Community Education Council

# CEC D15 MEETING

November 17, 2026

131 Livingston Street, Rm 301
Brooklyn, NY

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

# COMMUNITY SCHOOL DISTRICT 15 LEADERSHIP



**Rafael T. Alvarez**
**Superintendent**



**Nicole Lanzillotto**
**Deputy Superintendent**



**Angela DeFilippis**
**Deputy Superintendent**

## THE DISTRICT TEAM




P.S. 1

P.S. 10

P.S. 15

P.S. 24

P.S. 29

P.S. 32

P.S. 38

P.S. 39

M.S. 51

P.S. 58

M.S. 88

P.S. 94

P.S. 107

P.S. 118

P.S. 124

P.S. 130

P.S. 131

M.S. 136

P.S. 146

P.S. 154

P.S. 169

P.S. 172

P.S. 230

P.S. 261

P.S. 295

P.S. 321

M.S. 428

M.S. 442

M.S. 443

M.S. 447

P.S. 456

M.S./H.S. 497

P.S. 516

M.S. 676

PreK 767

M.S. 821

M.S. 839

PreK 863

P.S. 896

P.S. 958

# TODAY'S AGENDA



- ✓ 1. Celebrations
- ✓ 2. Portrait of a Graduate: NY Inspires
- ✓ 3. Class Size Updates
- ✓ 4. Dates / Events

# CELEBRATIONS

# SHOUT OUT

## CITY-WIDE SUPERINTENDENT / DEPUTY CONFERENCE: D15 HOST PRINCIPALS

Ailene Mitchell



**M.S. 88**

Cristina Gonzalez



**P.S. 94**

Stephen Cedermark



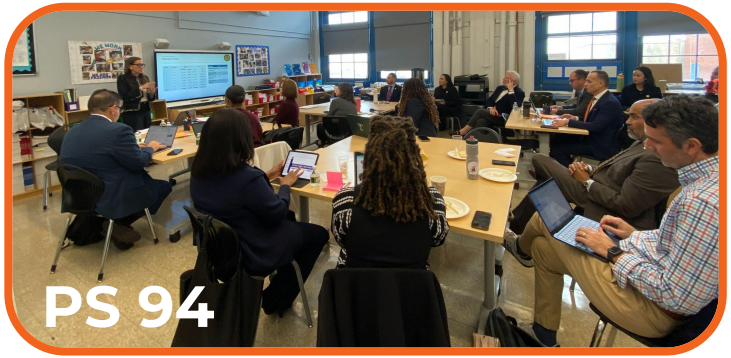
**P.S. 130**

Daphna Gutman



**P.S. 172**

# Citywide Superintendent/Deputy Supt. Conference & Ambassador Meeting












# D15's FESTIVE HIGHLIGHTS!




P.S. 15 THE PATRICK F. DALY Magnet School of the Arts

P.S. 15



PS94 Leadership Relevance Voice Joy Scholarship District 15

P.S. 94



PS 39 BROOKLYN, EST. 1877

P.S. 39

NYC Public Schools

October 30, 2026

# D15's FESTIVE HIGHLIGHTS!



M.S. 51



P.S. 32



The Park Slope Education Complex

M.S. 88

NYC Public Schools

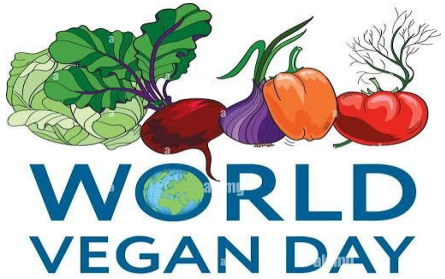
October 30, 2026

# CELEBRATING THIS MONTH

**Daylight Savings Time Ends**




**Sunday, November 1st**




**Sunday, November 1st**

**NATIONAL YOUNG READERS WEEK**



**2nd Week of November**




**Tuesday, November 3rd**




**Wednesday, November 11th**




**Thursday, November 26th**

NYC Public Schools

# NOVEMBER 2026

# NYC Public Schools Portrait of a Graduate

**Educated in New York City Public Schools.**

**Ready for Anywhere.**



*CEC Meeting District 15 November 17, 2026*

# Goals for Today

NYC Public Schools
Portrait of a Graduate

01 Build your understanding of the NYCPS Portrait of a Graduate

02 Learn about the foundational work already happening in our district

03 Identify how schools and families can help bring this vision to life

# NYCPS Portrait of a Graduate Video (link)





# Our Vision

## Fueling Portrait of a Graduate

Every New York City Public School student will graduate with **deep academic knowledge and the attributes to apply that knowledge in the classroom and beyond**. Every student will have **equitable access to rigorous and varied pathways** that reflect their interests and prepare them for college, careers, civic life, and the world ahead.

# Attributes of the NY State Portrait of a Graduate



## Academically Prepared

Demonstrates a strong foundation in the NYS learning standards and is equipped with the knowledge and skills necessary to achieve success in college, careers, civic engagement, service, and life.



## Creative Innovator

Utilizes imagination, curiosity, and flexible thinking to solve problems creatively, and develop new ideas and products, while adapting to evolving circumstances and challenges.



## Critical Thinker

Analyzes information thoughtfully, evaluates evidence critically, and identifies patterns and connections between different pieces of information (across multiple content areas) to address complex issues and navigate the world with insight.



## Effective Communicator

Articulates ideas clearly and confidently through speaking, writing, and the use of different types of media for various purposes, while engaging with diverse audiences and actively listening to different perspectives.



## Global Citizen

Acts responsibly and ethically within local, global, and digital communities, employing civic knowledge, skills, and mindsets to promote global sustainability and contribute positively to a culturally diverse, democratic society.



## Reflective and Future Focused

Engages in self-reflection to identify strengths and areas for growth, sets meaningful goals, uses social awareness to maintain supportive relationships, and demonstrates responsible decision-making that prioritizes social, emotional, and mental well-being.

https://www.nysed.gov/grad-measures/new-york-state-portrait-graduate

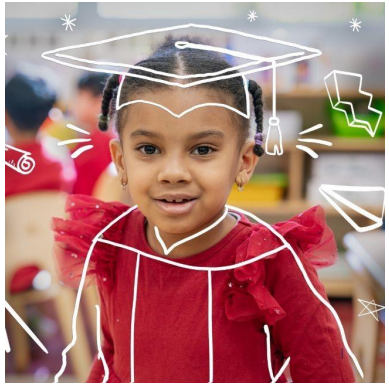
# Changes to graduation requirements are expected to phase in starting next year

Personal finance & climate education will be required for all grade bands

NYSED is considering a career connected learning requirement

| Grades *(in 2026-27)* | Regents Exams | Diploma Type | Expected Graduation Requirements |
|---|---|---|---|
| **Current Seniors** *(Graduating 2026-27)* | No changes. Regents required for graduation. | No changes. Three diploma types with seals/endorsements | Five Regents Exams + 44 credits, with specific requirements depending on the diploma type |
| **Current 7th – 11th Graders** *(Graduating 2027-28 through 2031-32)* | Regents required for some seals/endorsements but not required for graduation | One diploma type with seals/endorsements recognizing special achievements | 44 credits |
| **Current 6th Graders and Younger** *(Graduating 2032-33 and beyond)* | | | 44 credits + New transcript will illustrate student learning aligned to the Portrait of a Graduate |

# Personal Finance and Climate Education are expanding as part of NY Inspires



**Personal finance education:** topics include Budgeting and Money Management, Credit and Debt Management, Earning Income, Risk Management, and Savings and Investing.

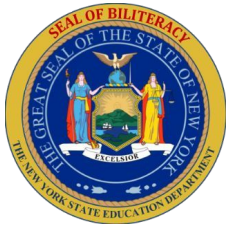
**Climate education:** topics include Causes of Climate Change, Impacts of Climate Change, and Solutions for Climate Change.

| SY 2026-27 | SY 2027-28 | SY 2028-29 |
|---|---|---|
| Personal Finance in MS & HS | Personal Finance in ES | |
| | Climate Education in MS & HS | Climate Education in ES |

# Diploma Seals: Raising Expectations & Recognizing Broadened Learning

## Current:

Students earn seals by completing a set of learning experiences and assessments, such as advanced course sequences, capstone projects, standardized assessments, and real-world learning experiences. Current seals include Biliteracy, Civic Readiness, and CTE, among others.




Biliteracy




Civic Readiness

## Vision for the Future:

**NYCPS will**

- Expand access to existing seals, including Biliteracy and Civic Readiness
- Design new seals that reflect our commitments to academic rigor, expanding pathways for college and career readiness, and broadening the ways students demonstrate learning

**Why this is important**

- Establish structures to support districts and schools in aligning to a shared standard of quality and rigor
- Seals provide a way to prioritize student choice, hold schools accountable for high expectations, and communicate with postsecondary institutions
- Equity and access: every student will have access to an academically rigorous program with robust demonstrations of learning

# Highlights of Current Practices in Our District

## Strengthen Academic Rigor

- Math Revolution/Expansion of Illustrative Math (K-12)
- Hands-on, student-directed learning with student explaining their thinking and learning
- Socratic seminars
- Community service and civic action projects

## Build Additional Pathways for College and Career Readiness

- College and career advising sessions for all students (as measured by STARS and Insight)
- Advanced course enrollment for all our students (as measured by Insight)

## Broaden Demonstrations of Learning

- Students earning the NY State Seal of Biliteracy (as measured by Office of Multilingual Learners report)
- Students earning the NY Seal of Civic Readiness (as measured by Office of Academics and Instruction reporting)

# Portrait of a Graduate | What Is Already in Place

District 15 • SY 2026–27 • Patterns across school-submitted examples

## Academic foundations

Evidence-based literacy and math curricula; MTSS, WIN and targeted intervention; accelerated coursework.

## Creativity & critical thinking

PBL, STEAM, robotics, arts integration, debate, inquiry and evidence-based reasoning.

## Voice, citizenship & agency

Student councils, newspapers, presentations, Youth Equity Congress, service learning and sustainability.

## Reflection & future readiness

Goal-setting, advisory, SEL, student-led conferences, portfolios and transition planning.

**Takeaway: The attributes are present in many forms; the opportunity is to connect them to consistent student experiences and evidence of learning.**

# From Existing Practices to Measurable Student Growth

District leadership priorities • Strengthen coherence, access and progress monitoring

| | |
|---|---|
| **1 Define the experience** | Identify what students should regularly do and produce for each graduate attribute—not only which programs exist. |
| **2 Examine access & quality** | Map opportunities by school, grade and student group; distinguish classroom-wide practices from optional clubs or enrichment. |
| **3 Monitor student evidence** | Use common look-fors, student work, performance tasks, student voice, portfolios and reflection to assess development over time. |
| **4 Adjust support** | Use school visits and collaborative inquiry cycles to identify gaps, share effective practices and target professional learning. |

**Key question: How do we know more students are developing these competencies—not simply participating in activities?**

# CLASS SIZE PLANNING AND COMMUNITY ENGAGEMENT



## Class Size Law Implementation:

*What It Means for Our Community*

*2026-2027*

# How Schools Across NYC Are Planning for Smaller Class Sizes

## Staffing Solutions

- Hiring additional teachers when funding and candidates are available
- Strengthening recruitment and retention efforts

## Scheduling and Program Planning

- Reviewing schedules and program structures to support smaller class sizes

## Space Solutions

- Reviewing how existing classroom and instructional spaces are used
- Exploring opportunities to create additional learning space in future years, where needed

## Long-Term Facilities Planning

- Working with district and city partners to assess future space needs

# Understanding Our District's Current Position

| Measure | District 15 |
|---|---|
| Current Enrollment | ~17,844 (K-12) |
| Current Compliance Status | ~66.9% of classes meet law's requirements |
| Progress Made to Date | 26/38 schools have met or exceeded last year's rate of class size law compliance as compared to last school year |
| Number of Schools Funded in Our District | 2025-26: 17 \| 2026-27: 4 |

Similar to the 2026-27 school year, class size compliance percentage is citywide and not part of school level evaluation. Every school's pathway is unique. Our plan is based on the needs of our students, staff, and school community.

# Pathways to Align Space and Capital Resources to Demand: Forthcoming

## High School Policy & Programming

- Schools requiring centralized programming and policy support rather than new space
- Joint central and district visits to review scheduling, space use, and staffing
- May inform future system-level policy proposals

## Non-Capital – Tier I: Enrollment

- Very small enrollment overages
- Addressed through controlled enrollment adjustments over time
- Decisions coordinated with District Planning, Student Enrollment, and Superintendents

## Non-Capital – Tier I: Space in Building

- Co-located campuses with potential to reallocate existing space
- District review with principals and SLTs to assess feasibility
- DSF supports implementation where space changes are agreed upon

## Non-Capital – Tier II

- Schools near existing excess capacity elsewhere in the district or area
- Requires district-led planning with ODP and community stakeholders
- May lead to re-sitings or mergers, subject to public review and PEP approval

## Capital – HS Only

- Limited (half-size) room needs; may not require full capital projects
- Joint Facilities / Space Management visits with Superintendent teams to assess options
- Development of CTF projects

## Capital

- Significant space deficits, often requiring multiple rooms
- SCA leading identification of large-scale capital solutions, in coordination with districts

# Class size law: targets and caps

## CITYWIDE COMPLIANCE MILESTONES

| 20% | 40% | 60% | 70% | 80% | 90% | 100% |
|---|---|---|---|---|---|---|
| 2023–24 | 2024–25 | 2025–26 | 2026–27 | 2027–28 | 2028–29 | Sept. 2030 |

## STATE LAW CAPS BY GRADE

| Grade band | Maximum class size |
|---|---|
| K–3 | 20 |
| Grades 4–8 | 23 |
| Grades 9–12 | 25 |
| PE / performing groups | 40 |

### Citywide progress reported in the deck

- NYCPS met the 60% benchmark for the November 15 reporting deadline.
- 59.5% of classes met the target without exemptions; 64% with exemptions.

# Celebrating Progress

✓ *All schools' SLTs were involved in Class size SAM applications.*

**8**

**schools have met 100% compliance.**

**10**

**more have met 80% compliance.**

# District 15 class size status

| All classes | K–5 | Grades 6–12 |
|---|---|---|
| 66.3% | 66.3% | 66.3% |
| 2025–26: 58.5% | 2025–26: 66.7% | 2025–26: 55.7% |

## School-level progress

- 28 of 38 schools (73%) met or exceeded DOE's 2026–27 target, based on the prior year's compliance rate.
- Eight schools are fully compliant.

## Planning considerations

- High enrollment and limited space remain challenges.
- Popular dual-language programs affect class organization.



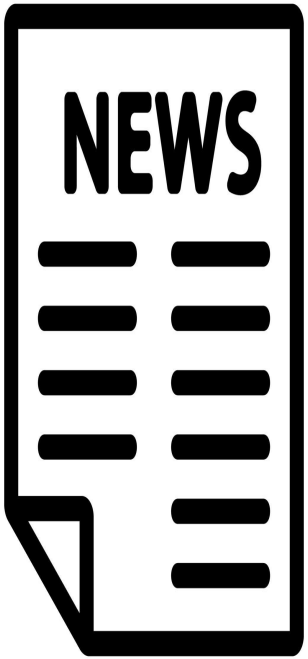
# Citywide Exemptions

For the 2026-27 school year, NYCPS, UFT and CSA will continue collaborating on the implementation of the class size law, including the review of exemptions as provided under state law. Schools do not apply for an exemption. Exemptions are provided on a yearly basis.

For the 2026-2027 school year, there are currently three exemptions outlined in the class size plan (subject to agreement):

1. Overenrolled Students
2. Space
3. License Area Shortages

Exemption differential information will be forthcoming.




# Nov 15th Citywide Report

*For the 2026-27 school year, 73.4% of classes now meet state class size requirements, exceeding the state's 70% target for the 2026-27 school year*

The City achieved this progress without relying on exemptions.

annual-report-on-implementation.pdf

# UPDATES

# SCREENER GROWTH MEASURES

*follow-up*

Growth measures **compare students' EOY results with those of students with comparable skills at BOY**.

- Date of Birth is not factored in

Assessment specific publications:

AcadiencePathways-of-Progress_BriefOverview.pdf

Conditional growth index: Definition and calculation

# HOW FAMILIES RECEIVE SCREENER RESULTS

*Every school screens. How results reach families varies by school.*

1

## FAMILY REPORTS

Acadience Reading and MAP Growth each produce a family report on how each student performed.

2

## REPORT CARDS OR UPON REQUEST

Some schools send reports with report cards; others share upon request

3

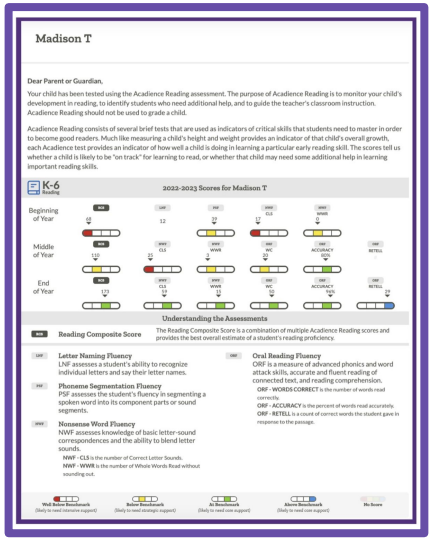
## NYC SCHOOLS ACCOUNT (NYCSA)

Students below grade level and programmed for AIS: families can follow progress in NYCSA (NYC Schools Account).

## BENCHMARK WINDOW SEPT. 10 - OCT 23, 2026

# ACADIENCE READING FAMILY REPORT

## SAMPLE FAMILY REPORT | GRADES K-2



Madison T

Dear Parent or Guardian,

Your child has been tested using the Acadience Reading assessment. The purpose of Acadience Reading is to monitor your child's development in reading, to identify students who need additional help, and to guide the teacher's classroom instruction. Acadience Reading should not be used to grade a child.

Acadience Reading consists of several brief tests that are used as indicators of critical skills that students need to master in order to become good readers. Much like measuring a child's height and weight provides an indicator of that child's overall growth, each Acadience test provides an indicator of how well a child is doing in learning a particular early reading skill. The scores tell us whether a child is likely to be "on track" for learning to read, or whether that child may need some additional help in learning important reading skills.

K-6 Reading

2022-2023 Scores for Madison T

Beginning of Year

Middle of Year

End of Year

Understanding the Assessments

Reading Composite Score

The Reading Composite Score is a combination of multiple Acadience Reading scores and provides the best overall estimate of a student's reading proficiency.

Letter Naming Fluency

LNF assesses a student's ability to recognize individual letters and say their letter names.

Phoneme Segmentation Fluency

PSF assesses the student's fluency in segmenting a spoken word into its component parts or sound segments.

Nonsense Word Fluency

NWF assesses knowledge of basic letter-sound correspondences and the ability to blend letter sounds.

NWF - CLS is the number of Correct Letter Sounds.

NWF - WWR is the number of Whole Words Read without sounding out.

Oral Reading Fluency

ORF is a measure of advanced phonics and word attack skills, accurate and fluent reading of connected text, and reading comprehension.

ORF - WORDS CORRECT is the number of words read correctly.

ORF - ACCURACY is the percent of words read accurately.

ORF - RETELL is a count of correct words the student gave in response to the passage.

Well Below Benchmark (Likely to need intensive support)

Below Benchmark (Likely to need strategic support)

At Benchmark (Likely to need core support)

Above Benchmark (Likely to need core support)

No Score

### Assessment specific publications:

Acadience:
Parent Report | Acadience Learning

## WHAT FAMILIES SEE

**Benchmark Status**
Whether a student is at or above, below, or well below benchmark.

**Foundational Skills**
Results on the early reading skills measured at the student's grade.

**Progress Each Window**
Screened in fall, winter, and spring to show change over the year.

**NOTE:**
Some schools send Acadience reports home with report cards; others share them upon request.

# MAP GROWTH FAMILY REPORT

## SAMPLE FAMILY REPORT | GRADES 3+

### WHAT FAMILIES SEE

**Overall Score (RIT)**
Where a student is performing on a scale that tracks growth over time.

**Growth Across the Year**
How scores change from one testing window to the next.

**Instructional Areas**
Relative strengths and areas to build within each subject.




**NOTE:**
MAP family reports can run 2+ pages per student, many schools share them upon request.

**Assessment specific publications:**
MAP Growth:
Sample+Family+Report

Sample+Family+Report Spanish+translation.pdf

# NYC SCHOOLS ACCOUNT (NYCSA)

## FROM SCREENER TO NYSCA

1

**Screener Identifies Need**
Fall results show the student is **below grade level.**

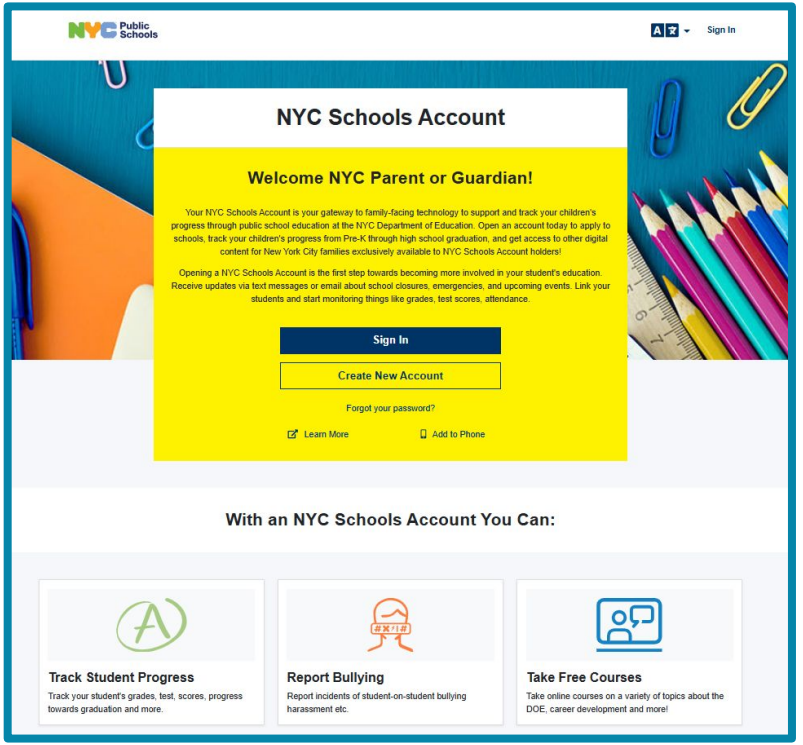
2

**Student Programmed for AIS**
The school **schedules Academic Intervention Services.**

3

**Families View Progress**
Families log in to NYSCA (www.schoolsaccount.nyc) to see AIS Progress information.

**NOTE:**
Schools enter AIS updates in NYSCA, and how often this happens varies. Families can ask the school when to expect updates.




NYC Public Schools

# FOLLOWING AIS PROGRESS ONLINE

# NARRATIVE PROGRESS REPORTS

## MORE THAN A SCORE | SAMPLE FROM BNS

Individualized descriptions connect grade-level benchmarks, classroom evidence, student strengths, and next steps.

### READING

*Progress + next steps*

Z. meets grade-level independent reading benchmarks and shows strong high-frequency word knowledge and decoding.

**NEXT STEP**

Analyze advanced phonics patterns and read across genres, including informational text and poetry.

### WRITING

*Student work + goals*

Z. writes several sentences on a topic and is gaining confidence in fiction and personal narrative writing.

**NEXT STEP**

Reread and revise to add descriptive language, action details, and a clear beginning, middle, and end.

### MATHEMATICS

*Strategies + practice*

Z. uses counting-on and representations to solve addition, missing-part, and story problems within 10 and 20.

**NEXT STEP**

Strengthen part–whole relationships, number sequences, and fact fluency to 10 and 20.

**THE THROUGH LINE**

**What can the child do now?**

**What are we seeing in their work?**

**What will we teach next?**

# **EXAMPLE:** HOW SOME SCHOOLS STAY CONNECTED WITH FAMILIES

*Conferences and written narratives create a continuous cycle of listening, shared goal-setting, evidence, and celebration.*

## 1 SEPTEMBER

### Family-Led PTC

Families share hopes, dreams, goals, and prior experiences. Teachers listen and build trust.

LISTEN

## 2 NOVEMBER

### Joint Goal-Setting PTC

Teachers and families review grade-level expectations and set learning goals together.

SET GOALS

## 3 JANUARY

### Written Narrative

A detailed portrait of the learner: academic benchmarks, strengths, and progress on goals.

DOCUMENT PROGRESS

## 4 MARCH

### Reflection PTC

Discuss the narrative and student work samples; set goals for March–June.

REFLECT TOGETHER

## 5 JUNE

### Narrative + Curriculum Share

Review goals met and next steps; celebrate learning through a school-wide work share.

CELEBRATE & PLAN

Parent-Teacher Conference  Written Narrative

The Brooklyn New School

BNS • STUDENT-CENTERED ASSESSMENT & FAMILY PARTNERSHIP

# RESOURCES / EVENTS

# Family Workshop - Math Podcast

**How is Math Taught Now?**

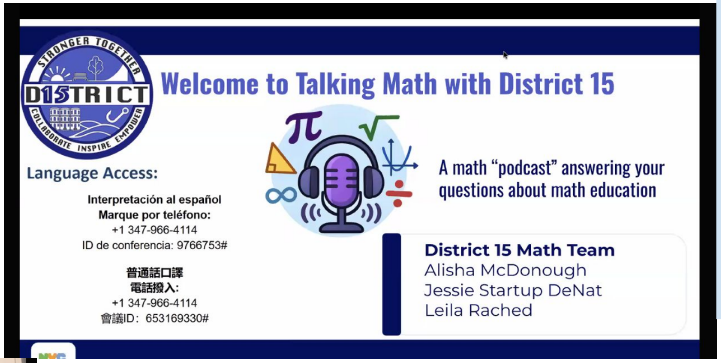
"How are kids being taught math in their classroom?" Parent at PS 107

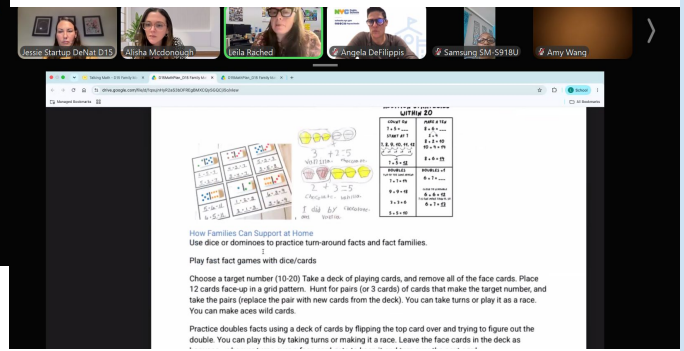
**Screen Time in Math**

"When the work is all online, I often can't see what my child actually did, where they struggled, or how they solved a problem. How are steps and methods being taught in class? Do MS students still practice working problems out on paper, or is everything done on screen?" Parent at MS 51

**How Can Parents Support?**

"If our child is getting math answers wrong what is the best way to help them? We do not always know what method a teacher is using for each type of math concept so while parents can calculate an answer that doesn't help our student learn and master the work behind getting the math question correct. Are parent guides available?" Parent at PS 321




**Feedback Response:**
**Did you like the Podcast format? Would you like us do to more of this?**
"YES! Love being a fly on the wall while expert trained professionals talk about an area of expertise - about which I don't know much!"
Yes, it was a nice format. Anecdotes are good. Thanks

**Feedback Response:**
**What math specific questions do you have?**
I'd love strategies around how to support a growth mindset and how to handle the "unproductive struggle."
All around how the kids are being taught to think. This helped tho. I won't tell my son to "find the formula" anymore, I guess.

# D15 Middle School Open Houses - INFO on Website



# Bus Vendor Town Hall

We invite families to join the New York City Public Schools for a Bus Vendor Town Hall.
**Tuesday, December 1, 2026 | 6:00 PM**
**Queens Innovation Center**
**53-16 Northern Boulevard, Woodside, NY 11377**

Your child's transportation is an important part of their school experience. This town hall is an opportunity to connect directly with bus vendors, ask questions, share feedback, and discuss your transportation experience.

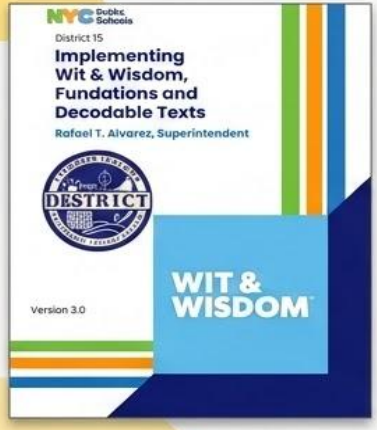
**What to Expect**

- Meet NYCPS bus vendors responsible for student transportation
- Hear from vendors about their services, improvements, and ongoing efforts
- Share your experiences, questions, and concerns

Your voice matters. Whether you want to share a positive experience, raise a concern, or learn more about student transportation, we encourage you to join the conversation. **Registration will close Monday, November 23, 2026.**
Register To Attend

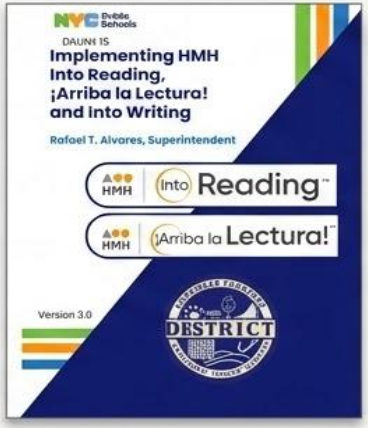
# D15 GUIDES FOR CURRICULUM & INSTRUCTION

**WIT & WISDOM K-5**



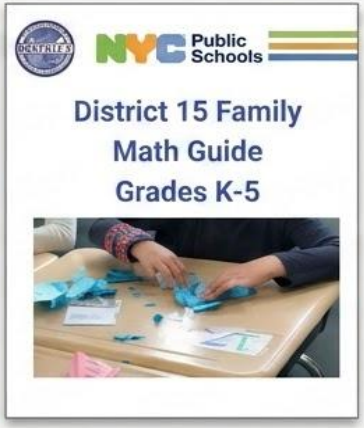

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**HMH K-5**



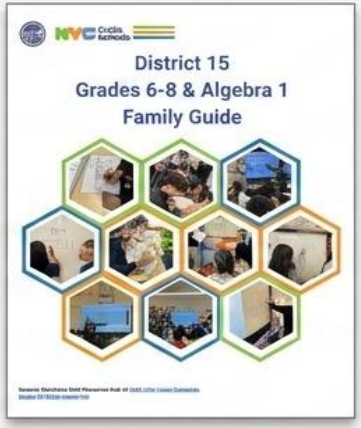

Download HERE

**MATH K-5**




Download HERE

**MATH 6-8**




Download HERE

**ELA PK-2**




Download HERE

NYC Public Schools

Family Guides Folder LINK

# MARK YOUR CALENDARS




| DATE | EVENT |
|---|---|
| **JAN 14** | DAY OF SERVICE |
| **JAN 20** | ES URBAN DEBATE LEAGUE |
| **JAN 21** | MS URBAN DEBATE LEAGUE |
| **FEB 11** | ARTS SHOWCASE |
| **May (tbd)** | D15 MUSICAL |
| **APRIL 1 *** | ES URBAN DEBATE LEAGUE |

| DATE | EVENT |
|---|---|
| **APRIL 15** | MS URBAN DEBATE LEAGUE |
| **MAY 4** | D15 HIRING FAIR |
| **MAY 11** | PBL Workshare |
| **MAY 15** | S.T.E.M. EXPLORATION DAY |
| **MAY 18** | AMBASSADOR RECOGNITION CEREMONY |
| **JUNE 10** | FIELD DAY |

*Indicates New Date