



C.E.C. Meeting

October 28, 2025

Rafael T. Alvarez , Superintendent
Nicole Lanzillotto, Deputy Superintendent

Agenda

- Celebrations
- DCEP Priority 2 Supportive Environment Updates
- ENL Data Update
- Literacy Presentation
- Upcoming District Events

Celebrating and Honoring in November



Youth Equity Congress in Action!



Driving Positive
Change



Developing Skills



Developing Our
Voice

Over 200 Students Auditioned for D15 Annual Musical! 130 Students accepted for Aladdin Jr.



Brooklyn Arts Principal Vecchiano honored as Italian American of the year at Chancellor's Ceremony



Brooklyn Arts
Students
Perform

PS 131 Phonics Instruction



DCEP Updates Priority 2 Supportive Environment

Strategic Plan for Priority 2 - All students are physically and emotionally safe

1. Fair and Inclusive Support for All Students

We want every child to feel seen, heard, and valued.

- We're reviewing how discipline is handled to make sure it's fair for all students.
- Teachers and staff are learning new ways to build strong relationships and respond to students with care.
- We're expanding access to mental health services, especially for students who need extra support.

2. Responding to Crises with Care

When a student is in crisis, we want to respond quickly and compassionately.

- We're training staff to handle emotional and behavioral crises safely and respectfully.
- Each school will have a team ready to help when urgent situations arise.
- We're practicing how to respond to different types of emergencies so staff feel prepared.
- After a crisis, we make sure students and staff get the support they need to heal and move forward.

3. Using Data to Help Students Thrive

We're using information to make smart decisions and improve student support.

- We track behavior patterns to spot issues early and offer help before problems grow.
- We look at data to make sure our support is working and adjust when needed.
- We're using a tiered system to match students with the right level of help—whether they need a little support or a lot.

What This Looks Like In Practice

Tier 3 Schools & Teacher Support

- SSM's Supporting high-incident teachers and providing targeted coaching, job embedded with counselors/social workers

Job-Embedded Coaching

- Conducting classroom walkthroughs with school climate/culture tools.
- Provide real-time feedback and follow-up coaching tied to restorative practices, tier 1 strategies etc.

Equity Youth & Adult Learning

- Strengthen Youth / Adult Equity Congress with a yearlong scope/sequence.
- Bring in outside facilitators for culturally responsive practice foundations.
- Engage schools and teacher-leaders as co-facilitators.

Progress Monitoring

- Monthly tracking of A33/A36 infractions in Tier 3 schools.
- Bi-monthly review of subgroup suspension data.
- Integrate data discussions into compliance meetings for collaborative adjustment.

District 15 ELL's & Proficiency Level - Oct 2025

ELLs and Former ELLs by Proficiency Level

Proficiency Level	K to 5	6 to 8	9 to 12	Total
Entering	390	33		423
Emerging	536	71	4	611
Transitioning	551	133	6	690
Expanding	786	223	18	1,027
Commanding	585	276	19	880
Total	2,848	736	47	3,631

ENL/ML Program & Compliance Highlights

ENL Programming

- **98.47% of ELLs and 99.99%** of Former ELLs are scheduled for mandated ENL services (service delivery, certification, minutes)

Bilingual Programming

- 1,166 ELLs (42.2%) enrolled in bilingual programs.
 - 1,113 in **Dual Language (DL)**
 - 53 in **Transitional Bilingual Education (TBE)**

Literacy Presentation (Caregiver's Guidebook)

Creating a Connection Between Administrators, Teachers and Caregivers



What's the purpose?

To establish a strong bridge between home and school by providing consistent, evidence-based resources that empower teachers and caregivers to support foundational skills and reading development.

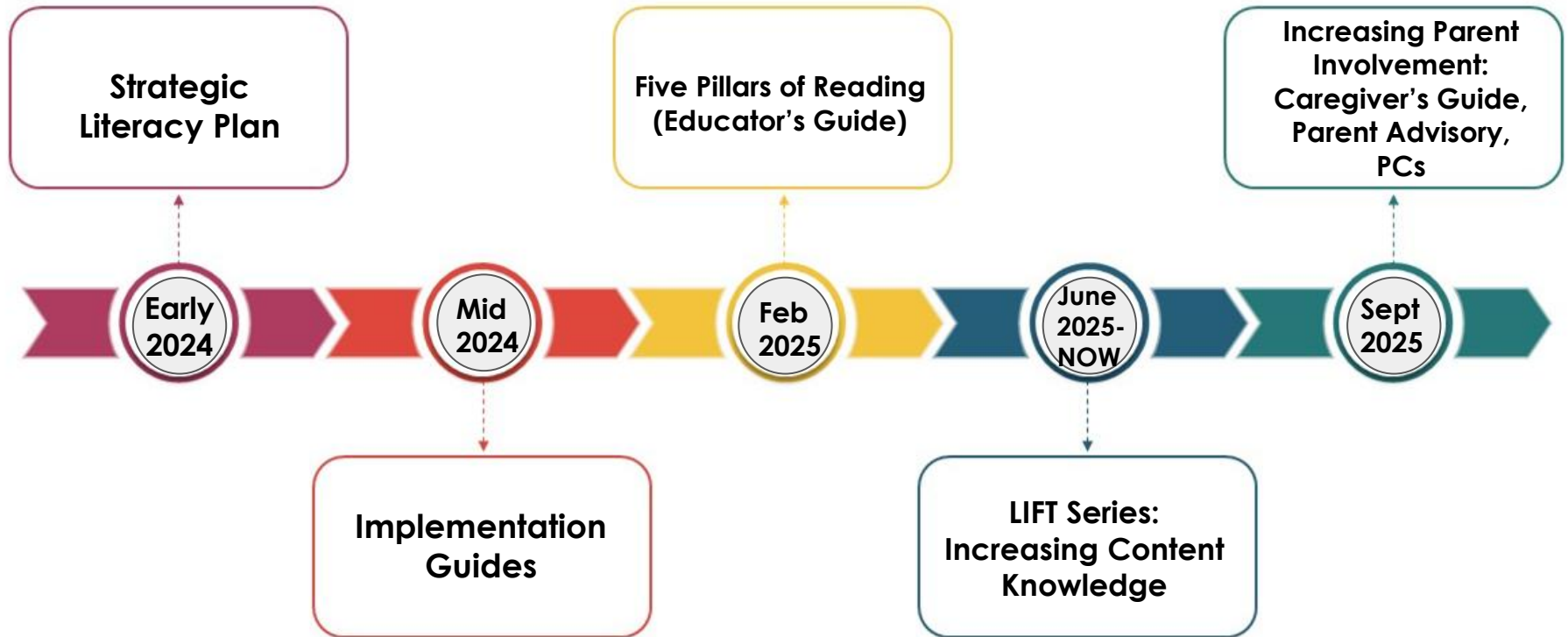
What's our goal?

To ensure every child receives high-quality instruction and reinforcement in reading—whether at school or at home—through shared knowledge, language, and best practices. **Our ultimate goal is to norm what children are hearing in school AND at home.**

What's to come?

To expand resources for teachers and caregivers, including tools and guidance to strengthen fluency, vocabulary, and comprehension skills

Timeline to Our Partnership with Educators and Parents



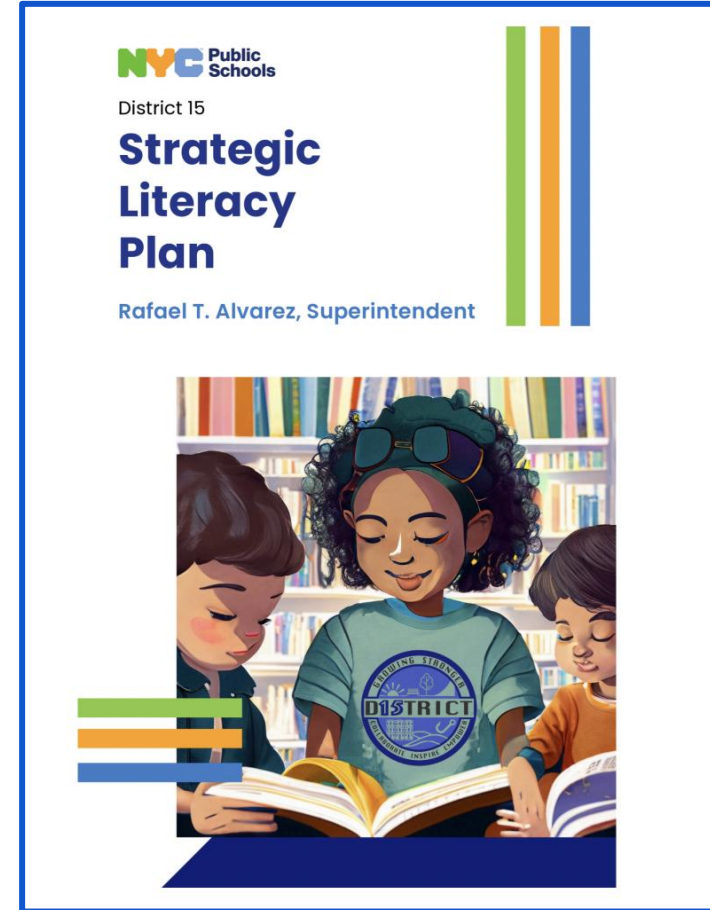
And more to come throughout the year!

The Breakdown of Resources: Starting with Our Strategic Literacy Plan

Audience: Teachers, Administrators and Caregivers

Purpose: To strengthen instructional alignment and deepen educator knowledge through a cohesive district vision for literacy, ensuring all students have equitable access to high-quality reading instruction.

Guide: [Strategic Literacy Plan \(Updated Oct. 2025\)](#)

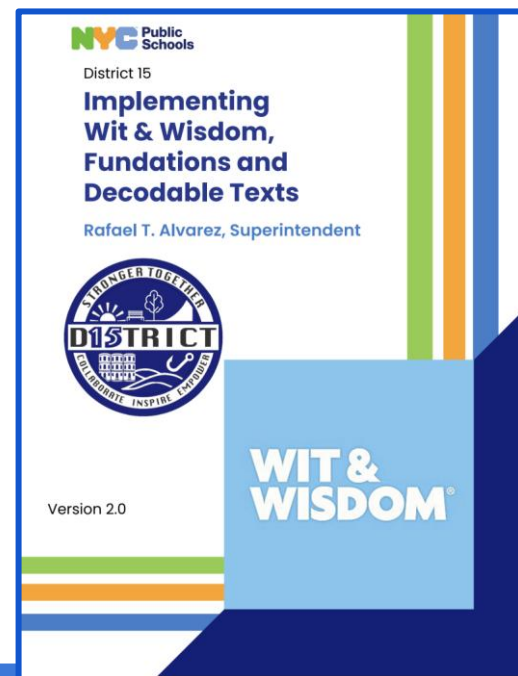
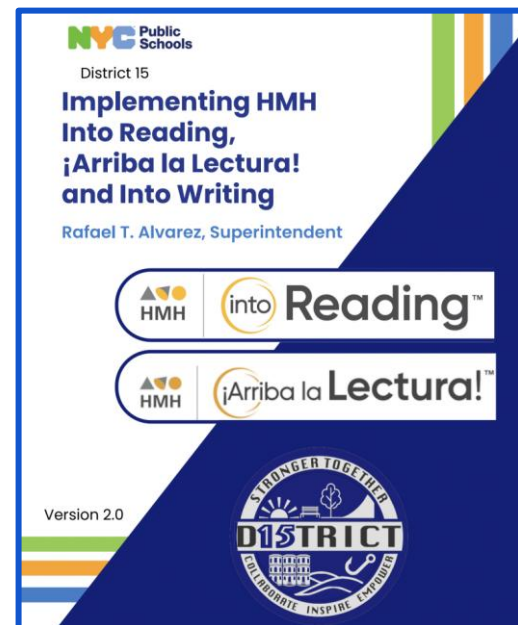


Supporting Teachers with Curriculum Implementation: Implementation Guides

Audience: Teachers and Administrators

Purpose: To provide educators with clear guidance for integrating HMH and Wit & Wisdom into daily instruction, ensuring district wide coherence, purposeful planning, and consistent communication with caregivers about student progress.

Guides: [HMH](#) and [Wit & Wisdom](#) (Updated May 2025)

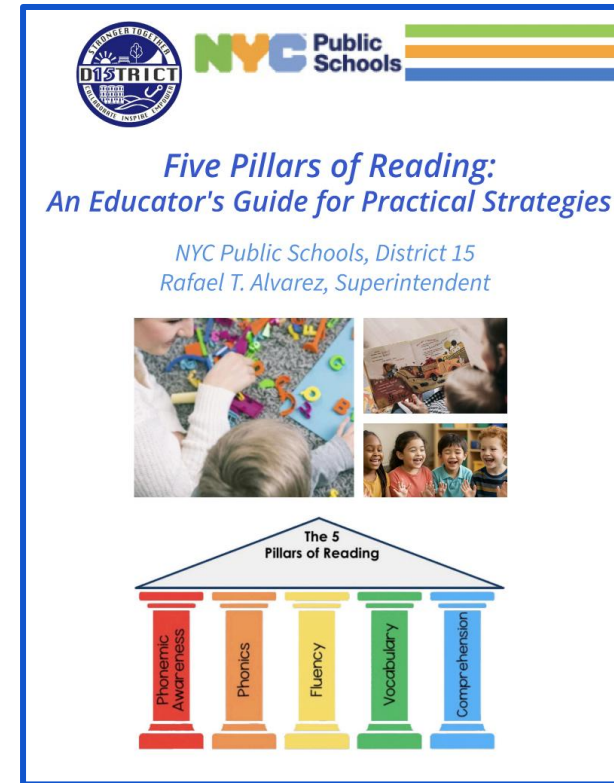


Norming Teacher Practices: The Five Pillars of Reading Guidebook

Audience: Teachers and Administrators

Purpose: To deepen educator expertise in the Science of Reading and the Five Pillars of Reading, enhancing instructional clarity throughout our district, strengthen student progress monitoring, and create a foundation for collaboration with caregivers through aligned resources and guidance.

Guide: [Five Pillars of Reading](#)

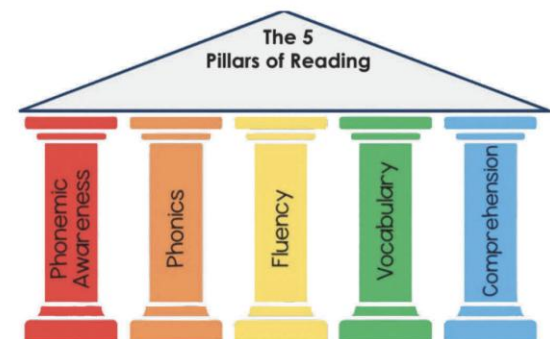


Increasing Educator Content Knowledge: The LIFT Series

Audience: Teachers and Administrators

Purpose: To build educator knowledge and practice through targeted professional learning on five pillars of literacy, ensuring research-based instruction that strengthens literacy teaching across all tiers.

LITERACY
INSTRUCTION
FOR every
TIER



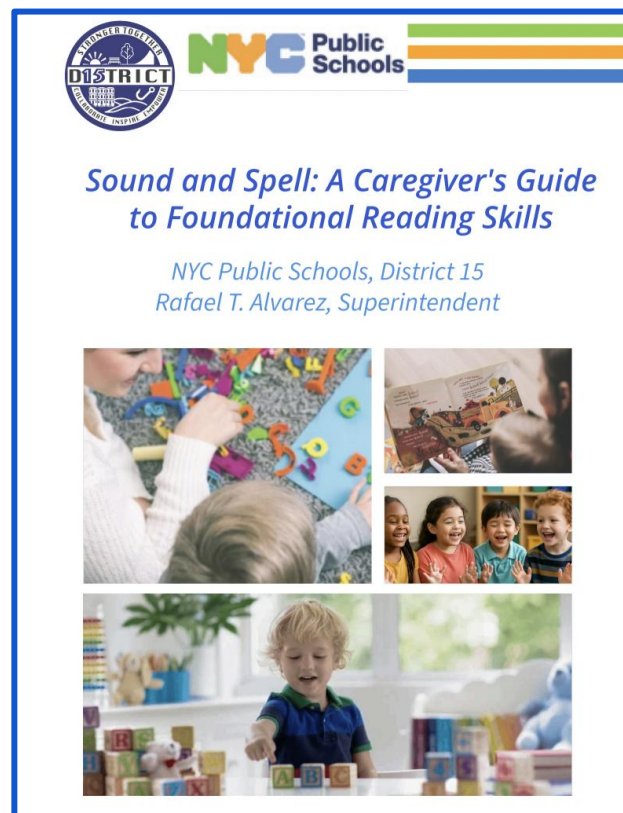
Connecting Families with Schools/Teachers: Caregiver's Guide to Foundational Skills Activities

Audience: Caregivers

Purpose: To strengthen early literacy instruction and foster family partnerships by providing caregivers with aligned resources that reinforce classroom practices.

The caregiver's guide for 3K–Grade 2, is aligned with the **Five Pillars Educator Guide**, to ensure consistent messaging and shared understanding of reading development between home and school.

Guide: [Caregiver's Guide](#)



Translate in Spanish,
Chinese, Bangla and
Arabic.

Getting Parent Coordinators and District Parents Involved in the Process

- Our ELA team collaborated with **Michelle Ortiz**, D15's family leadership coordinator, to help us get this into the hands of families. We started with presenting to all parent coordinators in our PreK-5 schools.
 - We then asked for **parent coordinators** to gather D15 families that could help us gather authentic feedback around usability, accessibility, and practicality.
 - We met with the **advisory committee** and took note of their suggestions.



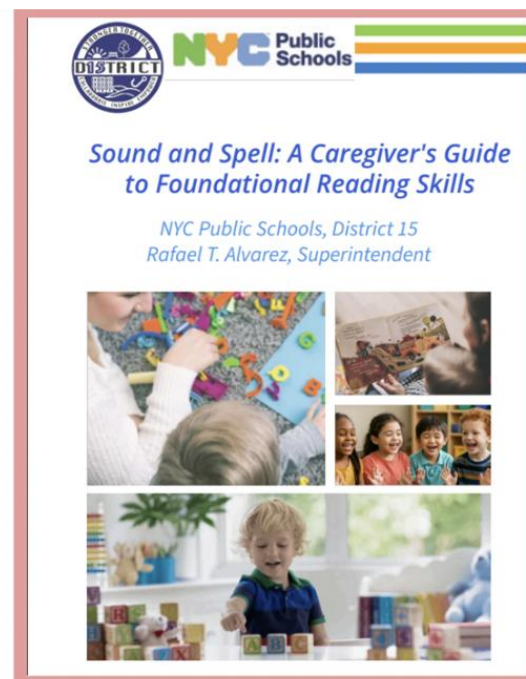
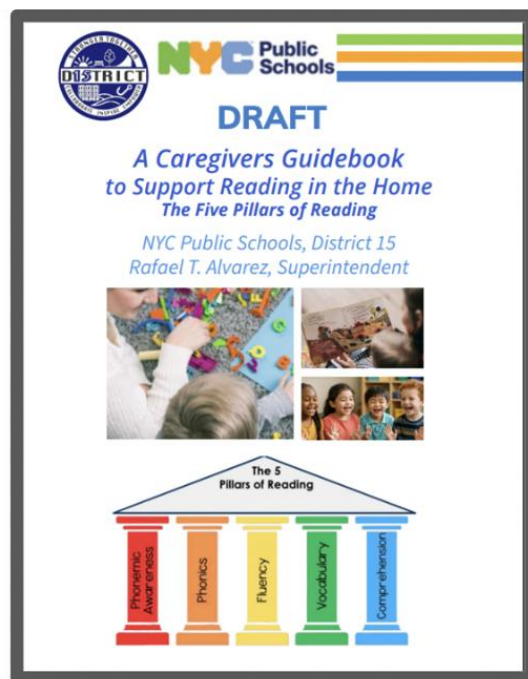
The Caregiver's Guide Revamped

“The Pillars of Reading”
and heavy content
knowledge

↑ Shift
from

to

to practical practices
and low preparation
activities that are
accessible to ALL
families



Some Changes to the Caregiver's Guide

Version 1 - Based around phonological awareness and phonemic awareness skill specifics

Version 2- General overview of language progression and WHY it matters.

Phonemic Awareness for Families

How can you help your child learn to read?

Why phonemic awareness is the key to learning how to read?

Scan the QR code to watch a quick video!

What is Phonemic Awareness?

Phonemic awareness is your child's ability to hear and play with the sounds in words they hear. It means they can listen to a word like cat and break it into parts—/c/ /a/ /t/—or change the /c/ to /h/ and make hat. It's all done by listening and speaking—no letters needed!

Phoneme: A sound we hear in a word.

When a letter is written in / / marks, it means the sound of the letter!

There are 26 letters in the English alphabet that make 44 speech sounds, or phonemes.

Use QR Code to hear the 44 phonemes!

What is Phonemic Awareness?

Phonemic Awareness Is ...

- All about listening and speaking sounds – Kids learn by hearing and saying and playing with sounds in words.
- Gets kids ready to read and spell – Builds early skills needed for phonics and reading in Kindergarten through Grade 2.
- Fun and playful – Can be practiced through songs, rhymes, and games.
- Easy to do anywhere – No tools needed—just voices and ears!

About reading worksheets

The same awareness the practice

Done silently

Just some can do it at

Phonological Awareness for Families

From Early Steps to Building Reading Skills

Did you know? Every time your child chants a rhyme, claps syllables, or points out the first sound in a word, they're doing brain exercises that prepare them to read and spell. Think of it as a workout for their reading muscles!

Levels of Phonological Awareness

By 3K and Pre-K, children are ready to play with the sounds in words. They love repeating simple rhymes and chants, clapping out the beats in words (like ba-na-na), and noticing when words rhyme, like cat and hat. They also begin to hear the first sound in a word, like the /b/ in ball. These fun activities with sounds help set the stage for learning to read and spell.

Phonological awareness is like an umbrella that covers many sound skills children practice at this age.

Word Level

- Rhyming = bat, hat, and cat
- Alliteration = bold big brown bear
- Sentence Segmentation / / see / the / dog = 4 words
- Compound Words cup+cake = cupcake

Syllable Level

- cat = 1 syllable
- ba-by = 2 syllables (baby)
- ex-er-cise = 3 syllables (exercise)
- in-for-ma-tion = 4 syllables (information)

Onset and Rime Level

map

- Onset = m
- Rime = ap

Phonemic Awareness

/m/ /oo/ /n/

moon = 3 phonemes

Phonemic awareness is the most advanced skill of phonological awareness

Source: HMH's What is Phonological Awareness. Adapted from National Center on Improving Literacy

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Why Sounds Matter

An overview of phonemic awareness and phonics

What is Phonemic Awareness?

Before children learn to read, they first learn to listen to and play with the sounds in words. This is called **phonological awareness**. It begins with fun activities like clapping out parts of a word (ba-na-na), finding rhymes (cat/hat), and hearing the first sound in a word (ball starts with /b/). **Phonemic awareness** is the most advanced level of phonological awareness. It's when children can hear and work with the smallest sounds in words.

Watch for More Information!

What is Phonics?

Phonics is about learning how letters and sounds work together to make words. It helps children understand that each letter (or group of letters) has a specific sound. Phonics helps kids connect what they hear with the letters they see, making it easier to read and spell. It's an important step in becoming a confident reader!

PHONEMIC AWARENESS

- Auditory and speech-based
- About hearing and breaking words into individual sounds (phonemes)
- Taught orally and auditorily

VS

PHONICS

- Visual and print-based
- Connects sounds (phonemes) with the letters and patterns used to spell those words
- Taught visually and auditorily

19

Other Changes to the Caregiver's Guide

Version 1- General activities with content specific skills

Version 2- Grade specific activities broken down by time of the year. We also connected what's happening in the classroom to activities you can do outside of the classroom.

Phonemic Awareness for Families

How can you help your child at home?

Six Easy Ways to Build Reading Skills at Home
Speak with your child's teacher for suggestions about words you can practice!

"I Spy" with Sounds

Skill: Hear a Sound (Phoneme Isolation)

- Say: "I spy with my little ear something that starts with /s/."
- Your child finds something that starts with that sound, like sock, spoon, or soap.

Robot Talk

Skill: Put Together Sounds (Blending)

- You talk like a robot: "/s/... /u/... /n/"
- Your child says the whole word and shouts it out: "sun!"

Add Challenge: Try longer words like "s-t-o-p" or "f-r-o-g."

Bounce the Sounds

Skill: Take Apart Sounds (Segmenting)
What You Need: A ball, or rolled-up sock

- Say a word like sun.
- Your child can bounce or tap a ball one time for each sound in the word.

Roll the Word

Skill: Add a Sound (Addition)
What You Need: A ball, or rolled-up sock

- Say a word slowly, a sound at a time "/m/ /a/ /p/."
- Your child rolls the ball and says the word, "map."

Missing Sound Mystery

Skill: Take Away a Sound (Deletion)

- Say: "I'm thinking of a word. It used to be bat, but I took away the /b/ sound. What is it now?"
- Your child answers: "at!"
- Keep it playful with voices, clues, or puppet characters.

Sound Swap

Skill: Switch Sounds (Substitution)

- Say a word like "map."
- Ask: "What word do you get if you change the /m/ to /l/?"
- Your child says the new word "lap!" Try switching beginning, middle, or ending sounds for a challenge!

11F

Kindergarten

Beginning of the Year

In the CLASSROOM: What skills are students learning?

- Recognize most uppercase and lowercase letters.
- Writing letters using some sentence of story.
- Identify beginning, middle, and ending sounds.

At HOME: What activities can I do to support learning at home?

Retell simple stories

- Read to your child a story.
- Review the story. Why beginning, middle and end?
- Ask questions about the story.

Guess My Word (blending)

- Parent says sounds.
- Child puts them together to build knowledge, say go outside and look in the yard.

Bounce the Sounds (segmenting)
What You Need: A ball, or rolled-up sock

- Say a word like man.
- Your child can bounce or tap a ball one time for each sound in the word.

Kindergarten

Middle of the Year

In the CLASSROOM: What skills are students learning?

- Blending sounds to read simple CVC words (e.g., cat, dog).
- Segmenting, or breaking words into sounds to spell simple words.
- Reading simple decodable books with support.
- Can write name, simple words and beginning to write phrases.

At HOME: What activities can I do to support learning at home?

Clap the Syllables

- Say the word slowly.
- Model clapping.
- Have your child clap the word.

Note: When possible, use a picture of the object.

Odd One Out

- Say three words.
- Ask: "Which one is different?" You can also try to find the end sound late.

Small Writing

- Self Portrait with Labels.
- Notes & Cards: Encourage to a family member (you, etc.).
- What's in My Room: Draw, write, or label books, or room items.

Kindergarten

End of the Year

In the CLASSROOM: What skills are students learning?

- Decoding simple CVC (consonant-vowel-consonant) words.
- Reading high-frequency or sight words appropriate.
- Writing simple sentences with support.

At HOME: What activities can I do to support learning at home?

Read the Room

- Label objects around the room, starting with common words (e.g., bed, rug, clock).
- Label more challenging words, allowing child to practice sounding out letters (e.g., lamp, cabinet).
- Model "reading the room." Then ask child to play along.

Sight Word Bingo

Sight words are words that do not follow typical English language patterns/rules.

- Print board from the link provided.
- Say the word, use the word in a sentence, say the word again.
- Play until the entire board is covered.

Create A Memory Book

- Have your child talk about what he/she learned in kindergarten.
- Practice writing memories on paper or cards. Use pictures to help tell the story first and then add words. This allows your child to practice writing, practice reflecting, and making sense of a story in order while practicing spelling and phonics knowledge.

Online Bingo Boards!

See an Example!

9

Presenting and Releasing Version 2

**LATEST
NEWS**

Our ELA team met with parent coordinators again, presented the newly revised Caregiver's Guidebook.

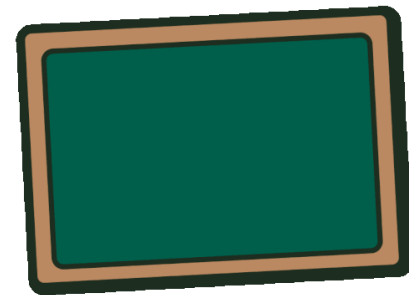
Here was the NEW feedback:

1. *"It's accessible! Activities are simple, yet effective."*
2. *"Breaking it up by grade will help parents understand specifically which activities make sense for their child."*
3. *"It's like a new document. The changes make the guide easier to use."*

We're currently in the process of sharing the final version with advisory board parents to celebrate our work together and to honor their feedback!

Where Might We See the Guides Being Used?

- Literacy Night
- Back to School Events
- Report Card Feedback
- New Parent Walkthroughs and School Visits
- Tables at School-wide Events
- “Family Friday” or other Engagement Opportunities
- Summer Suggestions



Upcoming Events

Family Engagement



Virtual Family Workshop

K-5 Reading Overview Part 2

- Overview of the major work of each grade
- Ideas to support students at home

Presented by the D15 ELA Instructional Team

 Tuesday, November 17, 2025

 6:00pm - 07:00pm

 Scan QR Code or Click the Link



Meeting ID:
726 885 3826
Passcode:
251368

[https://zoom.us/j/7268853826?
pwd=NOhhMDZCSzZ2NUtvNEJLSGpoYUNoZz
09&omn=99788318512](https://zoom.us/j/7268853826?pwd=NOhhMDZCSzZ2NUtvNEJLSGpoYUNoZz09&omn=99788318512)

Spanish Interpretation Line
Dial in by phone
+1 347-966-4114,,700654287#

Mandarin Interpretation line
Dial in by phone
+1 347-966-4114,,741913804#

District 15 Family Workshops

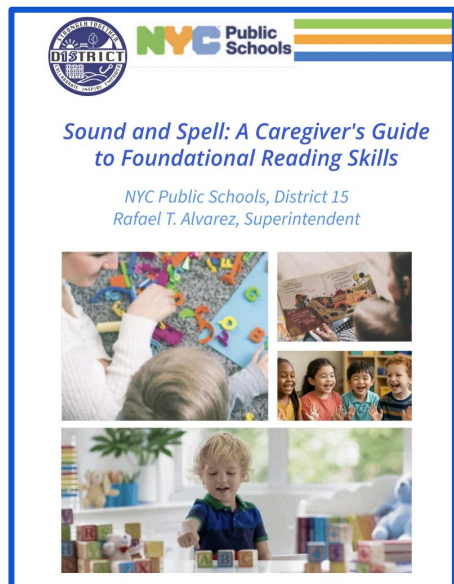
6:00pm - Virtual

- **Reading Part 2 - 11/17/2025**
 - Presented by D15 ELA Instructional Team
- **Math Part 2 - 01/13/2025**
 - Presented by D15 Math Instructional Team
- **Social Emotional Learning - 2/10/2026**
 - Presented by D15 Principal / Social Worker
- **Conflict Resolution - 4/14/2026**
 - Presented by Donna Dawson & Zachary Miller - Student Services Managers
- **Mental Health - 5/12/2026**
 - Presented by a Social Worker

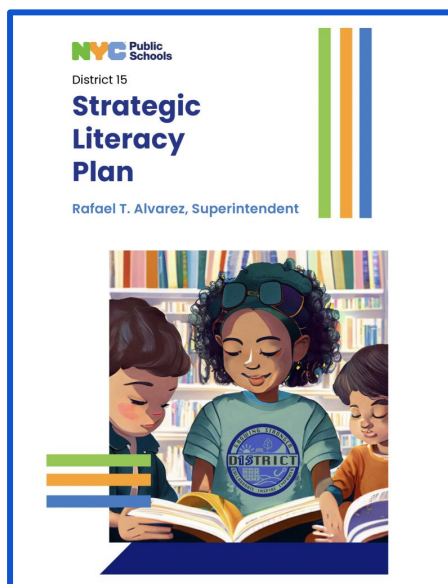
Please reach out to bdiaz14@schools.nyc.gov or mortiz57@schools.nyc.gov for more information.

D15 Guides Published on the D15 Website

ELA Guides



Translated in Spanish,
Chinese, Bangla and Arabic

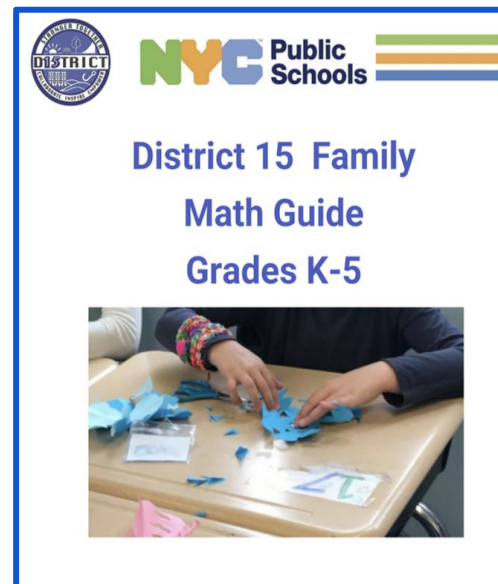


Translations available soon!

LINK: [ELA Resources](#)



Math Guides



Translations available soon!

LINK: [Math Resources](#)



