

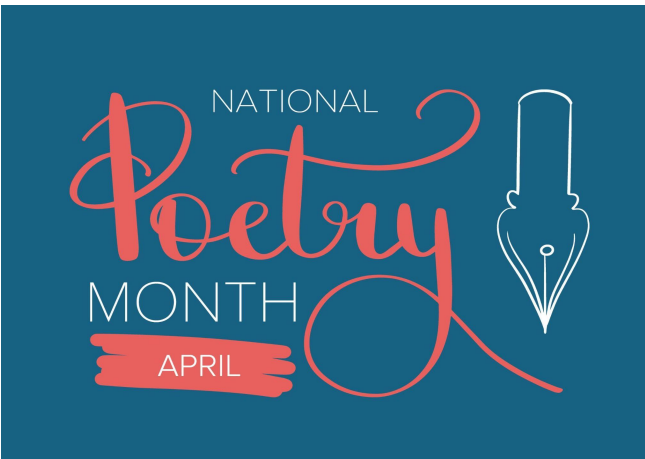


C.E.C. Meeting

April 16, 2024

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

Celebrating and Honoring in April



Celebrating and Honoring in May

Jewish
American
Heritage
Month



Happy
Principal
Appreciation
Day



ASIAN
PACIFIC
AMERICAN
HERITAGE MONTH



HAPPY

Mother's
Day



HAPPY
TEACHER
APPRECIATION
DAY!



MEMORIAL DAY
REMEMBER & HONOR



Agenda

- District Celebrations
- DCEP Updates
- Curriculum Assessment Examples
- Upcoming Events & Workshops
- Summer Rising Update
- Q&A

District Celebrations



District 15

Annie JR. SOLD OUT! April 12 & 13

Annie
Friday



Annie
Saturday

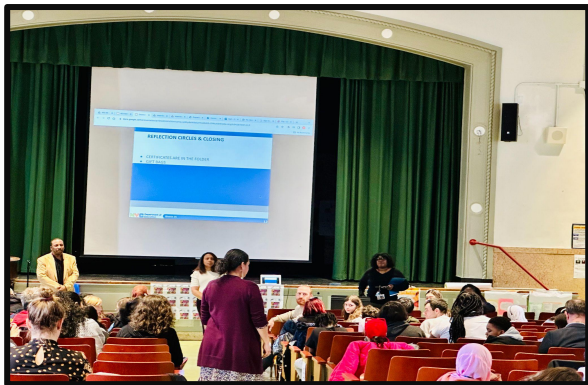


Annie was a Hit! Bravo!





Youth Equity a Huge Success!



Poetry Slam



YOUTH EQUITY CONGRESS

- **Youth Equity Poetry Showcase highlighted a 5 part series that deconstructs the structure of Poetry.**
- Young Author, **Aiden Taylor (Me and My Afro)** presented a poetry curriculum, enabling them to delve **deeper into their own identities** and **establish a secure haven** through the art of **writing poetry**
- These monthly meetings enable students to apply what they have learned and contribute to their school communities, fostering greater **student voice, choice, and agency.**

MS 442 at Tweed 3/27

At the Student Leadership Lab event, **Shifting Mindsets Towards an Anti-Ableist Culture**, students gained new perspectives about disability rights, deepened their thinking on accessibility, and learned how to create positive change through hands-on activism.



Eid al-Fitr



District Comprehensive Educational Plan (DCEP) Updates

Progress Monitoring DCEP 2023-2024

Priority 1: ELA Support

Priority 1: Academic Intercession Support (AIS)

Priority 2: Supportive Environment

Priority 3: Math

Priority 4: College and Career Readiness

Priority 5: Parent Engagement

Additional Priority: Chronic Absenteeism

Progress Monitoring DCEP 2023-2024

Priority 1: ELA Support

Key strategies that have already been implemented?	Next Steps
<p>Foundational Literacy Skills Development:</p> <ul style="list-style-type: none">Continue job-embedded coaching for foundational skills instruction <p>Capacity Building for Core ELA Instruction:</p> <ul style="list-style-type: none">Completed and integrating the District 15 Literacy Strategic PlanPartnering with school leaders in the creation of school-based professional learning plansTailoring professional learning for schools to support pilots of newly adopted curriculaEngaging educators in intervisitations to deepen knowledge of newly adopted curriculaFacilitated Parent Coordinator series about NYC Reads and newly adopted curricula <p>Collaboration with Central Partners:</p> <ul style="list-style-type: none">Monthly meetings for district-wide strategic planningEnsuring coherence and alignment in core instruction rollout	<p>Foundational Literacy Skills Development:</p> <ul style="list-style-type: none">Reflect: Lessons learned from job-embedded coaching for foundational skills instruction to enhance our practice <p>Capacity Building for Core ELA Instruction:</p> <ul style="list-style-type: none">Sustain literacy leads series to support core ELA program implementationCommunicate guidelines for implementation of newly adopted curriculaHosting Town Hall for families and caregivers about newly adopted curricula, June 12, 2024Collaborate with partners to enhance professional development and planning for streamlined core literacy SY 24-25Collaborate with partners to deepen knowledge of newly adopted core literacy programs

Progress Monitoring DCEP 2023-2024

Priority 1: AIS Support

Key strategies that have already been implemented?

K-8 Literacy Support: Tiered AIS Consultations

Tier 1: All District Schools

- Provided literacy updates in Principal/AP meetings as needed.
- Updated bi-weekly Principal Notes from District Team with AIS as needed.

Tier 2: Targeted Group Sessions

- Hosted 45-minute AIS focused "mini sessions" for 10-12 Principals/APs during conference
- Bi-Monthly full-day PL series for 20-25 educators, focusing on data-driven instruction.

Tier 3: Customized School Support

- Offering 6-8 week AIS coaching cycles based on SMART goals.
- Addressing instructional tiers, screeners, building teacher capacity and progress monitoring practices.

Next Steps

Continued Tiered Approach

- Integrate AIS in Principal/AP meetings with DataWise/MTSS team.
- Apply AIS in ELA rollout with District 15 partners.
- Develop/support cycles for Strategic Reading/WIN ["What I Need"] periods.
- Mini PL during grade Team Meetings building teacher capacity in grades 3-5
- Bi-Monthly full-day PL series for 20-25 educators, focusing on data-driven instruction.
- Offer 6-8 week AIS coaching cycles based on SMART goals.

Focus Between Benchmarks

- Target periods between MOY and EOY benchmarks.

Parental Engagement

- Conduct workshops for parents and Parent Coordinators focusing on supporting children's literacy journey.

Progress Monitoring DCEP 2023-2024

Priority 2: Supportive Environment

Key strategies that have already been implemented

- **School Counselors in middle and high school** are meeting with **students individually** through the **individual progress review**.
- Schools that have **SEL social workers** are implementing **Tier 1 classroom, lunch groups, and meeting with students individually** to create more visibility.
- Superintendents team is meeting with schools to thought partner and come up with a plan to **mitigate suspensions for students with the highest number of infractions**.
- There is an ongoing **Collaborative Problem Solving series** that started on **January 22nd**. It is targeted towards school staff to support them in navigating challenging behavior and providing alternative behavioral solutions for students. Sessions will continue until April.
- A partnership has been set up with **OLEWUS Bullying vendor to train coaches at the middle schools and high schools in the district**. District liaisons will also be trained to turnkey information to schools throughout the district. Training began in March.

Progress Monitoring DCEP 2023-2024

Priority 2: Supportive Environment

Next Steps

- Continuous improvement planning in addressing this goal during the school social work and school counseling meetings. Individual case consultation with counselors and cohorts in building SEL Capacity around all aspects of the work to help **create more visibility of supports at schools.**
- The Youth Equity Poetry Showcase will take place on March 26. Students will focus on poetry as a tool to **overcome obstacles.**
- Trauma Illness Grief Cohorts for Guidance Counselors and Social Workers begin on 2/29. Monthly, Social Workers and School Counselors will attend this training in support of **mitigating trauma.**
- Parent Engagement workshops will take place with two school communities to **increase participation among families** of color- DEI initiative workshop (2 part series)
- The OLWEUS Anti-Bullying training was given to a point person at each district 15 middle school in order to establish and train a committee to **mitigate suspensions** in schools through a whole school approach and bullying prevention activities for students.

Progress Monitoring DCEP 2023-2024

Priority 3: Math

Key strategies that have already been implemented?	Next Steps
<p>Capacity Building for Core Math Instruction</p> <ul style="list-style-type: none">- D15 Math Leaders series focusing in MTSS- Strengthen Math Coaches and Teacher Leaders content knowledge and understanding of high leverage instructional routines- Job embedded coaching for Math coaches to build their capacity within school community.- Focus on using data to inform instructional decisions, support small group instruction, and progress monitor- Principal & AP breakout groups to focus on building data literacy & deepen understanding of Illustrative Math curriculum <p>Implementing Illustrative Math Curriculum</p> <ul style="list-style-type: none">- Professional Learning series by grade band to focus on building content knowledge (K-2, 3-5, 6-Alg 1)- Job-embedding coaching to support implementation- Math learning walks to inform next steps.	<p>Capacity Building for Core Math Instruction</p> <ul style="list-style-type: none">- Continue work with Math coaches and teacher leaders to build capacity so that they can lead and deliver; team meetings, coaching cycles and PL to their school communities.- Developing a 2024-2025 scope & sequence to guide the work. <p>Implementing Illustrative Math Curriculum</p> <ul style="list-style-type: none">- Support with June PLanning & Summer Planning- Develop a PL plan with school leaders that includes PL, intervisitation & coaching to support the implementation in Middle Schools.

Progress Monitoring DCEP 2023-2024

Priority 4: College and Career Readiness

Key strategies that have already been implemented?	Next Steps
<p>-High Schools are implementing lessons on career pathways through the Occupational Outlook Handbook</p> <p>-High Schools are offering college level classes through College Now</p> <p>-High Schools are offering college level classes (AP) through the College Board</p> <p>-BHSA submitting high level arts courses to DOE for college preparatory course approval</p> <p>-High Schools are offering International Baccalaureate (IB) Curricula to students (15K497)</p> <p>We recently had the following district-wide initiatives:</p> <p>Art Showcase - Date has been moved to February 15th, 2024 and the location with now be at Brooklyn High School of the Arts.</p> <p>Students will participate in performing arts projects and pursue potential career pathways</p> <p>Day of Service - January 12, 2024</p> <p>Planning has begun for the following events:</p> <p>Project Based Learning Showcase - March 13, 2024</p> <p>Students will create projects that embody higher-level thinking skills so that they are able to solve problems. Monthly training by D15 team members for school staff members to properly implement PBL structures and strategies around process.</p> <p>Urban Debate League - Dates: MS 4/18, Elem 5/2</p> <p>Students will practice speaking, reading, listening and writing skills in a dual-language setting. Teachers attend bi-monthly training on specific debate topics. Curriculum is translated in Mandarin and Spanish.</p>	<p>Initial planning has begun for:</p> <p>STEM Exploration Day - May 18, 2024</p> <p>Students will meet NYU professors and people who work in science and math to learn about careers in STEM</p> <p>Parent Symposium/Learning Together -June 8th, 2024</p> <p>Families will participate in workshops and activities that will cultivate awareness of college and career activities for students of all ages.</p>

Progress Monitoring DCEP 2023-2024

Priority 5: Parent Engagement

Key strategies that have already been implemented?	Next Steps
<ul style="list-style-type: none"> District use of the DOE messaging system to directly communicate with parents. District New York City Schools Account (NYCSA) sign-up events 	<ul style="list-style-type: none"> Continue use of DOE messaging system to increase number of families receiving direct messaging (up 50% as of March 1.) Continue NYCSA sign-up events to achieve 85% district sign-up rate (at 84% as of April 1.)
<p>Workshops to connect families to their child's school and learning.</p>	<p>Schedule additional family workshops to respond to parent requests:</p> <ul style="list-style-type: none"> Using Data to Inform Instruction - Screeners (4/9) Budget 101: How to View and Understand the School Budget (5/14) No Place for Hate: Difficult Social Media Conversations (5/28) NYC Reads Curriculum Rollout Town Hall (6/12)
<p>Feedback from Parent Coordinators (PCs); sharing family space info with CEC and PA/PTAs.</p>	<p>Continue to raise awareness about workshops and family space at the District office and two satellite offices.</p>
<p>Family Leadership Institute curricula training completed by 100% of PCs.</p>	<p>Continue to Partner with FLI to have remaining 20% (new PCs) complete training via session recordings.</p>

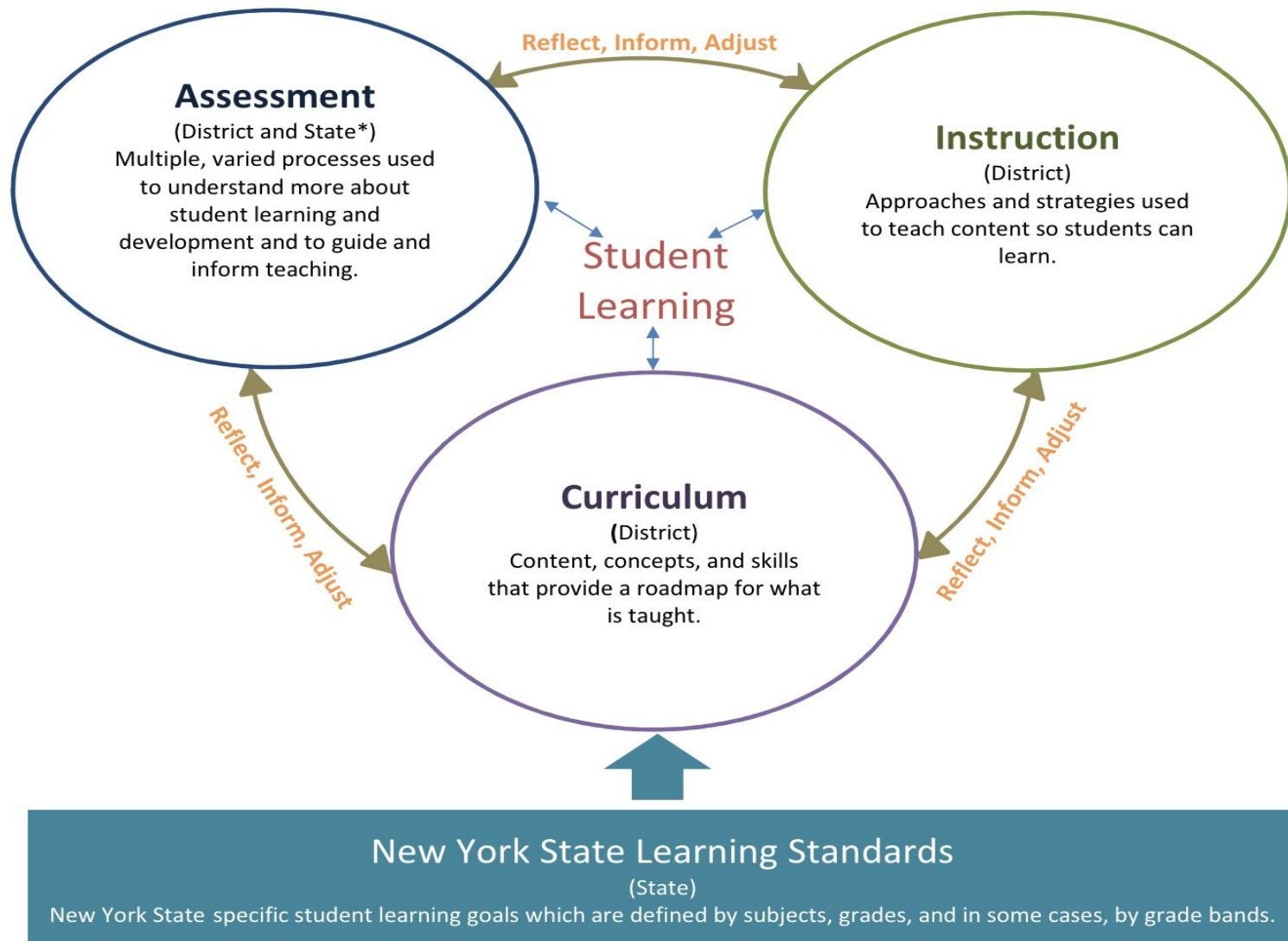
Progress Monitoring DCEP 2023-2024

Additional Priority: Chronic Absenteeism

Key strategies that have already been implemented?	Next Steps
<ul style="list-style-type: none">• Attendance more than a point ahead of where we were the same period last year at 93% as a district.• Meetings with schools that have had a challenging start to the year• Team identify patterns, put targeted strategies in place, and scheduled team visits.• Working to find solutions for transportation issues• Frequently sending data with supporting strategies for CA.• Support schools with low Friday and Monday attendance and before holidays.• District Attendance Coordinator also works with the STH Regional Manager, Foster Care Manager, and Attendance Teachers to support targeted populations.• STH Regional Manager has met with Attendance Teachers and Attendance Coordinator to support schools with high STH populations.	<ul style="list-style-type: none">• Attendance coordinator, Student Service Manager, Supervisor of Social Workers, Diversity, Equity, and Inclusion Coordinator, and School District Points meet regularly to analyze data and develop strategies for school leaders dealing with CA.• Schools are evaluating and adjusting targeted and strategic steps, individualized for their school, that create welcoming environments for students and families.• Schools are meeting with families, identified as needing supports with attendance, in an ongoing basis and providing individualized supports i.e. transportation issues, childcare, mental health care, etc.• Root cause analysis, benchmark monitoring, and reflection is ongoing especially for our Black boys who we have identified in our DCEP.• D15 attendance as of 4-12-24, 92.7%; City 89.7%• CA rate down 3% from this time last year• Overall attendance for Black Boys up from 80% to 90%

Purposeful Assessments To Drive Instruction *(HMH & WW)*

The Instructional Cycle



Curriculum Assessments

- Informal assessments of a student's performance of concepts, skills, and strategies taught within the class curriculum. These assessments include both **formative** and **summative** assessments and are usually embedded in a curriculum.



Source: [Formative vs Summative - Open Visual Thinkery](#)

Wit and Wisdom Assessments

Reading/Writing: Wit & Wisdom	
Assessment Type	Purpose
Formative: Check for Understanding	<ul style="list-style-type: none"> Assesses lesson-level learning goal(s) Can be text-dependent, skill-dependent or both
Formative/Summative: Focusing Question Task	<ul style="list-style-type: none"> Assesses module learning goals for knowledge, reading, writing, speaking and/or listening
Formative/Summative: New-Read Assessment	<ul style="list-style-type: none"> Measures students' ability to transfer select reading and language skills to a new, unfamiliar section of text within a familiar topic
Formative/Summative: Socratic Seminar	<ul style="list-style-type: none"> Assesses module learning goals for knowledge, speaking and language through student-led collaborative discussions related to the module's content
Summative: End-of-Module Task	<ul style="list-style-type: none"> Assesses module learning goals for knowledge, reading, writing, speaking, and/or language Determines whether students are mastering skills taught in each module

HMH Assessment

Reading/Writing: HMH <i>Into Reading</i>	
Assessment Type	Purpose
Formative/Summative Module Assessments	<ul style="list-style-type: none">• Measures students' understanding of major comprehension, vocabulary, and writing/grammar skills at the end of each module• Determines whether students are mastering skills taught in each module
Formative: Weekly Assessments	<ul style="list-style-type: none">• Measures students' understanding of major comprehension, vocabulary, and writing/grammar skills at the end of each week
Formative: Selection Quizzes	<ul style="list-style-type: none">• Helps determine mastery of weekly skills

HMH Arriba la lectura includes the same assessments as HMH IntoReading.

- *Track progression in both languages*

Wit and Wisdom: Opportunities for Assessment

Last few lessons of module
[25- 45 min]

At end of arc of lessons/end of
module. [20 - 30 min]

Later into module, sufficient
knowledge, early enough to
make adjustments [20 - 30 min]

At the end of an arc of instruction.
In K-2, across multiple days [20 - 35
min]

During the lesson, or the closing of
the lesson [2-15 min]

End-of-Module Task
One per module

Socratic Seminars
Two+ per module

New-Read Assessment
Two-three per module

Focusing Question Tasks
Three-six per module

Check for Understanding
At least one per lesson

HMH: Opportunities for Assessment

End of lessons [1-2 class periods]

At the end of each week
[15-25 min]

After the first read of each
selection [5-10 min]

During the lesson [Embedded in
the instructional plan]

**End of Module
Performance Task**
One per Module

Weekly Assessments
3-4 per module

Selection Quizzes
3-4 per module

Check for Understandings
1 per lesson

Upcoming Events / Workshops

STEM Exploration Day (5/18) & Recognition Ceremony (6/5)



DISTRICT 15
STEM EXPLORATION DAY

STRONGER TOGETHER DISTRICT
DETERMINED. INSPIRED. EMPOWERED.

NYC
Department of Education

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
Superintendent

Nicole Lanzillo
Deputy Superintendent

Deirdre Keyes-Caillibotte
Executive Director of Student Services and Operations



NYC
Public Schools

STRONGER TOGETHER DISTRICT
DETERMINED. INSPIRED. EMPOWERED.

District 15
2023-2024
Recognition Ceremony

Wednesday, 4:00 PM
June 5th 2024 7:00 PM

MS 88, 544 7th Avenue
Brooklyn, NY 11215

We are Honoring
School Nurses,
School Secretaries,
Paraprofessionals,
School Based Support Teams,
and Community Coordinators / Associates.

Hosted by
Principal Aileen Mitchell

Neal L. Singh
Director of Student Services & Special Initiatives

Rafael T. Alvarez
Superintendent

Nicole Lanzillo
Deputy Superintendent

Deirdre Keyes-Caillibotte
Executive Director of Student Services and Operations

Community Event - June 8, 2024



2nd Annual



DISTRICT 15 FAMILY EVENT

LEARNING TOGETHER

- ✦ Parent & Family Workshops
- ✦ Student Performances
- ✦ Community-Based Organizations Share Fair
- ✦ Boxed Lunches & Carnival

PS 32 420 UNION STREET


Family Workshop - May 4, 2024





FAMILY WORKSHOP


BUDGET 101: HOW TO VIEW AND UNDERSTAND THE SCHOOL BUDGET

PRESENTERS:
Laurita Moya | Budget Director Division of School Leadership
Ruth N. Rodriguez-Rivera | Principal PS 896 School of Creativity and Innovation
Daniel Vecchiano | Principal Brooklyn High School of the Arts

 **Tuesday, May 14, 2024**

 [Scan QR Code or Click Here for Zoom Link](#)

 **10:00 am - 11:00 am**



TALLER PARA FAMILIAS

PRESUPUESTO 101: CÓMO VER Y ENTENDER EL PRESUPUESTO DE LA ESCUELA

PRESENTADORES:
Laurita Moya | Directora de Presupuesto de la División de Liderazgo Escolar
Ruth N. Rodriguez-Rivera | Directora de EP896 Escuela de Creatividad e Innovación
Daniel Vecchiano | Director de la Escuela Secundaria de Artes de Brooklyn (Brooklyn High School of the Arts)

 **martes 14 de mayo de 2024**

 [Escanear código QR o haga clic aquí para el enlace de Zoom](#)

 **10:00 am - 11:00 am**



Summer Rising 2024

Summer Rising Update - Offers & Waitlists

- Summer Rising results will be released in [MySchools](#) tomorrow, **Wednesday, April 17th**.
- Families with [MySchools](#) accounts will receive emails on a rolling basis beginning the morning throughout the afternoon of the 17th.
- For families without MySchools accounts, schools should provide offer letters to them.
- If you have **received an offer, you have until May 8th** to accept.
- If the family accepts the offer, but then receives an offer from the waitlist (**if the initial offer was not their first choice**), they will have **3 calendar days to accept or decline the offer**.
- Please note that not all families who submitted applications will receive offers as seats are limited. These families will be automatically on the waitlist for all choices listed on their application.

Summer Transportation Updates

Students attending a summer program will receive the **same transportation services they were assigned during the school year.**

- **Busing** provided to eligible students attending summer school. **Busing is available from 8:00 a.m.–3:00 p.m.**, with 3:00 p.m. being the latest pick-up time for students who require busing.
 - **Students with 12-month IEPs who received specialized transportation during the school year will be placed on curb-to-school bus routes.**
 - **Students receiving yellow bus services will be assigned a stop based on the summer DBN to which the student is registered.**
- **MetroCards** will be available for students enrolled in summer programs based on the summer class/Office of Pupil Transportation (OPT) code assignment and their distance from the summer site.

***Schools must pre-register students who require transportation by May 13. ATS function opens April 18.** After May 13, SSPR entries may result in routing delays for students during the first week of summer school.

District 15 Summer School Sites

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

