



C.E.C. Meeting

May 27, 2025

Rafael T. Alvarez , Superintendent
Nicole Lanzillotto, Deputy Superintendent
Deirdre Keyes-Caillibotte, Executive Director SSO

Celebrating and Honoring in May



Upcoming: Celebrating and Honoring in June



Agenda

- District Celebrations
- Attendance Teachers
- Building Capacity Through Literacy Leadership
- Upcoming Events

District Celebrations

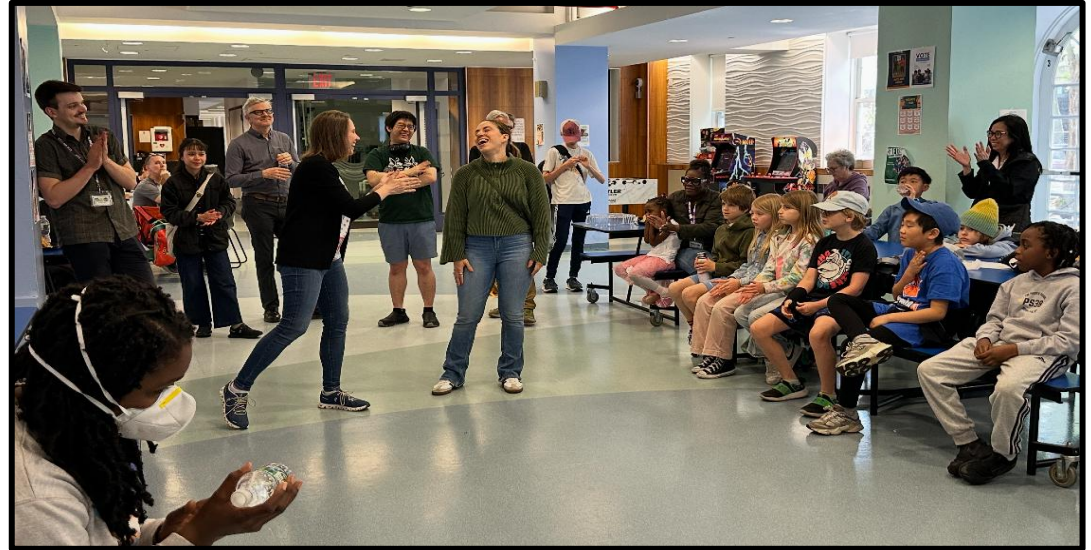
D15 gives 1000 Pairs of sneakers and socks to families



Donated by:

SOLES4SOULS

Acclaimed Scientists join D15 S.T.E.M. Exploration Day on May 10





Staff Appreciation at PS 896



Students celebrate success of Lion King and excitement when Superintendent Alvarez announce they will be going to Broadway to see the show!

THE LION KING

Thursday, June 12, 2025 7:00 PM

TFV7QCD | \$129.00

MINSKOFF THEATRE

200 w 45th St New York, NY 10036

Late Seating at Discretion of Management
Ticket Price Includes \$2.00 Facility Fee

N/A

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SECTION

ORCH

ROW

V

SEAT

9



528873602231561225

TFV7QCD

ORCH-V-9

\$129.00

6/12/2025 7:00 PM



Attendance Teachers

Attendance Teacher Making Impact

District Attendance:

2023-2024: 92.7%

2024-2025: 93.2%

Chronic Absenteeism:

2023-2024: 23.7%

2024-2025: 20.5%

Home Visits by Attendance Teachers 2024-2025 SY: 426 (eve & wknd)

Schools below 90% Attendance:

2024: 6

2025: 3

Unaccounted for students:

March 2025: 0

Building Capacity Through Literacy Leadership

Edwards Orton Gillingham (EOG) Leadership Cohort 1, Spring 2025

Who's Learning:

- ✓ 8 District 15 ELA Team Members
- ✓ 14 Schools Represented: 9 Principals, 4 APs
- ✓ 10 Coaches & Lead Teachers

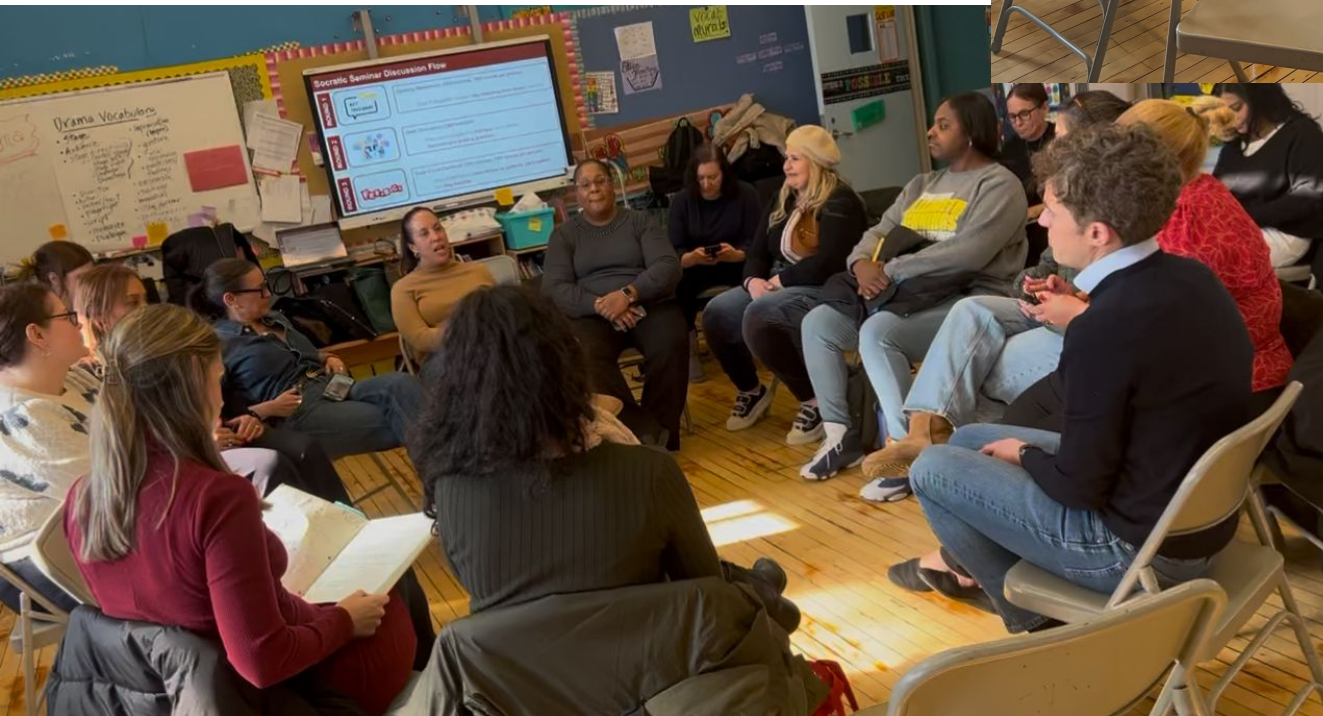


What's Covered:




- ✓ **Level 1 (5 Days | 30 hrs)**
 - K–2 phonics scope & sequence
 - Multisensory, explicit instruction
- ✓ **Advanced (4 Days | 24 hrs)**
 - Upper Elementary & Middle School application
 - Phonics + Grammar, Vocab, Writing
 - Tier 2 & 3 intervention alignment

Bonus:

Admin Socratic Seminars to bridge learning with real-time leadership decisions



District 15 - Synthesizing DCEP Priority 2 and 3



Individual Education Plan Support Services for Students in District 15

Addressing Suspension Rates & Enhancing Math Proficiency
of Black Students





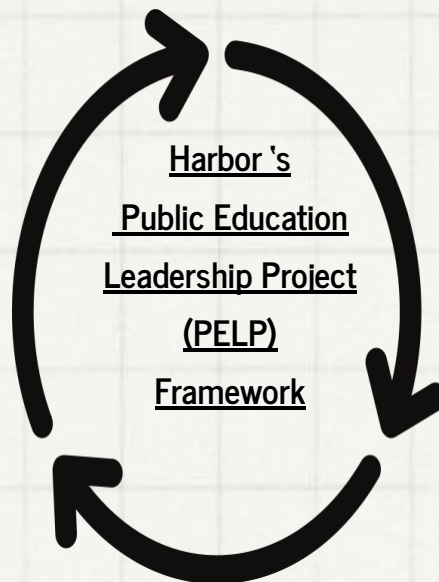
The Evolution of NY Harbor Middle School

- 2018-2021: Principal, Priscilla Figueroa partnered with the Red hook Community, District 15 and Harbor High School New York to introduce maritime themes into the curriculum.
 - This partnership set the stage for transforming the school into a maritime-focused institution.
- 2022-2023: The school was rebranded as New York Harbor Middle School, reflecting its maritime identity.
 - Offering a Mission centered STEAM and Humanities-based interdisciplinary curriculum with a focus on project-based learning and community engagement.
- 2023-2024 Student activities include:
 - Partnerships with BOP, Reti Center, BEAM
 - Career training opportunities through Brooklyn Boat works
 - Started student leadership (News Team, student council and student centered clubs)
- 2024-2025 Focus Priority- Specially Designed Instruction
 - Reflects a broader commitment to place-based education rooted in Red Hook's waterfront heritage while investigating how to balance PBL and SDI to support students with disabilities.
 - Harbor Middle School under State Review for Black Special Education Students
 - Proposing Community Participatory Action Research through Community engagement to address the Root Cause.
- 2025-2026
 - Propose recruitment from Harbor Middle School to Harbor High School official feedership

Special Education Team

(Teachers, related service providers, parents, students, leadership)

- SPED Collaborative Meetings
- 1-1 SPED Teacher Meetings
- Professional Development on SDI
- IEP writing
- School Psychologist Reviews all IEPs
- Case studies
- General Education Teachers
- Weekly SIT Meetings
- Community Family Partnerships
- School Leadership
- Interventions



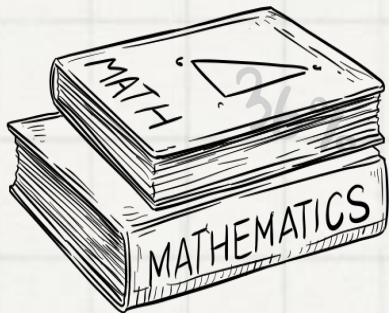
Wellness Team

(Social workers, counselors, art therapist, leadership)

- Weekly Team Meetings
- Advisory
- Coast System
- Restorative Reflections
- Leadership Programs-Harbor News
- Join weekly SIT meetings
- Parent and Family Support
- Teacher Support & Classroom visits as requested/needed
- Join Attendance Meetings
- Lunch Clubs (dance, art, recess, sports)

District Support

- Professional development- trauma informed practices
- Executive functioning staff training, restorative practices, CASEL
- Standards, advisory, grading policy, understanding the IEP
- Coaching on SDI/Collaborative thought partnering and support for piloted schools
- Supporting and expanding project-based learning



4
12

Research: Public Education Leadership Project

The proposed framework supports collaboration and coherence through:

Connection of the school's instructional core with a district-wide strategy for improvement

Highlighting school and district elements

Recognition of factors in the school and community environment, having an impact on the strategy implementation and outcome.

Collaborative teams will foster critical thinking through student voice with district support

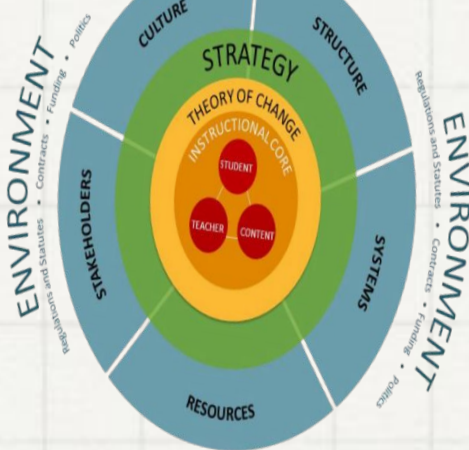
Pilot District Project

This pilot aims to improve math achievement and reduce suspensions for Black students with IEPs in three District 15 schools, combining SEL teams and IEP teams using a wellness approach and targeted math instruction. Using the Illustrative Math curriculum. Collaborative teams will foster critical thinking through student voice with district support

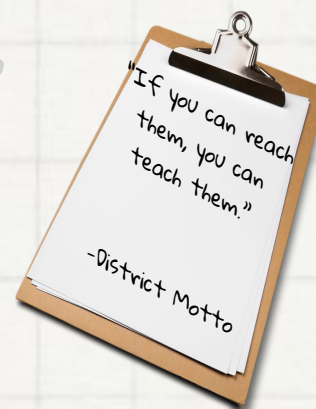


PELP

Framework



97%



0.645

32
%

5
15



District 15

Data Dive



0.342

5

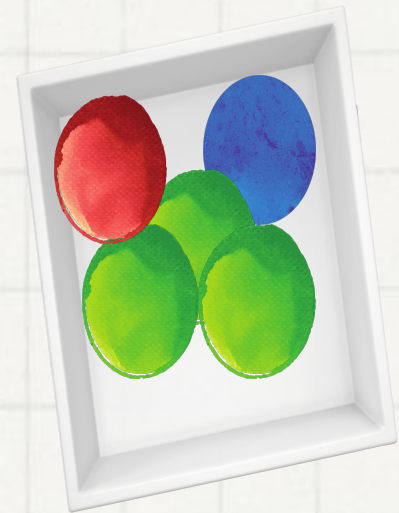
3
10

64%

OCEP Discoveries

Priority 2 and Priority 3

District correlated data from 2023–2025 shows that Black students with IEPs face the lowest math proficiency and highest suspension rates. Despite growth in both priorities, few reach proficiency, revealing gaps in both academic instruction and wellness support.



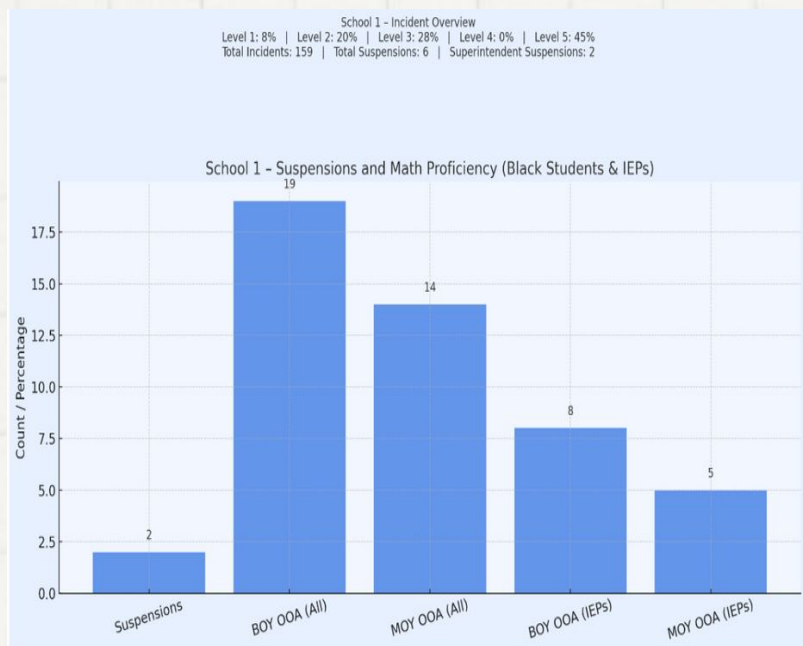
Key Data

Priority 3 - Only 36% of Black students met MAP growth targets (vs. 87% of White, 75% of Asian peers)

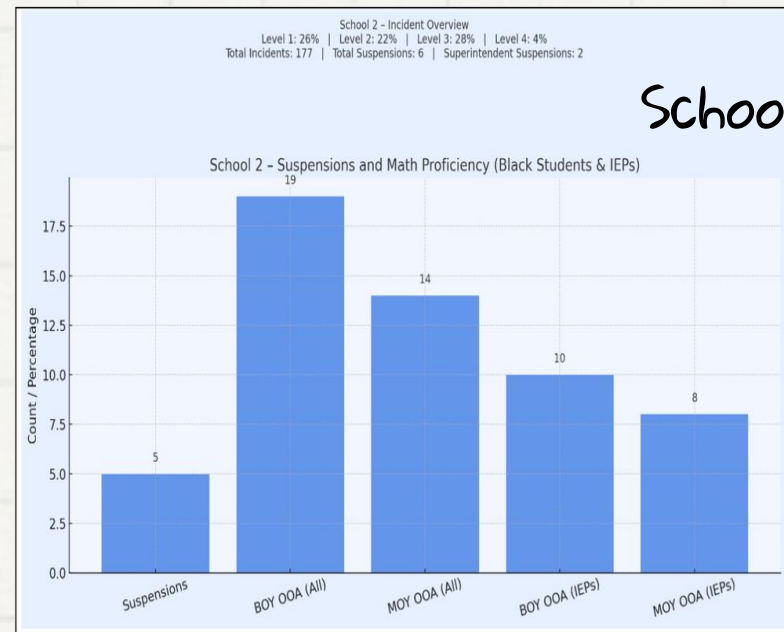
Priority 3 - Math proficiency remains flat (36-46%) over two years

Priority 2 - SWD Make up 45.8% of suspensions 19% are Black students with IEPs

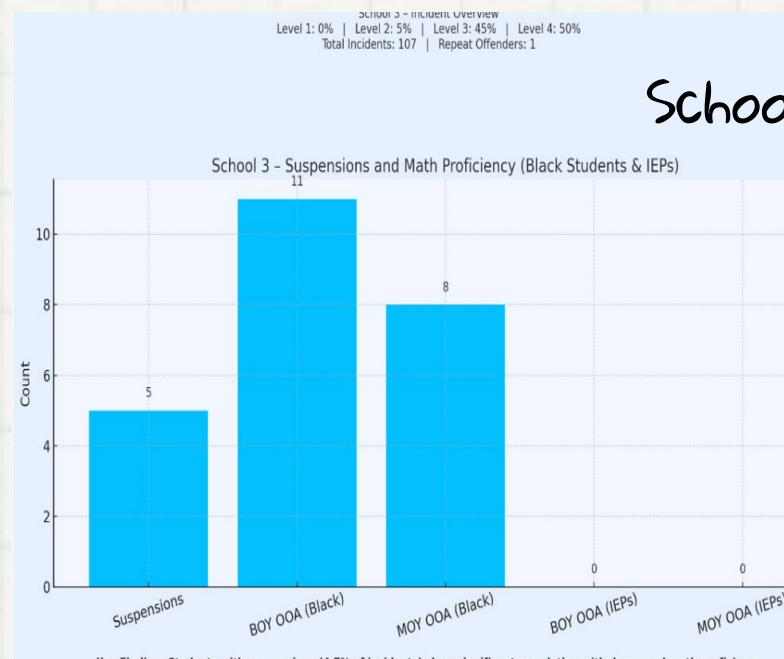
Synthesizing DCEP Priority 2 & 3 for the Piloted Schools



School 1



School 2

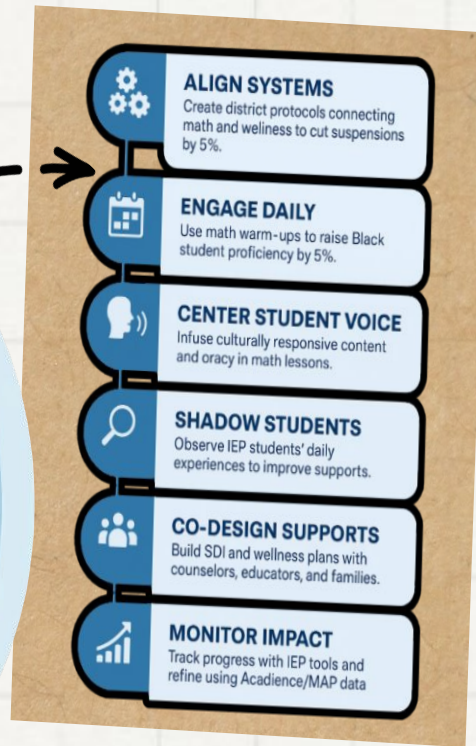
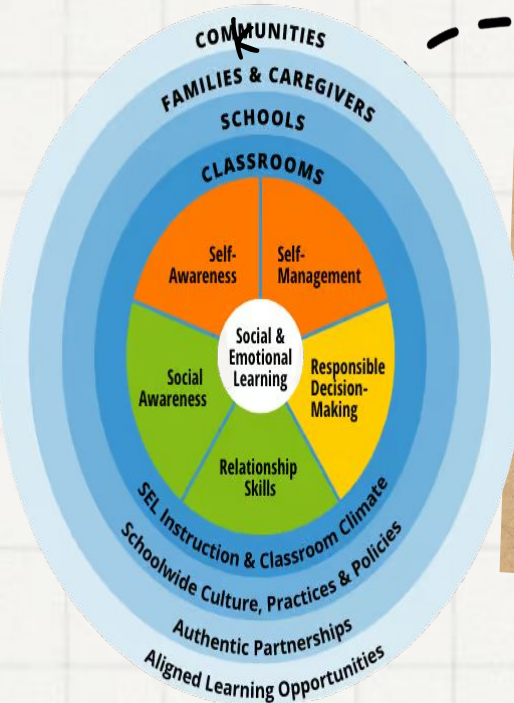


School 3

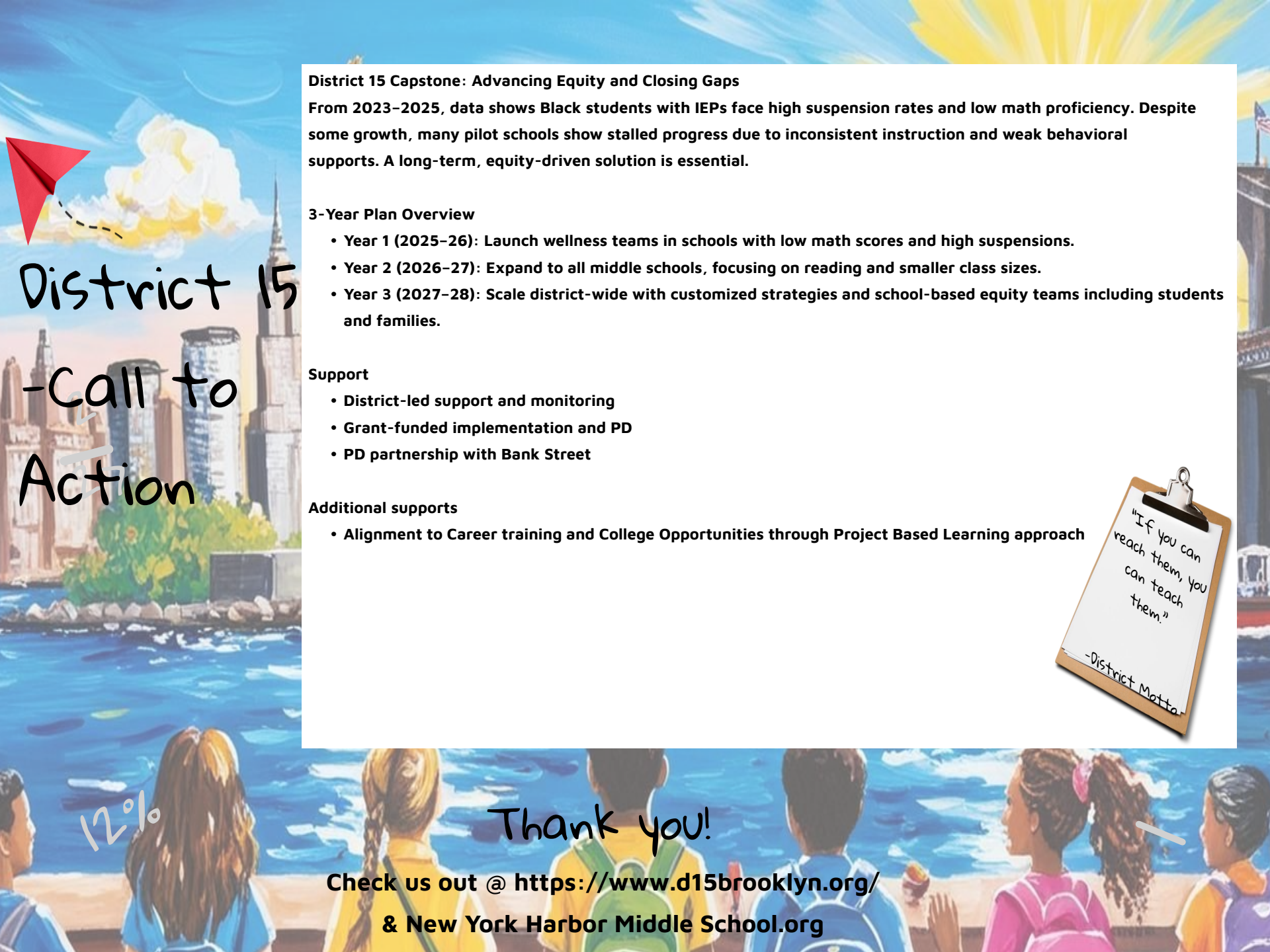
District Pilot

We recommend a team-based approach that integrates math instruction, wellness, and special education supports. This model addresses the root causes of underperformance and builds systemic alignment to meet both academic and behavioral needs closing opportunity gaps for Black students with IEPs.

CASEL Framework



Math Support	Wellness Systems
<ul style="list-style-type: none"> Daily Math Warm-ups + SEL (Social Emotional Learning) Align IEP (Individualized Education Program) & SEL Goals Deliver SDI (Specially Designed Instruction) 	<ul style="list-style-type: none"> Establish Wellness Teams Implement MTSS (Multi-Tiered System of Supports) (academic + SEL) Provide Health/Wellness Supports
District Support	Pilot Teams
<ul style="list-style-type: none"> Focus on Schools with Targeted Students Monthly District Coaching Equity Cohort Parent Engagement 	<ul style="list-style-type: none"> Weekly Data Reviews Family Involvement in Planning Quarterly Progress Monitoring



District 15 -Call to Action

District 15 Capstone: Advancing Equity and Closing Gaps

From 2023–2025, data shows Black students with IEPs face high suspension rates and low math proficiency. Despite some growth, many pilot schools show stalled progress due to inconsistent instruction and weak behavioral supports. A long-term, equity-driven solution is essential.

3-Year Plan Overview

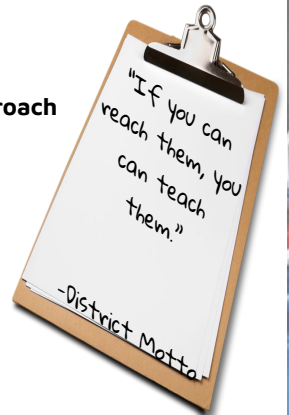
- Year 1 (2025–26): Launch wellness teams in schools with low math scores and high suspensions.
- Year 2 (2026–27): Expand to all middle schools, focusing on reading and smaller class sizes.
- Year 3 (2027–28): Scale district-wide with customized strategies and school-based equity teams including students and families.

Support

- District-led support and monitoring
- Grant-funded implementation and PD
- PD partnership with Bank Street

Additional supports

- Alignment to Career training and College Opportunities through Project Based Learning approach



12%

Thank you!

Check us out @ <https://www.d15brooklyn.org/>
& New York Harbor Middle School.org

SY24-25 Inquiry: *Strengthening Outcomes of ELLs in District 15*

Six schools participated in our pilot. Four schools were able to complete the pilot, while two remain focused on deepening an understanding of their root causes and preparing for SY25-26 ELL inquiry.

Pilot Focus:

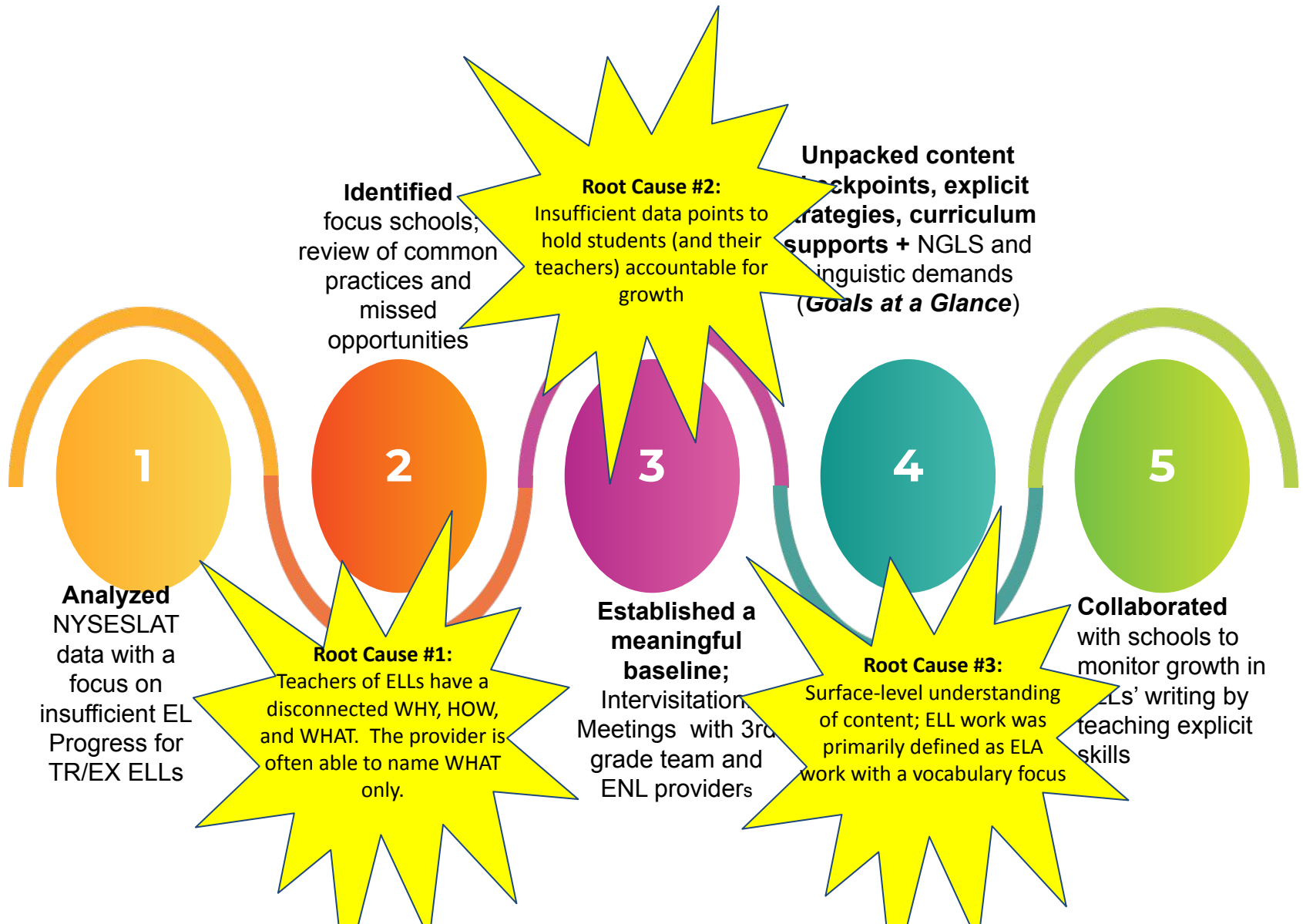
- *How do we get more granular with language work to ensure ELLs show growth, as measured by the NYSESLAT?*
- *How can we more systematically ensure that ELLs show sufficient English Language Progress (ELP) as measured by the NYSESLAT?*
- *What impactful practices can be prioritized to ensure ELLs show NYSESLAT **and** grade-level growth?*

To better understand school- and district-level needs, the pilot focused on six schools, all of which have not shown consistent ELP growth for all ELLs:

<u>Elementary Schools:</u>	<u>Middle Schools:</u>
15K001	15K136
15K172	15K443
15K230	15K821

This year's pilot focused on **data validation**: Which metrics matter most? How do we “know” a student is ready to make progress? How can we make learning targets more explicit for ELLs?

District ELL Inquiry - Organizing for Collaborative Work and Data-Based Decision Making



Inquiry Timeline

November 24 - January 25: *Organizing for Action*

- Review ELP data and priority ELLs for pilot with school-based teams
- Administer baseline writing assessment for up-to-date data
- Conduct classroom visits to notice explicit teaching strategies for writing and opportunities for ELL voice

January - March: *Refining Explicit Strategies*

- Each school prioritized an arc of learning for pedagogues.
- In inquiry cycles, teachers refined lessons to become more focused, explicit, and targeted to skills needed specifically by ELLs.

February - May: *Reflection, Feedback, Aha Moments*

- Schools named how ELL-focused instruction is similar and different to ELA instruction.
- ENL teams reflected on critical opportunities needed to speed up learning for all ELLs more systematically

May - June: *Planning Forward*

- Schools are internally validating their data. (*Which students do we expect to progress at least one proficiency level on the NYSESLAT?*)
- Schools review learning arcs to prioritize schoolwide ELL inquiry for SY25-26

Critical Takeaways and Noticings

Listening / Speaking

- Listening and speaking standards tend to be de-prioritized after Grade 3 in order to prioritize reading and writing standards.
- ELLs need more oracy opportunities than non-ELLs. (ELLs also may need more systems and structures to participate in speaking activities in the classroom)
- Pedagogues need fast, quick opportunities to measure ELLs' oracy skills (and we've found one!)
- Speaking work is too often reduced to just vocabulary work - ELLs need a wider lens!

Reading / Writing

- NYSESLAT writing is VERY different from the writing assessed on the statewide ELA exam
 - An ELA classroom focus may not center all the skills an ELL needs to master in order to be proficient on the NYSESLAT exam
- ELLs need explicit instruction on how to improve the complexity, coherence, and quality of writing.
- More data helps us refocus toward centering impactful practices - we need to start interrogating the status quo!
- Teachers need time and support to merge curricular resources with multimodal approaches that support striving learners (and the district is ready to help with this!)

SY25-26 Approach Forward

Use Aug 2025 NYSESLAT data to determine focus groups of ELLs for each school

- TR/EX ELLs
- ELLs with IEPs
- EM/TR ELLs

Establish meaningful ELP goals for 25-26 at critical schools

Validate data from pilot schools - determine impactful practices and focus district-wide supports and approaches

Use NYSESLAT baseline to determine **school- and student-level goals at a glance** and student case conferencing at Year 2 schools; create base of learning to explore and connect WHY-HOW-WHAT

Focus school work to support **one trajectory of inquiry for ELLs**

- Explicit writing strategies
- Providing explicit feedback using comparative analysis
- SDI for ELLs with IEPs
- Speeding up oracy and encoding growth

Increase accountability with 3-4 week check ins + side-by-side coaching aligned to Fall topics; refine strategies to become more explicit to increase Tier 1 mastery

Continued support in unpacking Tier 1 adjacent best practices for service providers
(How does explicit, skills-based modeling and teaching support ELLs to acquire academic English?)

Orton-Gillingham training on English content for ENL providers
(What are the best multimodal approaches to systematically, sequentially and explicitly teach English to an ELL?)

Partnerships with AIS and IEP support specialists to align district-wide MTSS practices for ELLs in District 15
(How do we speed up ELL growth through SDI, Tier 2 and 3 aligned supports, and increased protective factors?)

Summer Update

Waitlists are Active Throughout the Summer

- **Applications are now closed** and students are being registered for summer classes.
 - **Students can be added to the waitlist** and will be taken in priority order. Waitlists will be active throughout the summer
-
- ☐ July 2, 2025: Summer Rising begins for K-8 students.
 - ☐ **July 4, 2025: Summer Rising will be closed in observance of Independence Day.**
 - ☐ August 8, 2025: Summer Rising ends for middle school students.
 - ☐ August 15, 2025: Summer Rising ends for elementary school students.

Upcoming Events



District 15

2024-2025 Recognition Ceremony

Wednesday 4:00 PM
May 28th, 2025 6:00 PM

**MS 88, 544 7th avenue
Brooklyn, NY 11215**

**We are
Honoring**

**Teachers,
Assistant
Principals,
and
Parents**

**Hosted by
Principal Aliene
Mitchell**



Neal L. Singh
Director of Student Services
& Special Initiatives

Rafael T. Alvarez
Superintendent

Nicole Lanzillotto
Deputy Superintendent

Deirdre Keyes-Caillibotte
Executive Director of Student
Services and Operations



DISTRICT 15 LEARNING TOGETHER FIELD DAY



FRIDAY, JUNE 6TH



**PROSPECT PARK:
PICNIC HOUSE NORTH**



10:00AM - 02:00PM



**SCAN FOR
EXACT
LOCATION**



**A Day of Fun and
Learning for All
Families!**

Thank you to our Families who attended!

Family Workshop



Family Workshops



The poster is colorful with a blue sky, white clouds, and a smiling sun. It features a red banner with the text '¡Completamente en español!' and a green banner with the title 'Cómo apoyar la educación de su hijo/a durante el verano'. Below this, a pink box lists learning objectives, and a blue box states the workshop is open to all families in District 15. The date and time are in a green box, and the location is in a pink box. A small graphic of a pinwheel is at the bottom left.

Distrito 15
Taller Para Padres

¡Completamente en español!

Cómo apoyar la educación de su hijo/a durante el verano

Aprenda a:

- Ayudar a los niños a mantenerse **activos y motivados**
- Incorporar actividades que fomenten **la lectura, las matemáticas** y otras materias en sus rutinas diarias
- Utilizar **recursos** como museos y excursiones locales....**¡y mucho más!**

¡Abierto a todas las familias del distrito 15!

jueves el 22 de mayo
9:00-10:00 de la mañana

P.S. 24 Auditorio
427 4^{ta} Avenida (entrada en Calle 38)



