

State of the District

CEC 15 Meeting
September 19, 2023

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



Contents

Mission and Vision	Family Engagement
Theory of Action	Evidence of Impact
District Motto	Supporting Students in Temporary Housing (STH)
Demographics	Building Capacity
Aligning Priorities to the the Chancellor and District Comprehensive Educational Plan	Progress Monitoring
Academic Focus	Equity and Diversity in our District
Multi-tiered Systems of Support (MTSS)	Attendance & District Events

Mission / Vision

Vision

District 15 will ensure **equitable opportunities for success** that **empower our diverse communities** to **value and and nurture every student's strengths**.

Mission:

District 15 is committed to **providing safe, welcoming, diverse, and collaborative learning environments** that ensure all students are provided with **equitable and personalized learning** opportunities to succeed.

Our **mission** is to support school communities by:

- Delivering high academic achievement through **project-based, culturally responsive** teaching and learning.
- Empowering students to apply their learning through **advocacy and social justice**.
- Partnering with our **families and local communities** to collaborate towards our shared vision of success and empowerment.



Theory of Action



If we get to **know our students well**, and leverage our **collective strengths**, then we create the positive conditions for every child to **explore their potential**.



District 15 Motto



If you can **reach** them,
you can **teach** them.





District 15 Demographics and our Schools



CSD 15's 2023-2024 Enrollment (as of 9/19/23)



Student Enrollment

39
of Schools

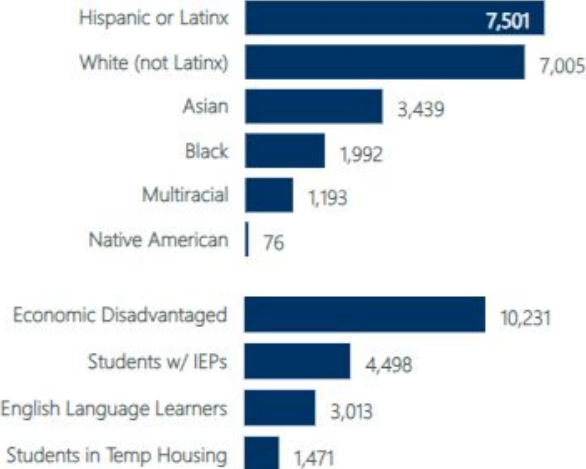
21,260
Current Enrollment

Change in Enrollment from SY23

-126
of Students

-0.6%
% Difference

by Subgroup



CSD 15's Attendance (as of 9/19/23)

Attendance of Active PK-12 Students

Year-to-Date Attendance

94.5%

Attendance Rate

0.0%

Risk of Being CA

0.0%

Chronic Absenteeism

Monthly Average Attendance

Filter Value ● 2022

Citywide ● 2022



Daily Attendance

96.2%

Daily Attendance

Weekly Average Attendance



89.0%

ATTENDANCE MATTERS

6 days or less
absence per year
97% or above
VERY GOOD
THIS IS YOUR
TARGET

Between
7 and 19 days
absence per year
90% - 96%
BELOW
EXPECTATIONS

More
than 19 days
absence per year
Under 90%
POOR
ATTENDANCE

Pre-k Centers

PS 767 / PS 863

PS 280

Elementary schools

PS 1

PS 94

PS 172

PS 10

PS 107

PS 230

PS 15

PS 118

PS 261

PS 24

PS 124

PS 295

PS 29

PS 130

PS 321

PS 32

PS 131

PS 516

PS 38

PS 146

PS/MS 676

PS 39

PS 154

PS 896

PS 58

PS 169

PS 958

Middle Schools

MS 51

MS 443

MS 88

MS 447

MS 136

MS 821

MS442

MS 839

High Schools

MS/HS
497

HS 656



District 15's Priorities

From Theory to Practice

2023-2024
School Year



Aligning Chancellor's and District 15's Goals

1

Reimagining the student experience

- Project-Based Learning (PBL)
- Culturally Responsive Curriculum
- Data Wise
- Increasing attendance while reducing suspensions
- District events that connect students to one another and careers

2

Scaling, Sustaining, and Restoring What Works

- Data Wise and MTSS - improve outcomes for students
- Project Based Learning
- Science of Reading and foundational literacy
- School Interventions
- Phonemic Awareness and Phonics explicit instruction in K-2

3

Prioritizing Wellness

- Small group instruction, targeted support
- Mitigating Trauma Grant (Bullying prevention support)
- SEL lessons and Advisory
- Developing restorative Justice practices
- Mindfulness programs

4

Engaging Families to be our partners

- District events designed to connect parents to their child's learning and school community
- Family workshops
- District Parent Advisory Committee (PAC)
- District Leadership Team
- CEC partnerships and committees
- Family Leadership Institute / Consuelo Kickbush

The Creative Curriculum for 3K and Pre-K

- The Creative Curriculum is a comprehensive, **research-based** curriculum led by **student interest** that encourages **critical thinking** skills through **investigations** and **project-based learning**.
- It's an **interdisciplinary** curriculum that embeds components for different parts of your day, including **math and literacy**, all **driven through play**.

[The Creative Curriculum Study Sequence](#)

[Website to learn more](#)



Shifting Towards the Science of Reading



From These Common Literacy Practices	To These Science of Reading-Informed Practices
Non-systematic, incidental instruction in phonics	Systematic, explicit phonics instruction
Use of leveled texts (K-2)	Use of decodable texts (K-2)
Leveled reading groups	Small group, differentiated instruction based on need
Incidental instruction and practice in fluency	Explicit instruction and practice in fluency
Assessing reading with running records	Assessing reading with universal screening, secondary diagnostics, and additional formative assessments
Implementing a skill-based reading curriculum	Implementing a content-rich reading curriculum that builds background knowledge and vocabulary

A District Wide Focus on the Foundational Skills

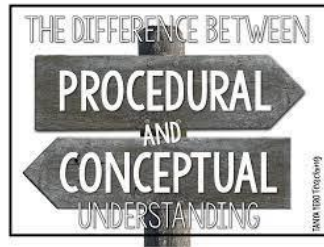
Core Literacy Instructional Program		
Phonemic Awareness (K-2)	Phonics (K-2)	ELA CORE (K-5)
10 Minutes	30 Minutes	50 Minutes
<p>Heggerty English</p> <p>Heggerty Spanish</p> <p><i>A precursor to reading. The focus is manipulating sounds.</i></p>	<p>FUNdations</p> <p>Preventing Academic Failure (PAF)</p> <p>Aprendo Leyendo</p> <p><i>Students learn to read and write words focusing on print concepts, letter formation, and spelling</i></p>	<p>Wit & Wisdom</p> <p>HMH Reading</p> <p>HMH Arriba Lectura</p>

ELA Curriculum, Grades K-5



- High-quality literature to engage students in learning about topics and practicing reading skills
- Build students knowledge about topics and vocabulary through reading, writing, listening and speaking
- Engage students in collaborative learning activities that provide real-life experiences
- Provide resources and guidance for families to support children at home.

Mathematics

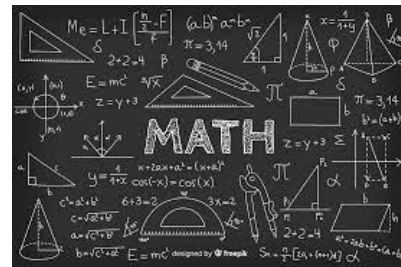


Research Based Curriculum (Illustrative Math & Eureka Squared)

- Grounded in **Universal Design for Learning (UDL)** that intentionally provides access points for a variety of learners and offers rich tasks daily.

Using research based practices to enhance opportunities for students making sense of math.

- Improve math learning with research-based methods.
- **Focus on problem-solving** and critical thinking, not just following steps.
- Use **discussions and challenging** math tasks.
- Moving to choose **research-based curricula** like Illustrative Math & Eureka Squared.
- Fewer options, higher standards, and teacher-friendly materials.



Tiered Instruction

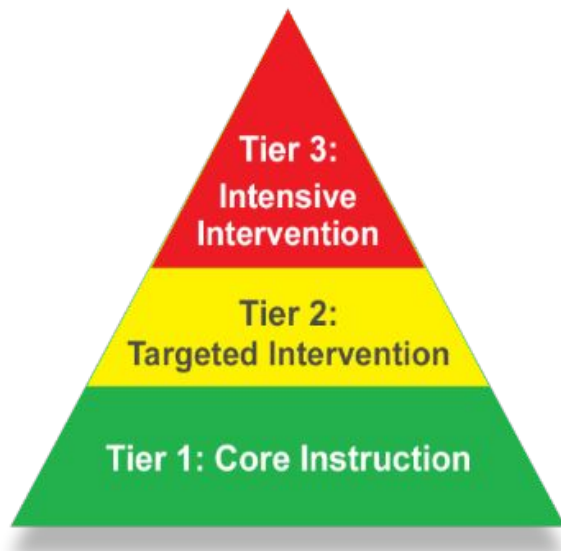
Universal Screeners (Acadience K-2 & MAP 3-8) and secondary diagnostic assessments are used to identify areas in literacy and math where students need more support as well as provide information for district level decisions.

Universal Screener Windows for SY23-24

- **Fall** - Sep 18 - Oct 27
- **Winter** - Jan 2 - Feb 9
- **Spring** - May 1 - June 14

District Team members are working to support schools in analyzing and reflecting on the data and guiding teacher teams in:

- making instructional decisions to strengthen tier 1 (core instruction)
- improving instruction in small groups focused on the math and reading foundational skills to strengthen skills students need to be more successful in tier 1



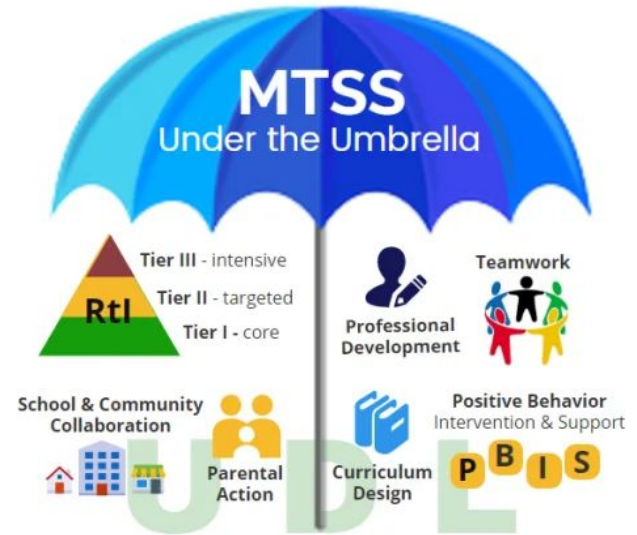
Multi-Tiered System of Supports (MTSS)

MTSS is a framework for both academic and behavioral instruction. MTSS is grounded in the belief that all students can learn, and that all school professionals are responsive to the academic and behavioral needs of all students. MTSS focuses on evidence-based practices, relies on student progress data to inform instructional decisions, and ensures that each student, based on their unique needs, receives the level and type of support necessary to be successful.

- New York State Education Department

Why do we implement a MTSS-Aligned approach in our schools?

- Centers students' academic and social and emotional **gifts and talents** while emphasizing high-quality learning experiences in the classroom
- Emphasizes **early intervention** and addressing students' needs before they inhibit learning
- **Assessment data** is collected **frequently and consistently** in order to make thoughtful choices about best approaches in the classroom
- Provides **feedback to teachers** via screening and progress monitoring, leading to **improved instructional practices**
- Less students **identified inappropriately** for Special Education services



How are we supporting School Leaders with MTSS?

- District **mentor text Demystifying MTSS**, to norm our understanding of this work
- District MTSS team meets weekly to assess **school level and district data to plan professional development** for school leaders
- The **team presents to Principals and APs** once a month to support **implementation in the field**
- Team members support schools to implement MTSS **systems and structures during instructional support visits**

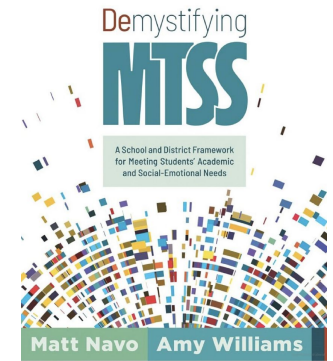
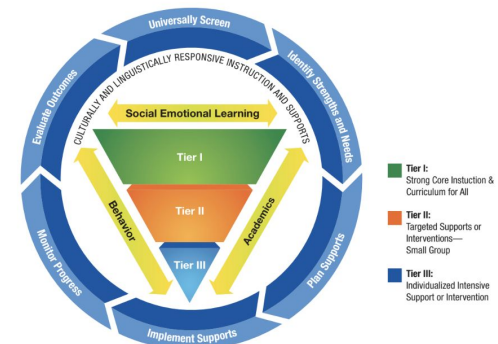



Figure 1. MTSS Framework





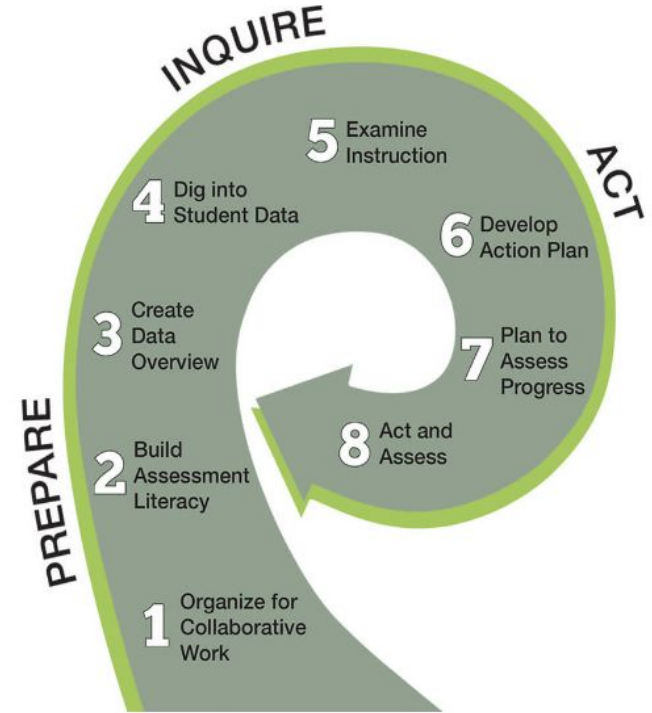
Data Wise

We are committed to ensure each student has access to rigorous learning opportunities, is respected and celebrated for who they are and that student outcomes - whether they be academic, social-emotional or connected to college, career, and community readiness--are not predictable by demographic data.



Data Wise

- District 15 has committed to using Data Wise, an eight-step model, to support the district team as well as school data teams in **using collaborative data inquiry to drive continuous improvement** of teaching and learning for all students
- School level and district teams were sent to Harvard for one week Data Wise training in June 2023



Project Based Learning



*Remarks from CEC Co-Vice Pres, Antonia Ferraro Martinell,
from our 1st Annual PBL Showcase Event at BAT
May 2023*

*“In District 15 we know **all students have individual gifts and talents** and our classrooms are cultivating them. Giftedness is a behavior, not a label. It is an action, not an attitude. This showcase demonstrates this philosophy. It is a philosophy that distinguishes our district. **CEC15 has long advocated for all students to gain access to schoolwide enrichment models and project -based learning.** I’m seeing that in action today. **Through these projects our students are expanding their world.** They are studying civil engineering through bridges and the societies of indigenous peoples. **They are asking questions locally to solve big problems globally.** They are studying the Gowanus Canal, waste management, wind turbines, heat islands, and natural disasters and learning how to take action through their elected leaders on global climate change. They are supporting newly arrived migrants by examining their neighborhoods to create maps for newcomers. They are delving into new mediums like choreography, podcasts, and documentaries. Even our littlest ones in pre-k are designing instruments and bird nests and studying the chemistry of bubbles. I want to thank the district superintendent, the principals, teachers and all the students for their efforts to create this showcase. It is a showcase of the best of you and I applaud you. Thank you for this amazing work.”*

Project-Based Learning

To help meet our commitment to equitable opportunities for success for all students, all schools in District 15 will continue to implement Project-Based Learning (PBL) this year.


- **Culturally responsive approach to teaching** where students learn by actively working on projects to **solve real-world problems**, across disciplines to deepen and **accelerate their learning**.
- District 15 will continue to support schools to grow in this practice by providing monthly training to administrators and teachers.





Family Engagement

We are committed to connecting parents to their child's learning and school community, engaging families in school-wide and district decision making and creating space for parent advocacy.



Parents and Families as Partners

- District Parent Advisory Committee (PAC)
- District Leadership Team (DLT)
- D15 Community Education Council ([CEC](#))
- District led Workshops & Community events
- Family Room at District Office



Family Facing District Support

Christine Farrell

Family Leadership Coordinator

cfarrell8@schools.nyc.gov

Office: 718-935-4694

*Wednesdays at MS 51

Brenda Diaz

Family Support Coordinator

bdiaz14@schools.nyc.gov

Office: 718-935-4263


Cell: 917-239-1892

*Wednesdays and Fridays at PS 958

*Subject to change



Students in Temporary Housing (STH)



We are committed to ensuring students in temporary housing are protected through the McKinney Vento Act and Chancellor's Regulation A-780. All students in temporary housing have the right to a free public education, not be denied immediate school enrollment, to stay in their current school or choose to attend a zoned school, transportation services, and continue special education services regardless of transfer.



Supporting STH



- All schools have a designated **STH liaison** that can help with enrolling a child in school, understanding transportation options, and finding resources to help the child
- **McKinney Vento Act training** must be done by Principal / designee to turnkey to school staff
- District 15's **STH Regional Manager** - Charmaine Gaynor supporting schools in collaboration with District Liaison Neal Singh
- School **social workers** and **guidance counselors** work closely with **shelter liaisons** and **STH students/families**



STH Regional Manager; **Charmaine Gaynor**

Email: gaynor@schools.nyc.gov

[Students in Temporary Housing Website](#)



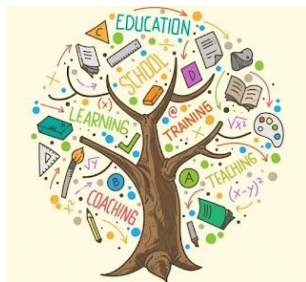
Building Capacity and Professional Learning

We are committed to the continuous growth and development of all stakeholder groups through collaboration, reflection and inquiry cycles. Learning together to build our skills allows us to create the conditions needed for our students to be successful.



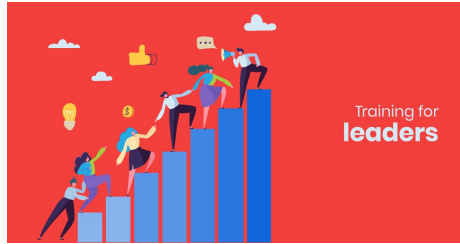
Professional Learning Opportunities

Professional Learning Catalog



District run professional learning opportunities for Principals, APs, Teacher Leaders and Families on a variety of topics.

Leadership Pipelines for Assistant Principals and Teachers



Teacher to AP Pipeline	Preparation to become an Assistant Principal and for career development, peer partnerships, and teaming to improve teaching practice and impact student learning.
AP to Principal Pipeline	Preparation to become a Principal including forming focused study groups (Critical Friends) around topics (Problem of Practice) tied to their school's CEP and Data Wise protocols and conducting root cause analysis with three phases: Category, Lever and Action.



Principals and Assistant Principals

Data Wise	To support the district in developing the habits of mind that will allow leaders to use collaborative data inquiry to build more equitable schools.
Multi-Tiered System of Supports (MTSS)	To support marginalized students across our schools. Includes Small Group Instruction, Targeted Support, Station Teaching etc.
Panel of Experts	Schools leaders who are experts on a particular leadership topic presents or share information with their colleagues.
Admin Resource Hub	A collection of important resources for school leaders including compliance items.
AP and Principal Advisory	A committee of administrators elected by their peers to address concerns and formulate solutions with Superintendent Alvarez.

Adobe Professional Learning Series for District

Adobe Professional Learning Sessions

Through a partnership with Adobe, districts leaders, administrators, teachers and families are able to participate in a Adobe Creativity Series designed to help attendees integrate Adobe tools into their work and classroom to heighten engagement.



Professional Learning Series for Administrators, Teachers and Family Partners

To help meet our commitment to equitable opportunities for success for all students, all schools in District 15 will implement Project-Based Learning (PBL) this year.

Project-Based Learning (PBL)



Each school has a Project-Based Learning point who is invited to attend monthly meetings held by The District 15 Team. During these monthly meetings they will learn how to deepen Project-Based Learning practices at their school.

* Continued partnership with CEC Committee towards developing PBL across the District

Workshops for Families


Families

- NYC Schools Account - [NYCSA](#) - sign-ups and support
- Parent Leader Trainings - [PA/PTA](#), [SLT](#), and Title I
- Family Workshops - Special Education, Mental Health, Academics
- DOE and CBO Partnerships:
- [District 79](#)
- [Center for Family Life \(CFL\)](#)
- [NYU Community Support - Family Health Centers](#)
- [NYC Kids RISE Save for College](#)





Equity, Diversity and Inclusion in District 15



Cultivating Learning Environments where all students, staff and families feel a sense of belonging, have access to equitable opportunities and outcomes and are empowered to engage in high levels of learning and school transformation.

NYS Integration Project

- The Middle School lottery system in District 15 was implemented in 2018 and continues to be in place; **52% priority** for MLL students, STH and FRL to increase equity, diversity and access.
- WXY Studio, an outside consultancy firm, has led a year long community engagement reflection and assessment process. A **public report will be released in late fall 2023** to provide **feedback, recommendations, personal experiences and next steps**.



Equity Congress

- Led by Omar Griles, our new DEI Coordinator
- **Focus** is to **build positive and inclusive school cultures** and **reduce data trends that represent disproportionality in discipline / suspensions**
- Representation from each school, from **all stakeholder groups**
- **Utilize protocols** and providing trainings to **enhance student teacher relationships**
- **Congress will create an action plan to support students in developing social emotional tools to navigate challenges**



Youth Equity Congress

- All students across the District from all backgrounds will be **empowered to elevate their voices, self advocate** and learn to **apply leadership skills**.
- All students will be able to **turnkey the service and leadership learning and bring back to their school equity teams**. This will foster enhanced school culture across District 15.



Inclusive Hiring Practices

- Collaboration with the Office of Teacher Recruitment and Quality (TRQ) to ensure that our schools make **informed decisions about inclusive recruitment**
- Analyze district and school level data to develop strategic plan
- Support schools in **developing diverse hiring committees** using resources to improve practices provided by Central
- Work with TRQ to provide principal support where needed
- Review Diversity Reports in collaboration with **Equity Congress to analyze where gaps exist and work to bridge those gaps**





Attendance

Procedures, Support, and Accountability



D15 Attendance Goals

- All District 15 schools are working to have attendance at 90% or higher
- Goal to increase attendance for economically disadvantaged Black Male students (black male students were at 80% attendance in 2022-23)



Supporting Good Attendance Practices

District Attendance Manager, Neal Singh supports schools, provides training and monitors progress

Systems and Structures to Support District Attendance:

- Superintendent/attendance manager now **supervise attendance teachers**
- All schools have an attendance plan
- Attendance meetings happen weekly; **data and root cause analysis**
- **Tiering of schools** based on need **individual student action plans**
- Identifying and **supporting vulnerable student groups**
- **Monthly meetings** with Central and District Team to support city-wide initiatives and attendance teachers to **track and monitor progress in schools**
- **Strong partnerships** with enrollment, STH/Foster Care Liaison and Shelter Coordinators



18 OR MORE DAYS

- Excused and unexcused absences represent lost time in the classroom and lost opportunities to learn.
- Missing just one day every two weeks can add up to 18 days in a year. Absences add up before you even know it.



10 TO 17 DAYS

- Students who are absent an average of 15 days a year miss a year's worth of school before their senior year.
- When students miss a day of school it actually puts them two days behind their classmates.



9 OR FEWER ABSENCES

- Students with good attendance generally achieve higher grades and enjoy school more.
- Children benefit and make the most of their educational opportunities if they attend school regularly and on time.



District Grants and Events

Mobilizing our Resources towards a Common Vision and Set of Goals and Bringing the Community Together, Celebrating our Students and the work Happening Across the District.



Planning Grant

Planning Grant (CSI/TSI)

- The **School Improvement Grant (SIG)** was awarded to CSI/TSI/Districts to support these schools with summer planning and supporting the work of their CEP.
- These **four schools and District 15 utilized G&R Inclusive to support Integrated Co-Teaching (ICT) teachers** and their administrators with planning for the 23-24 school year.
- This work focuses on **implementing ICT systems and structures** needed while filling their toolbox. This work closely coincides with the **root causes and priority needs identified in the school CEPs.**



Trauma Informed Grant



Awarded the **Mitigating Trauma Grant** that will offer special funding for advancing prevention programs to promote the social-emotional well-being of children, youth, and their families.

We have selected two resources that will address bullying and trauma/loss.

- The Olewus **Bullying prevention program** will train one coach at selected schools and offer staff a curriculum to support students in topics of bullying.
- The **Trauma, Illness, Grief prevention curriculum** that will provide additional supports for the District 15 school community.
- **Trainings will be offered to all school counselors, school staff, and resources** that will be provided to all schools.

My Brother's Keeper Grant

- To promote **College and Career** Readiness for our most **marginalized populations**
- **Collaborating partners** such as Keys To Abundant Life, Bridging Cultures Group, StayfitCulture and Taylor Made Inc.
- College and Career **workshop series** to reinforce the upcoming college trip in the spring of 2024.



Final Year of NYSIP Grant



Laserlike focus on developing foundational skills for marginalized populations.

- Instructional partners include but are not limited to: **Goldmansour + Rutherford, Metamorphosis, and The Writing Revolution** with an enhanced **focus on early childhood**.
- Internally, our **Peer Professional Learning Project** for Y4 will now offer mentorship to teachers who are **aspiring to be APs** through guided research, a problem of practice, and extended intervisitation cycles.

Professional learning provided by the district will be narrower and deeper to strengthen observation and feedback cycles.

- We will assess the impact of our work in classrooms with **IEP students to support inclusive instruction**.
- We will **strengthen Tier 1 instruction** through our core curriculum and focus on quantitative data in a more targeted way.
- We plan to continue to support all aforementioned programs for our elementary and middle schools district-wide with high leveraged, **actionable feedback** through use of the Danielson Framework to improve instruction.

District Wide Musical Theater Program

- **Students from across the district** from **grades three and up** will have an opportunity to audition for **30 spots in our two productions.**
- The two productions will be **dramatic monologues to be performed in January 2024** and a **musical in April 2024.**
- The program will be run by **arts teachers** from our district and performances will be **produced at schools in our district.** More details will follow.



Urban Debate League



- **Four district wide** events, **two for middle school**, and **two for elementary school**, and then the **End of Year Cross-District Citywide** Championship.
- Students **enhance** their **logical, reasoning** and **public speaking** skills by **debating social justice issues** to make them more **college and career** ready.
- This program enhances students' abilities to **actively listen, write argumentatively**, cite **evidence, participate in teams**, and conduct **research**, supporting **English Language Arts standards**.



District 15 Upcoming Events

District 15 Arts Showcase

December 11th, 2023



Day of Service

MLK, Social Action and Student Voice
January 12th, 2024



NYC Urban Debate League

Elementary Schools: January 19th & May 2nd
Middle Schools: December 20th & April 18th



District 15 Drama & Musical Production

Monologues on Social Justice
Jan 2024
Junior Annie April 2024



Project Based Learning Showcase

March 13th, 2024



STEM Exploration Day

Grades 5, 8, and 11
Schools Nominate Students
(day in the field on Governors Island)
May 18th, 2024



District 15 Recognition Ceremony

School Aides, Community Coordinators/Associates,
Secretaries, Paras, School Nurses, &
School Based Support Teams (SBST)
June 5th, 2024



Parent Symposium Learning Together

June 8th, 2024



Digital District 15 Team



District 15 Team 2023-2024			
District Member	Role	Telephone	Email
Leadership Team			
Alvarez, Rafael T.	Superintendent	718.935.4317	RAlvarez4@schools.nyc.gov
Lanzillotto, Nicole	Deputy Superintendent	718.935.5662	NLanzillotto@schools.nyc.gov
Keyes-Caillibotte, Deirdre	Executive Director SSO	718.935.4950	DKeyes2@schools.nyc.gov
Lawrence, Kim	Administrative Assistant	718.935.3424	KLawrence4@schools.nyc.gov
Family Support			
Diaz, Brenda	District Family Support Coordinator	718.935.4263	BDiaz14@schools.nyc.gov
Farrell, Christine	District Family Leadership Coordinator	718.935.4694	CFarrell8@schools.nyc.gov
Special Education Support			
Bibergal, Allen	Admin of Special Education	718.935.3026	ABibergal@schools.nyc.gov
MLL Support			
Pizzillo, Anthony	Director for MLLs	718.935.4840	APizzil@schools.nyc.gov
Mannino, Natale	Senior ELL Compliance and Performance Specialist	718.935.3489	NMannino@schools.nyc.gov
Giles, Cera-Jann	MLL Instructional Coach	718.935.5663	CGiles5@schools.nyc.gov
Social Worker & Student Services			
Ossa, Valeria	Supervisor of School Social Workers	718.935.3774	VOssa@schools.nyc.gov
Dawson, Donna	Student Services Manager		DDawson3@schools.nyc.gov
Diversity Support			
Griles, Omar	Diversity Coordinator	718.935.5663	OGriles@schools.nyc.gov
District Support Team			
Koffer, Ursula	Teacher Development and Evaluation Coach [TDEC]	718.935.2538	UKoffer@schools.nyc.gov
McLaughlin, John	Director of School Improvement	718.935.3797	JMcLaughlin5@schools.nyc.gov
Olesh, David	Academic Policy, Performance & Assessment Specialist (APPA)	718.935.4712	DOlesh2@schools.nyc.gov
Singh, Neal L.	Director of Student Services and Special Initiatives	718.935.3424	NSingh10@schools.nyc.gov
Stein, Paula	District Manager of Operations and Special Projects	718.935.3389	PStein3@schools.nyc.gov
TBD	Data Manager / Instructional Support		
Instructional Support Team			
Audiffred, Karina	Dist. Achievement & Instructional Specialist	718.935.4501	KAudiff@schools.nyc.gov
Connor, Chandra	Dist. Achievement & Instructional Specialist	718.935.3025	CConnor3@schools.nyc.gov
Lee, Tzongjin	Dist. Achievement & Instructional Specialist	718.935.3668	TLee4@schools.nyc.gov
Mahase, Valerie	Academic Intervention Services Coordinator	718.935.4813	VMahase@schools.nyc.gov
Jackson, Phyllis	Academic Intervention Services Coordinator	718.935.5651	PJackson@schools.nyc.gov
Startup-DeNat, Jessie	Dist. Achievement & Instructional Specialist [Math]	718.935.5145	JDeNat@schools.nyc.gov

Q&ASM