



C.E.C. Meeting

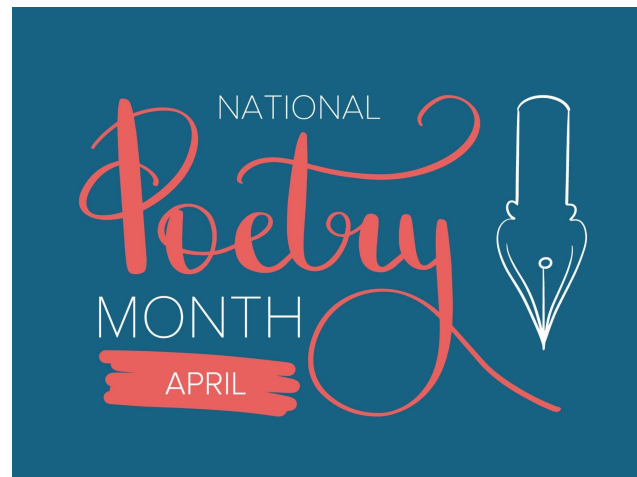
March 26, 2024

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

Celebrating and Honoring in March



Celebrating and Honoring in April



Agenda

- District Celebrations
- Summer Rising Dates
- Curriculum Rollout: Zooming in
 - PS 94 (HMH)
 - PS 107 (W&W)
- District 15 Strategic Literacy Plan

District Celebrations

Celebrating PBL and EVERY SCHOOL IN D15!



Learning Topics Included:

- ★ Climate Change
- ★ Leadership
- ★ Carbon Footprint
- ★ LGBTQ Rights
- ★ Post Office Study
- ★ Reimagining Characters in Literature and Plays
- ★ Water Solutions
- ★ Community Kindness
- ★ Thermal Energy
- ★ Planets Study
- ★ China and the Silk Road
- ★ A Newcomers Guide and many more

PS 10 5th Grade Chess Team Wins **Third Place** at the New York State Scholastic Chess Championship in Saratoga, NY.



PS 32 are Chess Champions! Students came in **Second Place** (K-5) at the New York State Scholastic Chess Championship in Saratoga, NY.



PS 130K Brooklyn Lions Chess Team Win **First Place** at the New York State Scholastic Chess Championship in Saratoga, NY



Women of Distinction Award to be presented to PS 169 School Members by State Senator Chu

Legislator



State Senator
Iwen Chu

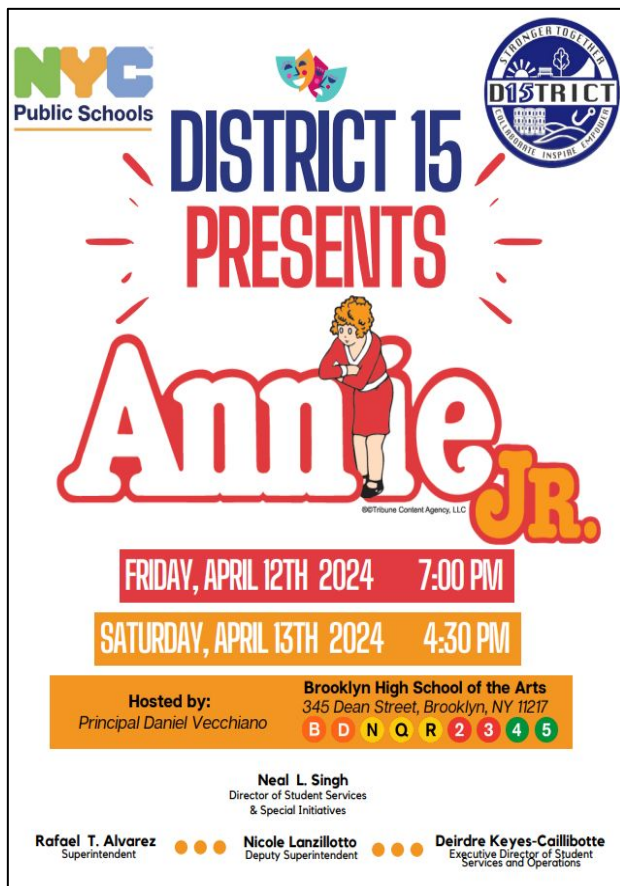
(D) - New York
New York Senate District 17

Lillian Peng (school secretary)

Julie Guevara (Parent Coordinator)

Cheryl Wong (STH Coordinator)

Upcoming D15 Events



NYC Public Schools

DISTRICT 15 PRESENTS

Annie JR.

FRIDAY, APRIL 12TH 2024 7:00 PM

SATURDAY, APRIL 13TH 2024 4:30 PM

Hosted by: **Brooklyn High School of the Arts**
345 Dean Street, Brooklyn, NY 11217
B D N Q R 2 3 4 5

Neal L. Singh
Director of Student Services & Special Initiatives

Rafael T. Alvarez ●●● **Nicole Lanzillotto** ●●● **Deirdre Keyes-Caillibotte**
Superintendent Deputy Superintendent Executive Director of Student Services and Operations



DISTRICT 15 STEM EXPLORATION DAY

STRONGER TOGETHER DISTRICT 15

SATURDAY, MAY 18TH, 2024
10AM- 2PM
NEW YORK HARBOR SCHOOL
GOVERNORS ISLAND

A selective science engagement event for 5th, 8th, and 11th graders from D15 public schools.

Hands-on labs with passionate, local scientists

NYC STEM institution fair

Recreational family activities on Governors Island

Use the QR code to apply:

SCAN ME!

Application deadline: April 5th, 2024
Decisions released by April 18th, 2024

Neal L. Singh
Director of Student Services & Special Initiatives

Rafael T. Alvarez ●●● **Nicole Lanzillotto** ●●● **Deirdre Keyes-Caillibotte**
Superintendent Deputy Superintendent Executive Director of Student Services and Operations

D15 Recognition Ceremony June 5, 2024 4PM

- ★ Nurses
- ★ Secretaries
- ★ SBST
- ★ Paraprofessionals
- ★ School Aides
- ★ Community Coordinators/ Associates

Summer 2024

*Summer Rising registration closed yesterday, March 25th

- Parents were able to update their application until the deadline

Program	Date	Schedule
Elementary School	7/2-8/16 *Academic ends on 8/8	Academics: 8am-12pm CBO Extended Day 12pm-6pm
Middle School	7/2-8/8	Academics: 8am-12pm CBO Extended Day 12pm- 4pm

Summer Rising 2024 Details

- **Seats are limited and students are not guaranteed a seat.**
 - Students will be placed based on preferences, prioritizing:
 - ▶ PID students and siblings
 - ▶ Students in 12-month programs and siblings
 - ▶ STH (temporay housing), SFC (foster care) and siblings
 - ▶ Students enrolled in the CBO affiliated to the summer site and their siblings

Summer Sites 2024

Summer Rising Site (building code)	Grade Level	Affiliated Schools	PIC
K001	K-5	15K001; 15K024;15K172; 15K516; 15K124;	Wanda Ramirez
K032	K-5	15K032; 15K038; 15K321; 15K261; 15K418	Denise Watson
K051	6-8	15K443; 15K442; 15K088; 15K464; 15K051; 15K839; 15K447; 15K497	Jack Chan
K094	K-5	15K169; 15K131; 15K094; 15K896; 15K958	Cristina Gonzalez
K142 (146)	K-5	15K039; 15K029; 15K058; 15K146; 15K676; 15K015; 15K448	Diane Castelucci
K437 (130)	K-5	15K130; 15K118; 15K010; 15K154; 15K863; 15K230; 15K295; 15K107; 75K053	Stephen Cedermark
K655 (656)	9-12	15K497; 15K656	Danny Vecchiano
K136	6-8, 9-12	15K136; 15K821	Jen Spalding

Curriculum Rollout: Zooming In

PS 94 (HMH)

PS 107 (W&W)

HMH

PS 94

Facilitated by Principal Gonzalez

Curriculum Details

Up to 10 modules per grade

Cohesive planning

Phonics

Reading

Writing

Support for students

Decodables - Blend-It books

Just Right Readers

Anchor Charts - English & HL

Weekly bundles - phonics skills,
sight words & reading practice

Writers Notebook - graphic
organizers, checklists, mentor
writing pieces

Student Centered Approach

Small group instruction

Reading

1. Word Work
2. Reading Corner
3. Creativity Corner
4. Vocabulary
5. Digital Station
6. Project Center
7. Writing Center

Small Group Instruction

Writing

1. Writing Center-applying the skill
2. Writing Corner
3. Phonics

Linguistic approach-Dual language

- Dual language implementation and program planning guide
- Metalinguistic awareness
- Cross-linguistic bridges
- Translanguaging and research
 - Implications in the classrooms
- Linguistic extension-teacher resources in every module
- PBL-Vocabulary development

Project Based Learning

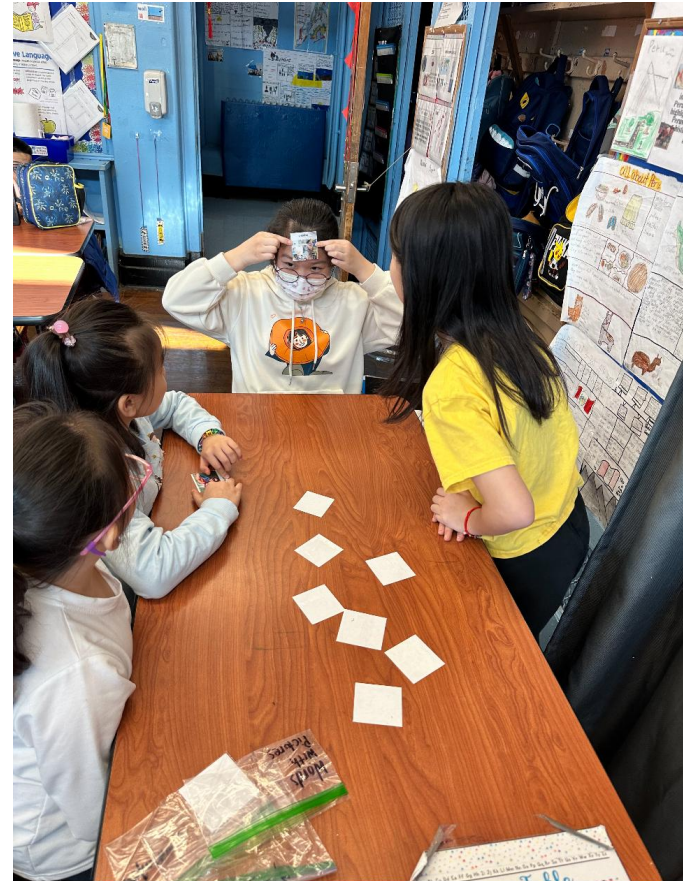
Grade	Social Studies	STEM
K	5	3
1	5	4
2	4	4
3	3	4
4	3	4
5	3	3



Students Working in Small Groups (Literary Centers)



Independent Reading center
with dual language resources.



Reverse Taboo in the vocabulary
center

Students Working in Small Groups (Literary Centers)



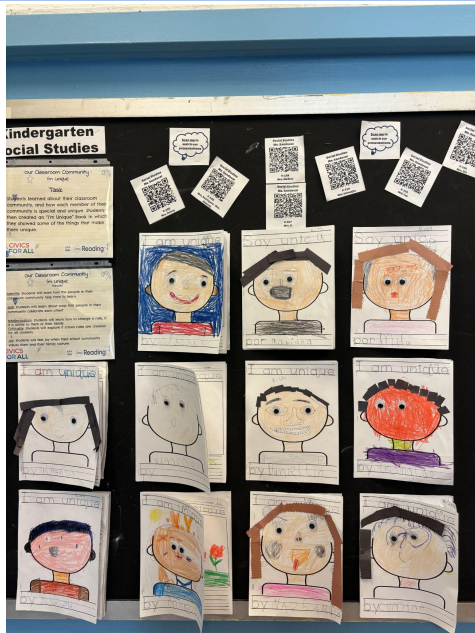
Readers' Theatre



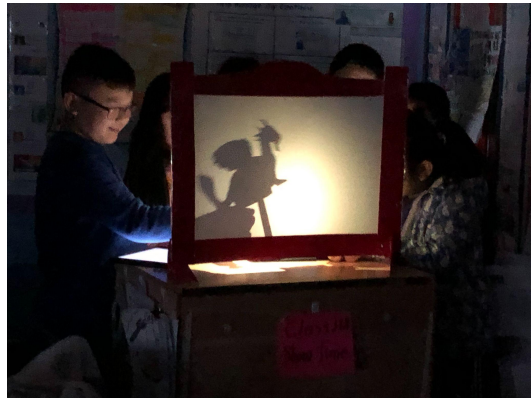
Readers' Theatre



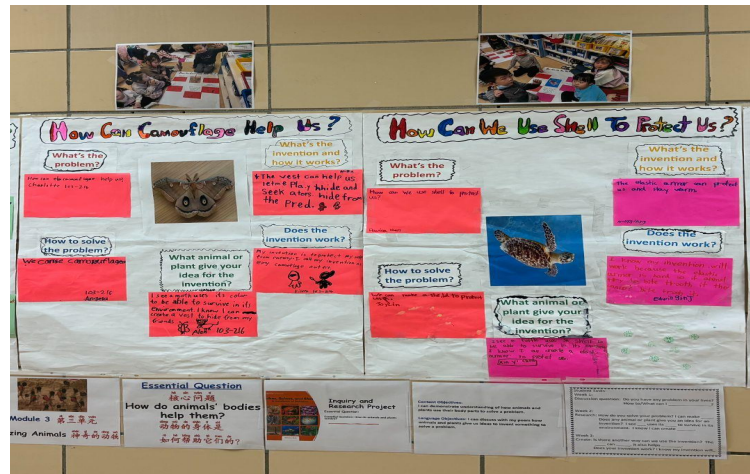
Word Work Center



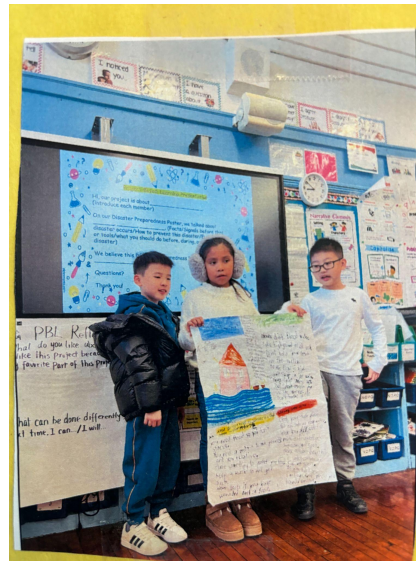
Kindergarten - PBL: “Who Am I? I am Unique” Book



Fourth Grade - PBL: Goals: Lights, Camara, Action!



First Grade - PBL: How Animals Live: Animal Copycat Inventions



Third Grade - PBL: Create a Disaster Preparedness Campaign

Fifth Grade- Conservation - Create an Environmental PSA



Second Grade - PBL: Leadership - Organize Character Campaigns



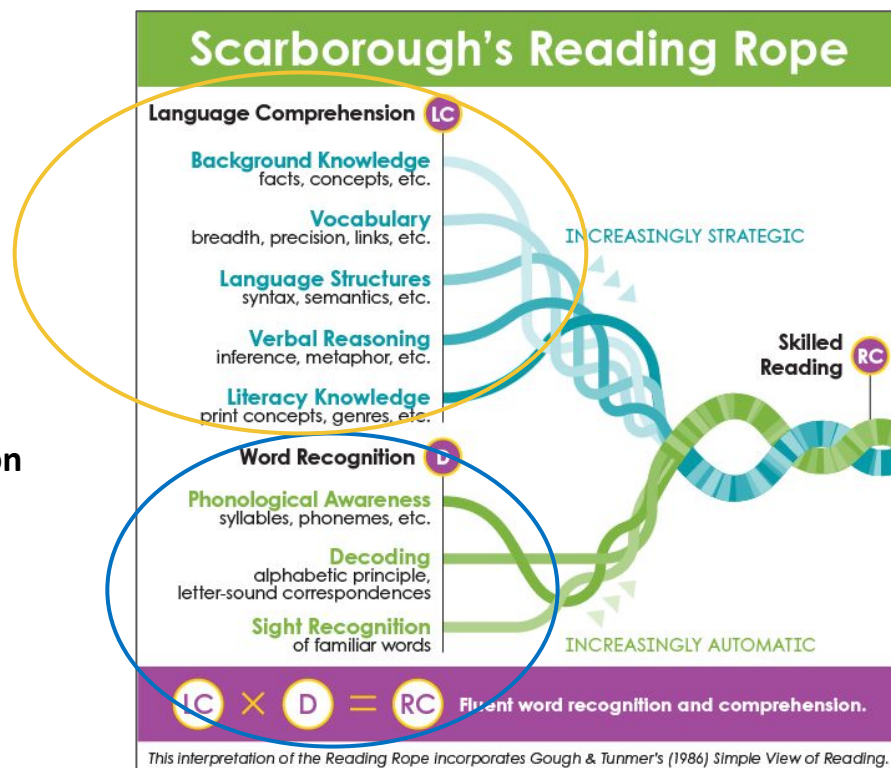
Wit & Wisdom

PS 107

Facilitated by Principal Cohen

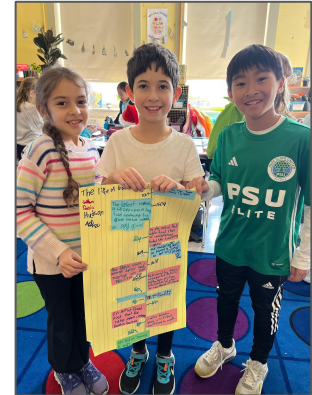
PS 107's Wit + Wisdom Rollout: The Prep Work

- **2019-2021 SCHOOL YEARS**
 - Focus on Word Recognition strands
 - Training special education teachers in Orton-Gillingham
- **2021-2022 SCHOOL YEAR**
 - Focus on Word Recognition strands
 - Training all K-2 teachers in explicit phonics instruction
 - Consistent, coherent, daily phonics instruction in all K-2 classrooms
- **2022-2023 SCHOOL YEAR**
 - Named a structured literacy pilot school by NYC Public Schools, \$50,000 investment
 - Building professional knowledge about SoR and Language Comprehension strands



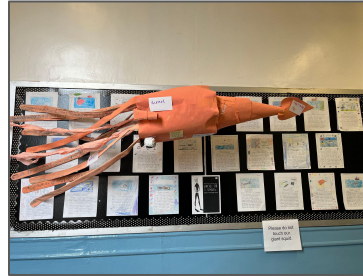
PS 107's Wit + Wisdom Rollout: Go Time!

- **Buy-In + Teacher Morale are Key**
 - Regular communication with all stakeholders about shifts, challenges, wins
 - Teacher survey related to implementation
 - Instructional Focus related entirely to implementation of new curriculum
 - ▶ *Build teacher capacity to deliver research-based English language arts (ELA) instruction aligned with research on how students learn to read and write to improve outcomes for all students.*
 - Monitor and adjust professional learning to meet the immediate needs of teachers, in consultation with Instructional Leadership Team
 - No evaluative observations (unless requested) of Wit + Wisdom lessons
 - Non-evaluative feedback provided following walkthroughs and collegial intervisitations



PS 107 Wit + Wisdom Rollout: What We Love

Students of all ages have the ability (and desire) to build deep background knowledge about a wide range of topics.



Students are using increasingly precise and sophisticated language.

Teachers have the ability to connect hands on projects to content.



Students benefit from reading the same text multiple times for different purposes.

Students *do* learn reading comprehension skills by *using* them with quality texts.

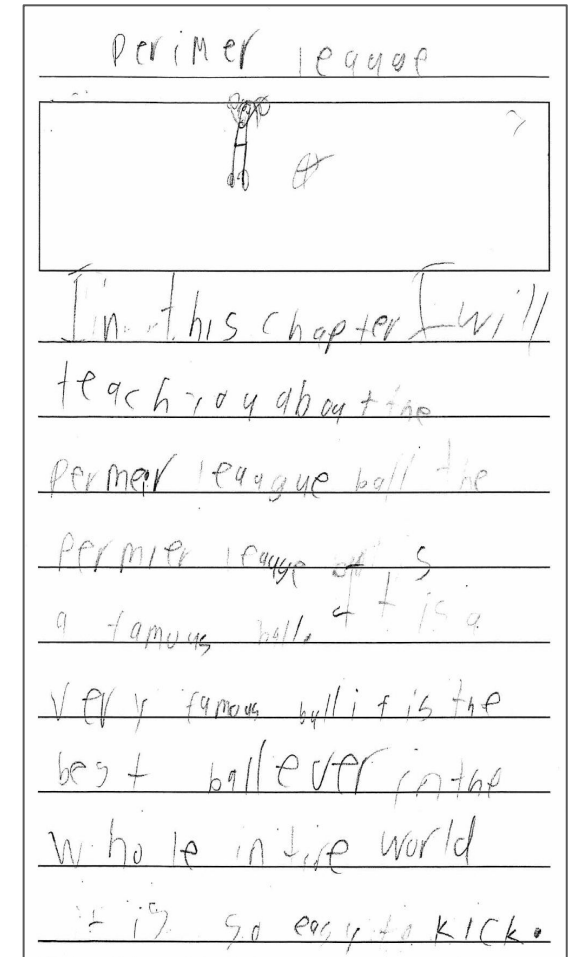
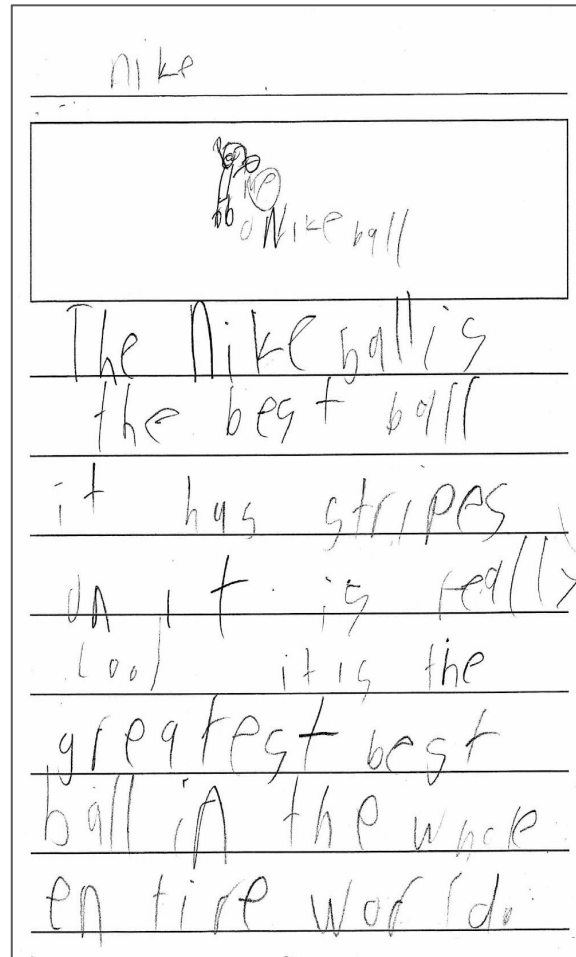
Students are having rich discussions in partnerships and groups.

PS 107 Wit + Wisdom Rollout: What We Love

We have observed truly remarkable improvements in student writing.

FROM THIS:

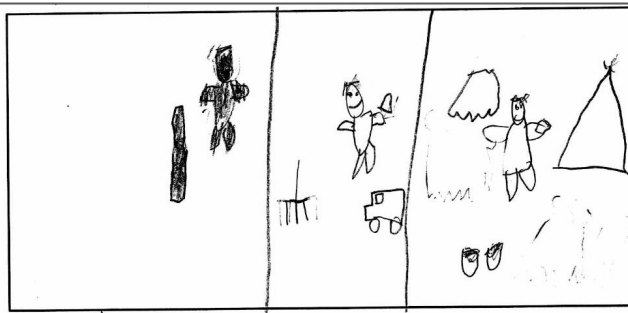
2nd grade students
write an all-about
book with chapters
on a topic they
know "a lot" about



PS 107 Wit + Wisdom Rollout: What We Love

TO THIS:

2nd grade students
choose to write
about how plants or
animals were
important to the
indigenous people
of the Plains



These are the ways
how indigenous peoples
used animals to survive. First,
the bison provided food
for the indigenous peoples.
Indigenous peoples used bison
horns for farm tools, and

tips. Finally, the indigenous
peoples used bison hides
to make moccasins,
dresses, and tipis, and I hope
you now know how indigenous
peoples used animals to
survive.

PS 107 Wit + Wisdom Rollout: What We're Working On

Further differentiating tasks to address student needs.



Ensuring we are teaching the most essential elements of each lesson.

Finding time for purposeful independent reading (we have built in time for students to read books of their choosing, but we are conscious of the research about this).



Building more trust in the fact that existing assessment tools give us a good idea of how our students are performing.

D15 Strategic Literacy Plan

D15 Strategic Literacy Plan

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Literacy in District 15

Goal

Provide equitable access to successful literacy outcomes for all students.

Vision

We envision a future in which all students have what they need to become lifelong readers. Across our district we believe that reading is an active and engaged process, requiring the application of a complex set of skills toward an internally driven process.

Mission

In order to realize this vision, we must provide rigorous universal instruction and a range of high quality supports, designed to eliminate barriers for marginalized groups.



4

**Translated
into Five
Languages**

**All versions
are located in
[this folder.](#)**

1. Simple View of Reading

The Simple View of Reading (SVR) model, by Gough and Tunmer (1986), outlines key components for reading comprehension.

SVR posits reading comprehension as the result of decoding (word reading) and language comprehension (word meaning). Essentially, reading effectively requires both recognizing words and understanding their meanings.

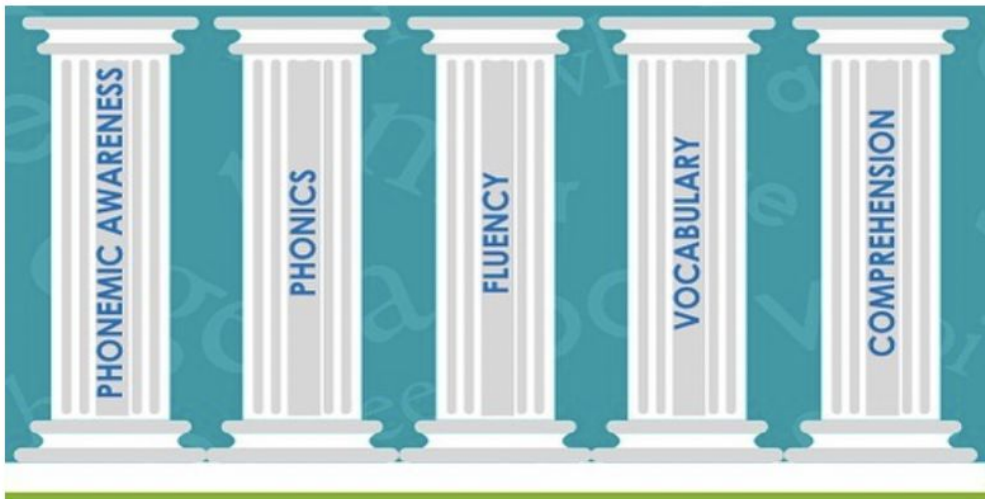


This formula is helpful to pinpoint students' strengths and weak areas in reading. However, the SVR does not describe the subskills of the two main skills: decoding and language comprehension.

The Five Pillars of Reading

1. **Phonemic Awareness***
2. **Phonics***
3. **Fluency**
4. **Vocabulary**
5. **Comprehension**

*These two components are often grouped and referred to as “Foundational Literacy Skills”



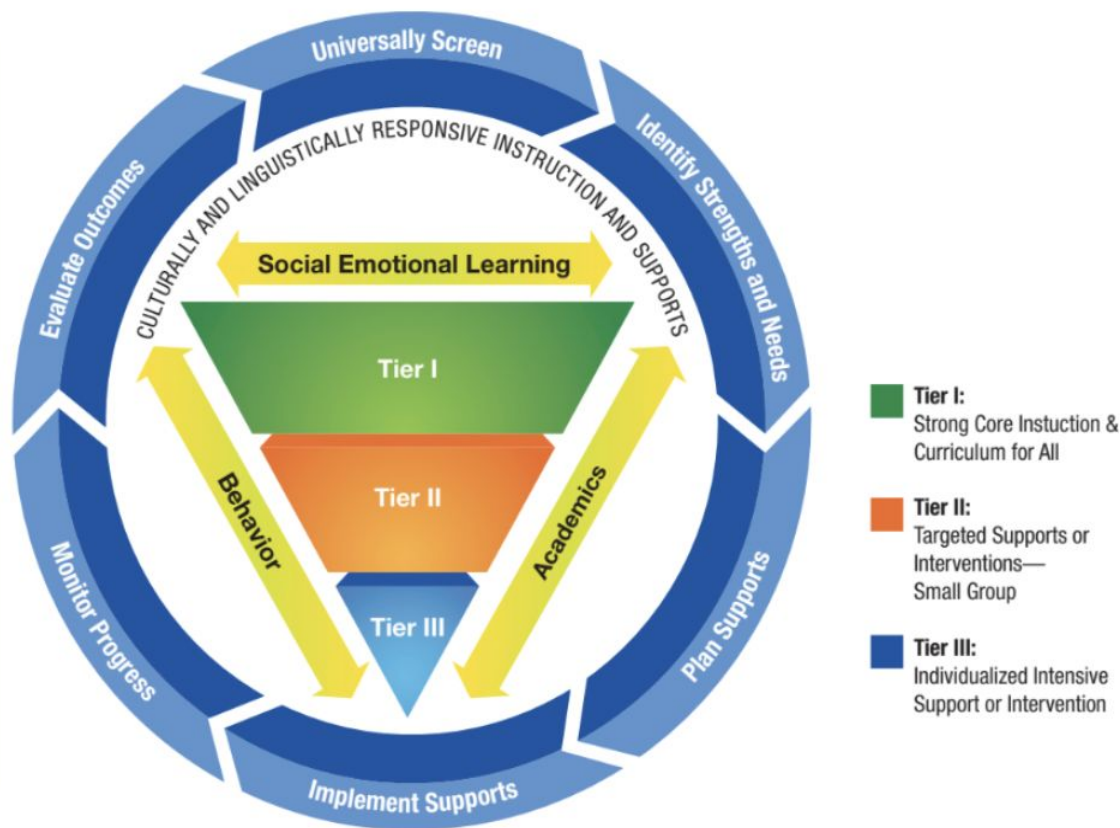
In District 15, we base our reading instruction on The Simple View of Reading and The Reading Rope models, which detail key reading skills.

Our teaching aligns with the National Reading Panel's Five Pillars of Reading, drawn from extensive research to highlight essential reading instruction components. This approach ensures our students build strong reading skills.

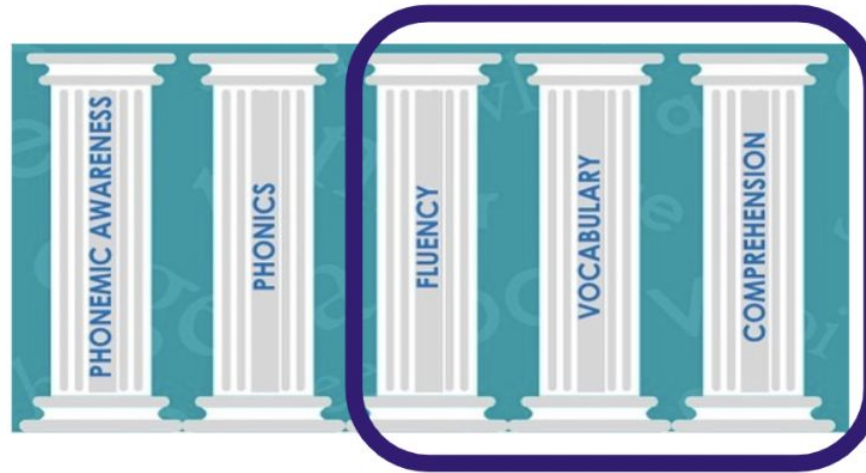
Supporting Diverse Learners

Multi-Tiered Systems of Support [MTSS]

A Multi-Tiered System of Supports (MTSS) is a **whole school**, prevention-based **framework** for **improving learning outcomes** for all students through a **layered continuum** of **evidence-based practices** and **systems**.



We will implement **two** curricula across K-5 schools, that address the following Reading Pillars:



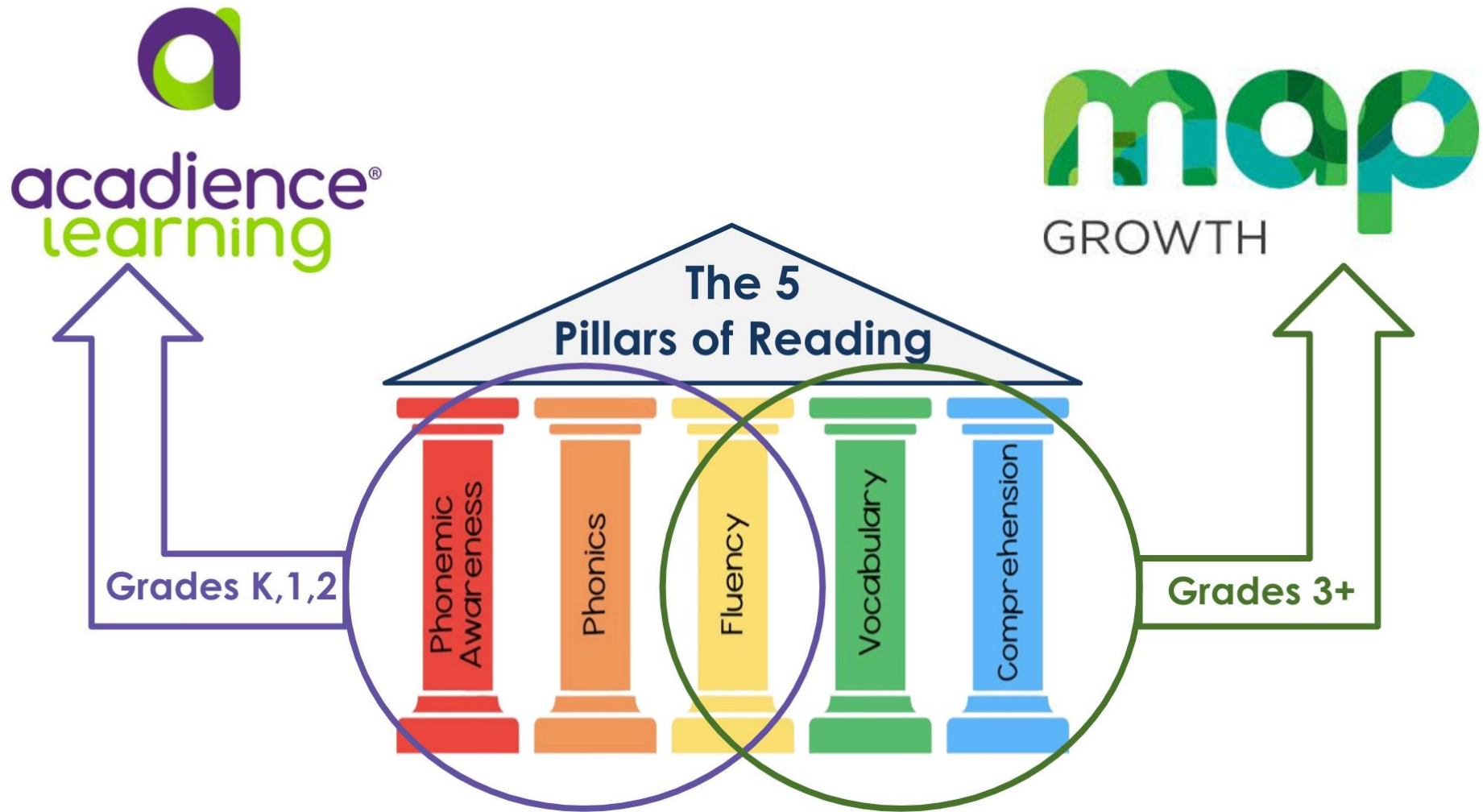
HMH's Into Reading
Arriba la Lectura [Spanish]



Great Minds Wit & Wisdom



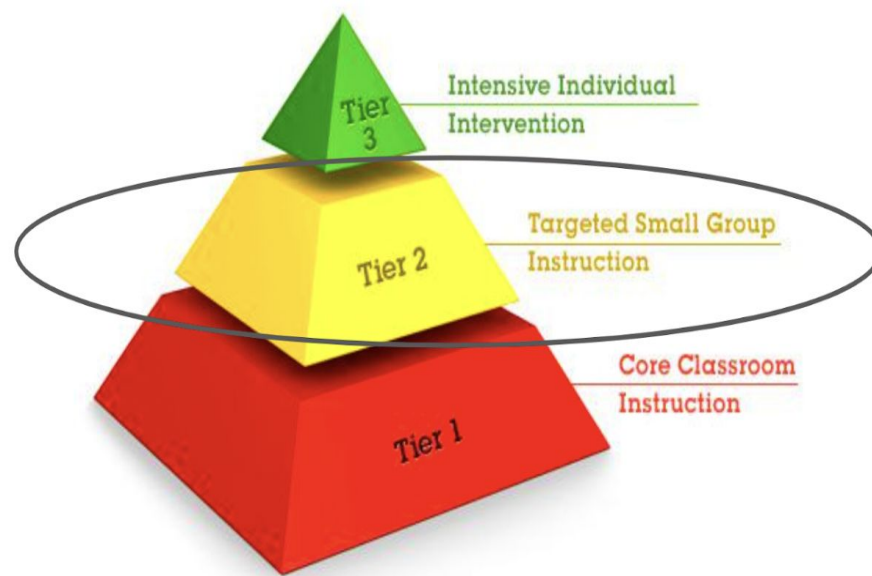
Universal Screeners in District 15



Tiered Instruction

Meeting Diverse Needs

District 15 serves a diverse population with a wide range of learning styles and needs. Our team collaborates to support schools with integrating a variety of instructional approaches within all tiers of MTSS.

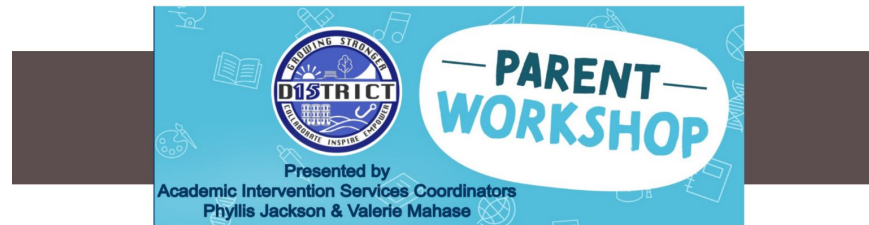


Shared Commitments

Successful implementation will require the efforts of *all* stakeholders in our community.

Shared Commitments for Curriculum Implementation	Families will...
Engage in structured planning and collaboration with colleagues	Have opportunities to learn about module foci and learn how to support children at home
Ensure the integrity of the essential components of the unit and lesson are centered.	Engage in two-way communication when supporting students at home (read family communications, participate in family workshops and ask questions as necessary)
Know students well and maintain rigor for all learners <ul style="list-style-type: none"> - Leverage their strengths - Focus on marginalized students to close gaps 	Learn more about the use of assessments and student progress as a way to learn how to support children at home
Foster student agency and creativity through voice and choice	Share insights about their child's interests, strengths, and areas for growth with teachers.
Use Advance feedback to leverage planning	

D15 Virtual Parent Workshop April 9, 2024



Connecting Developmental Milestones & Literacy Skills: A Workshop for Families

Date: April 9, 2024

10:00-11:00AM ZOOM LINK TO FOLLOW

Join us for a parent information session and learn how to support your child's literacy growth and development.



TOPICS INCLUDE

- **Developmental Milestones & Literacy Benchmarks:**

Learn how frequent check-ins are used to enhance learning.

- **Deep Dive into Reading Skills:**

Explore the five pillars of Reading and how targeting these skills ensures proficient readers.

- **Parental Role:**

Get tips on how to interpret and use screener data for your child's benefit.

- **Resource Sharing:**

Access valuable literacy resources and tools for home use.

PLEASE COMPLETE INTEREST SURVEY



FOR MORE INFORMATION, CONTACT:

Brenda Diaz, bdiaz14@schools.nyc.gov
Family Support Coordinator, District 15

Christine Farrell, cfarrell8@schools.nyc.gov
Family Leadership Coordinator, District 15

