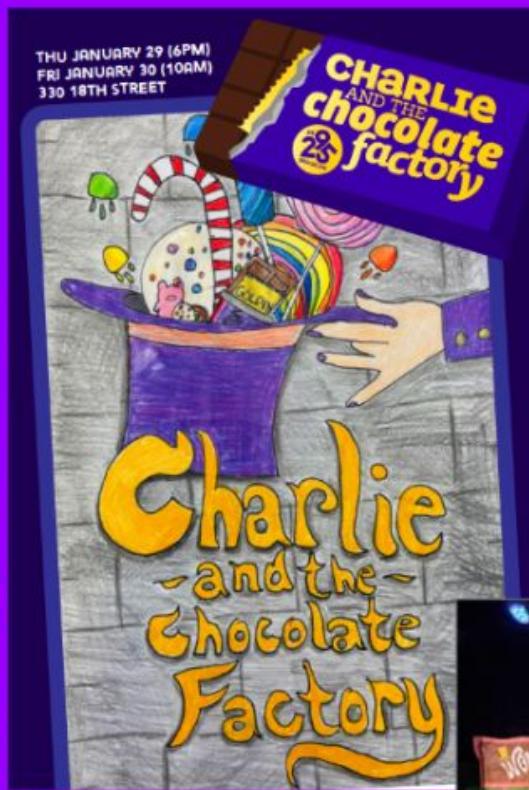
1st Place	MS 88: Jake Miller
2nd Place	MS 51: Mounia Manha
3rd Place	MS 51: Anna Kingman

## Top Speakers: Middle School Novice

1st Place	MS 51: Netalena Astrinsky
2nd Place	MS 821: Alison Perez
3rd Place	MS 676: Emma Cookmack-Sandler



# P.S. 295 has a successful run of Charlie and the Chocolate Factory



# DCEP Additional Priority Chronic Absenteeism

## Action Steps:

### Engaging academics:

- Attendance improves when students are excited to be in class.

## Chronic Absenteeism Goal 1:

Chronic absenteeism for students in temporary housing will be reduced 3%.

## Action Steps:

### Staff support of students:

- Attendance teachers, under the supervision of the Superintendent's designee ( the DAC) make excellent partners in addressing CA. They are assigned schedules that support the needs of students in targeted schools. They have been strategically placed in similar schools using 2024-2025 data to maximize on their strengths.

## Outcomes:

**Currently CA for Students in Temporary Housing is at 34% (City: 42%)**

**Currently attendance for Students in Temporary Housing is at 91% (City: 87%)**

Activities on the days leading up to vacations

Robo-Calls to Families

Weekly attendance meeting

Strengthened attendance teacher support

## Action Steps:

### Outside Organizations:

- Targeted school budgets for programs that support attendance
- Engaging outside partners can support building relationships and engaging students and families in identifying and addressing attendance barriers.

## Chronic Absenteeism Goal 2:

CA for economically disadvantaged Black students will decrease 5%

## Action Steps:

### Systems and Structures:

Continued iLog training for all attendance teams and personnel using iLog to track and record attendance outreach

Having dedicated attendance iLoggers on attendance teams that will allow for reasoning and supports to be implemented

## Outcomes:

**Currently CA for economically disadvantaged Black Students is at 43% (City 44%)**

**Currently attendance for economically disadvantaged Black Students is at 89% (City 87%)**

Recent support includes: Activities on the days leading up to vacations

Robo-Calls to Families

Weekly attendance meeting

Strengthened attendance teacher support

## Action Steps:

- Building a Supportive Environment
- Highlight, emphasize, and embed CRSE (Culturally Relevant and Sustaining Education) practices throughout district

## Chronic Absenteeism Goal 3:

CA for economically disadvantaged Hispanic/Latinx students will decrease 3%

## Action Steps:

- Communication and expectations
- Some schools have not formalized attendance meetings, assigned targeted roles, and have efficient follow-up practices to address CA.

## Outcomes:

Currently CA for economically disadvantaged Hispanic/Latinx students is at 33% (City: 38%)

Currently attendance for economically disadvantaged Hispanic/Latinx students is at 91% (City 88%)

Recent support includes: Activities on the days leading up to vacations

Robo-Calls to Families

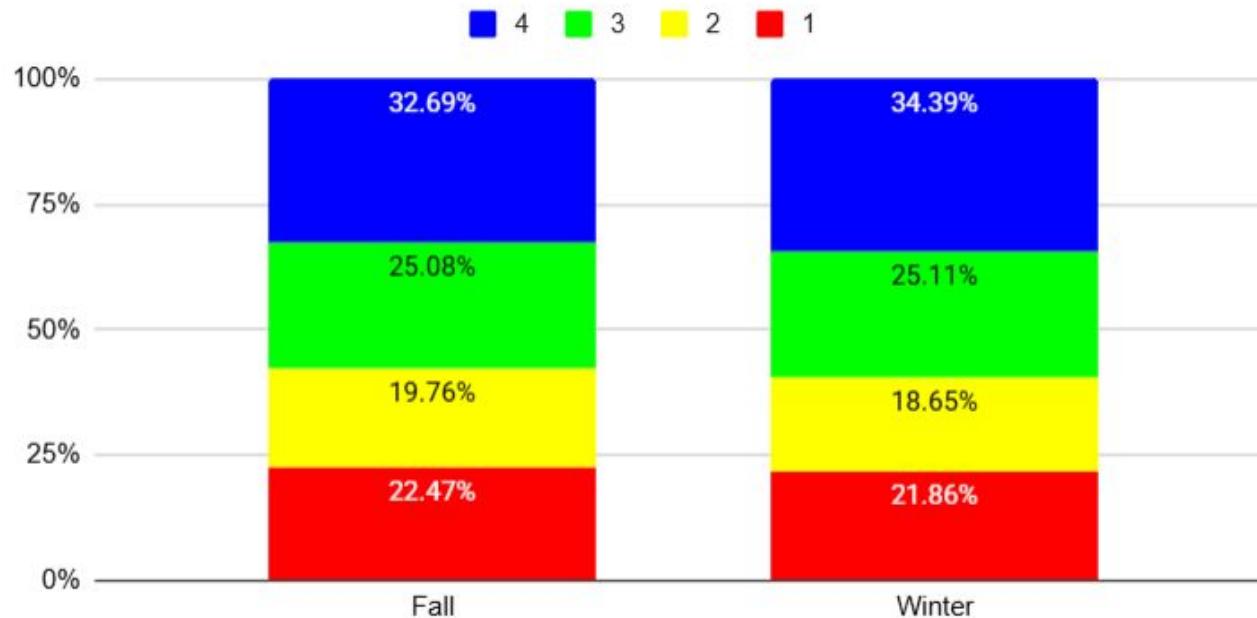
Weekly attendance meeting

Strengthened attendance teacher support

# MOY Screener Data

# Reading Screener Trends, as of 2/9 (89.0% completion)

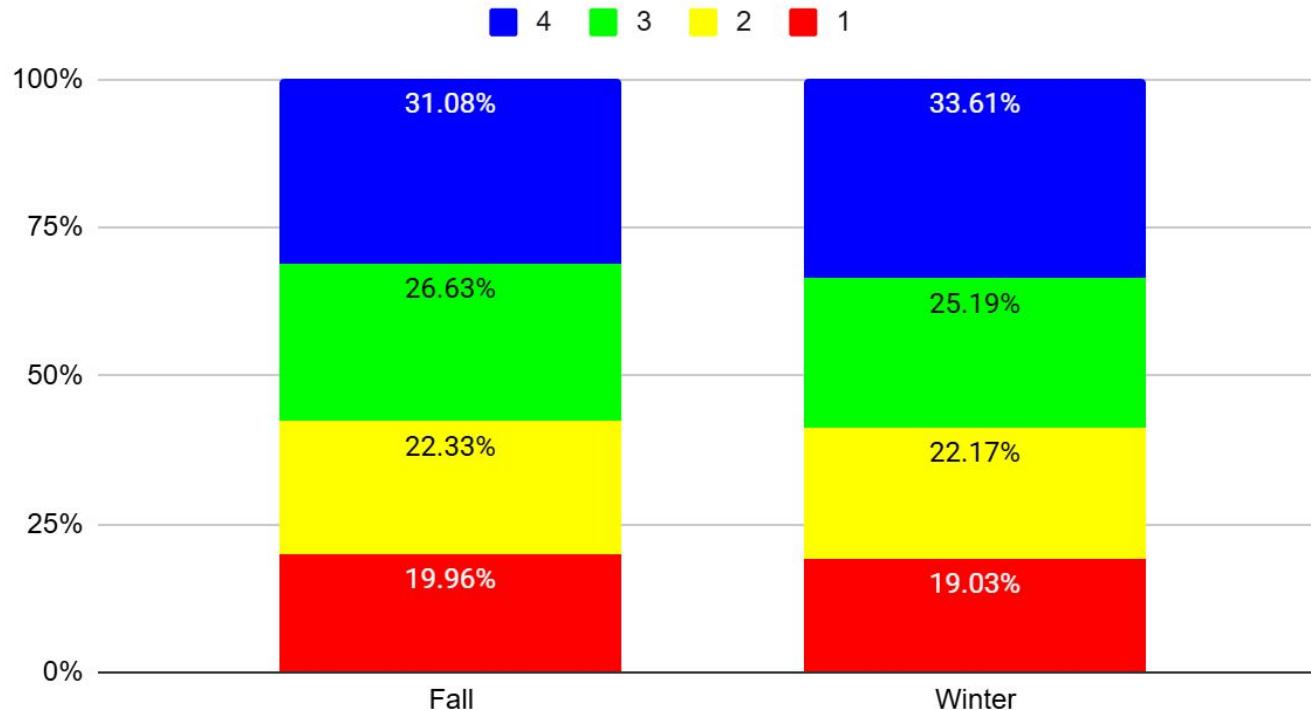
## Fall and Winter Screener Performance - Reading



MOY trending toward reduction in lower performing students; increase in higher performing students.

# Math Screener Trends, as of 2/9 (81.8% completion)

## Fall and Winter Screener Performance - Math



MOY trending toward reduction in lower performing students; increase in higher performing students.

# Summer Rising Sites

## 2025-2026

# Summer Rising Sites 2026

Summer Rising Site (building code)	Grade Level	Affiliated Schools	PIC
K024	K-5	15K001; 15K024; 15K124; 15K172; 15K516	Wanda Lopez Ramirez
K032	K-5	15K032; 15K038; 15K261; 15K321; <b>15K418</b> ; 15K456	Denise Watson
K088	6-8	15K051; 15K088; 15K442; 15K443; 15K447; <b>15K464</b> ; 15K497; 15K839	Ailene Mitchell
K094	K-5	15K094; 15K131; 15K169; 15K896; 15K958	Cristina Gonzales
K136	6-8, 9-12	15K136; 15K821; 15K428	Myrna Gonzalez Rojas
K142 (146)	K-5, 6-8, 9-12	15K015; 15K029; 15K039; 15K058; 15K146; <b>15K448</b> ; 15K676	Diane Castelucci
K437 (130)	K-5	15K010; 15K107; 15K118; 15K130; 15K154; 15K230; 15K295; <b>75K053</b>	TBD
K655 (656)	9-12	15K497; 15K656	Danny Vecchiano

# Summer Rising Application Date

Application for Summer Rising will open on MySchools on March 3rd until March 27th.

# Upcoming Events

# Upcoming District 15 Family Workshops

**6:00pm - Virtual**

- **Conflict Resolution - 4/14/2026**
  - Presented by Donna Dawson & Zachary Miller - Student Services Managers
- **Mental Health - 5/12/2026**
  - Presented by a Social Worker

Please reach out to [bdiaz14@schools.nyc.gov](mailto:bdiaz14@schools.nyc.gov) or [mortiz57@schools.nyc.gov](mailto:mortiz57@schools.nyc.gov) for more information.

YOUR *SCHOOL*  
YOUR *CHILD*  
YOUR *VOICE*

**NYC 2026**  
**School Survey**

### Step 1: Get What You Need to Start

If your child attends an NYCPS or Charter School, you will need your child's nine-digit student identification number (OSIS) to begin the survey online. You can find the OSIS number on your child's report card or student ID. If you cannot locate it, contact your child's school.

If your child attends an Early Childhood Education Program, you will receive a unique access code from your child's program to take the survey. If you have not received it, contact your child's program.

### Step 2: Enter Your Access Code

- **NYCPS and Charter School Families**

Enter a **lowercase "f"** followed by your child's nine-digit OSIS number (example: **f123456789**).

- **Early Childhood Education Program Families**

Enter the **unique access code** provided by your child's program. Do not add any letters or spaces before or after the access code.

### Step 3: Complete the Survey!

<https://www.schools.nyc.gov/about-us/reports/school-quality/nyc-school-survey>



