



COMMUNITY SCHOOL DISTRICT #7 • (718) 742-6500 - Ext.1
501 Courtlandt Avenue – Bronx, New York 10451

DISTRICT SEVEN LEADERSHIP TEAM MEETING

Thursday, September 13, 2018
1:30pm – 5:00pm

AGENDA

- I. Call to Order
- II. Roll Call
- III. Superintendent's Report –Rafael Alvarez, Community School District 7
 - District Vision/Mission/Logo
 - MBK:
 - a. Parents
 - b. Schools
 - c. Funding for the 2018/2019 Academic School Year
 - d. Enrichment across the Middle Schools
- IV. Louise Adelokiki Dente, Senior School/District Improvement Liaison (S/DIL)
 - 2018-19 DLT and SLT Activities Calendar
 - CR A-655 - DLT Responsibilities and Bylaws
 - 2018-19 Draft District Comprehensive Improvement Plan (DCIP)
 - 2018-19 Draft District Comprehensive Educational Plan (DCEP), the District Parent and Family Engagement Policy and 100.11 Plan
 - 2018 Comprehensive Educational Planning Conference: Achieving the Vision of Equity & Excellence for All – October 20, 2018
- V. District Leadership Team ByLaws Distribution
- VI. High School Updates
 - a. Michael Alcoff, Bronx HS Superintendent
 - b. Richard Cintron, New Visions HS Superintendent
- VII. Constituent Updates
- VIII. Old Business/New Business
- IX. Adjournment

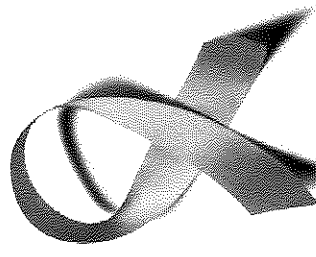
Next DLT Meeting: Thursday, October 11, 2018
1:30pm to 5:00pm

LOCAL 372

BREAST CANCER WALK

Shaun D. Francois I, President

Breast Cancer Awareness



LABOR DONATED



Come Join Us!

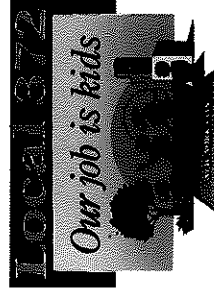
SUNDAY | OCTOBER 14 | 7:00 A.M.

5th Ave. & 71st Street, Manhattan

To Sign-Up For This Event TEXT Your Name to 917-886-5437



national
BREAST
CANCER
AWARENESS
month.



First 30 Members Will Get
a Breat Cancer Walk Sweatshirt
*

Sweatshirts are limited and it will be
distributed on a first-came first-served basis
(You MUST have Local 372 I.D. to receive a sweatshirt)

BREAST CANCER WALK

2018-2019 District Priorities

Priority 1: Students regularly engage in rigorous Regents aligned tasks that are appropriately differentiated.

Priority 2: Schools take a comprehensive approach to student literacy.

Priority 3: Schools strengthen their systems of balanced assessment to inform tasks, planning, and feedback.

Priority 4: Schools practice collective efficacy and cultural habits to promote student ownership and achievement.

Article I

The name of the Team shall be the District 7 Leadership Team herein is referred to the Team.

Article II

Mission Statement

The District Leadership Team shall provide guidance to our school community and staff to address the academic, social and emotional needs of students, parents and guardians.

Article III

Goals, Objectives and Responsibilities

1. Provide on-going guidance with a menu of support services to enable every School Leadership Team to function effectively and engage in continuous improvement:
i.e - School Development of CEP's, SCEP in alignment with the DCEP.
2. Provide support and technical assistance to School Leadership Teams on educational planning, data analysis, budgeting, the use of technology, to support activities, participation, and goal-setting inclusive of professional development via webinars and one-on-one as requested and/or needed.
3. Develop and maintain communication with schools to keep them informed of district initiatives and protocols.
4. Identify and disseminate best practices.
5. Provide input and review of the DCEP, and Consolidated Plan.
6. Review all district-wide data and assessment information.
7. The team shall not violate any collective bargaining agreement, city, state or federal law, or DOE regulation or policy.

Article IV

Membership

Section 1: Titles

The members of the Team shall consist of:

District Community Superintendent, High School Superintendent or Designee, District UFT Representative (or designee), District CSA Representative (or designee), District Council 37 Representative (or designee), Family Leadership, President of the Presidents' Council (or designee), Member of the Community Education Council and School Food Representative (or designee), Community Council of High Schools, High School Federation, High School Student Representative, Title I Representative, TBA.

Section 2: Terms of Office

- 2.1 The members shall serve based on the rules and regulations established by each constituency.
- 2.2 All members serve at the discretion of the leader of their constituency.

Section 3: Duties

- 1.1 Regular attendance at meetings by all constituents.
- 1.2 Participation in team professional development, if applicable and if funding permits.
- 1.3 Disseminate information to all constituents.
- 1.4 Advise the Community Superintendent on issues that affect the entire district, where applicable.
- 1.5 Participate in professional development activities.
- 1.6 Provide assistance to school teams in need of mediation.
- 1.7 Develop and review the District Comprehensive Educational Plan (DCEP) to ensure that the annual goals and objectives are aligned with District and Citywide goals.
- 1.8 Revise the District 100.11 Plan and conduct a Biennial Review to measure the effectiveness of academic programs.
- 1.9 Provide support, guidance technical assistance and/or conflict resolution, if necessary, to the School Leadership Teams in the District (This step must be discussed at the DLT meeting prior to providing support.).

Article V

Roles and Responsibilities of the Facilitator

Section 4: Roles of the Facilitator

- 1.1 Represent Team as Team Contact Person.
- 1.2 Ensure that all agenda items are addressed and time limits respected.
- 1.3 Coordinate the dissemination of information to all team members.
- 1.4 Receive training and serve as the meeting facilitator, if needed.
- 1.5 Communicate with the members on the functioning of the District Leadership Team.

Article VI

Selection and Team of Officers

Section 5: Selection of the Facilitator & Length of Term

- 1.1 Selection shall be by consensus of the Team comprised of: Community Superintendent, High School Superintendent, CSA Representative, UFT Representative, DC 37 Representative, Supervisor/Office of Food Services, District Family Advocate, District Presidents' Council, Community Education Council, Community Council of High Schools, High School Federation, High School Student Representative, Title I.
- 1.2 Serve at the discretion and by consensus of the team.

Article VII

Team Meetings

Section 6: Schedule of Meetings

- 1.1 The Team shall meet monthly (second Thursday of each month at 1:30 PM).

- 1.2 Team meetings shall take place at the District Office at 501 Courtlandt Avenue.
- 1.3 Agenda items shall be added at the end of each meeting by notifying the Facilitator in advance of the meeting.
- 1.4 Additional items may be added to the agenda as "Additional Concerns and Insights".
- 1.5 Attendance at meetings is open to all constituents in the District 7 community where they serve as **observers may speak only if requested in advance**.
- 1.6 Constituents and interested parties may submit item(s) for the agenda through any team member and forward to the facilitator in advance of the meeting.

Quorum

A simple majority or quorum of seven (7), which includes representation from each constituency, shall constitute a quorum (Core Members). The leader of each constituency shall be responsible for ensuring that their group is adequately represented at each meeting.

Meeting

The District Family Advocate shall take minutes to the extent possible. The minutes shall be typed and distributed to each team member by the Team Facilitator prior to the next meeting.

Article VIII Decision Making Procedures

Section 7: Team recommendation shall be made to the Community Superintendent by **consensus**.

- 1.1 When consensus cannot be reached by the Team, the Community Superintendent will make the final decision.
- 1.2 Training in conflict resolution shall be made available, if necessary.

Article IX

Committees

Section 8: Standing Committees and Sub-Committees

- 1.1 The standing committees and sub-committees shall be established when deemed necessary by the team.
- 1.2 Membership on standing committees shall be on a volunteer basis and be approved by consensus of the entire team.
- 1.3 Standing committees shall report at every meeting or as necessary.
- 1.4 Chairpersons of sub-committees must be a member of the District Leadership Team and shall be approved by consensus of the Team.

Section 9: Ad Hoc Committees

- The District Leadership Team may establish from time-to-time Ad Hoc Committees.
- The duties of the committee and the length of its duration shall be decided by the entire team.
- The Chairperson of an Ad Hoc Committee shall be selected by the Ad Hoc Committee.
- Ad Hoc Committee report(s) shall be placed on the agenda either by the team or the Ad Hoc Committee.
- Ad Hoc Committee membership can include individuals not on the District Leadership Team.

Article X Amendments

Bylaws may be amended by a consensus at any regularly scheduled meeting provided all team members are notified that a bylaw amendment has been placed on the agenda. A copy of the proposed amendment is sent to all members of the District Leadership Team one week prior to the meeting. Review of the Bylaws shall be conducted every year or when deemed necessary.

Relationship of New York State Law and Chancellor's Regulations

Nothing in these Bylaws may be in opposition to the laws of the State and City of New York or with the agreement entered in by the Department of Education and/or the Chancellor's Regulations.

[District Letterhead]

Bylaws of the District Leadership Team of [Name of District]

Adopted [Date]

Article I – District Leadership Team Mission Statement [and] Educational Vision

The mission of the District Leadership Team of [Name of District] is [Insert collaboratively designed mission statement. Some teams may elect to also include an educational vision statement.]

Article II – Team Composition

Section 1 Size of Team

The total number of members shall be [Insert total number.].

Section 2 Mandatory Members

The mandatory members of the DLT are:

- Community superintendent (or designee)
- High school superintendent(s) responsible for high schools that are geographically located within the district (or designee(s))
- CSA representative
- UFT representative
- DC 37 representative
- President of the district's Presidents' Council (or designee)
- President of the borough high school Presidents' Council (or designee)
- Chairperson of the Title I District Parent Advisory Council (or designee)
- ELL representative

Section 3 Members at Large

Indicate all other included members in this section.

[The remaining members of the team may consist of representatives of community based organizations, the president of the District CEC (or designee), and a member of the Citywide Council on High Schools whose child attends a high school located within the district.]

Section 4 Citywide High School Subcommittee

A citywide subcommittee of high school representatives will be formed to ensure that the needs and special issues impacting high schools and their students are fully represented in DLT discussions. The high school subcommittee will meet monthly. The results of the meetings will be reported by a member of the subcommittee (who will serve as a liaison) at monthly DLT meetings as a standing agenda item. The DLT will continue to include any high school constituency representatives and will discuss the issues raised by the subcommittee liaisons as part of the district's overall K-12 strategic planning and problem solving.

Section 5

Chairperson/Co-Chairpersons

Selection Method - The Chairperson shall be selected by consensus of the team and shall serve for a period of *[Insert Chairperson's term length]* years. If the team opts to elect Co-Chairpersons, they will share the role of Chairperson as outlined in these bylaws. The election shall take place at the September meeting.

Role - The Chairperson is responsible for scheduling meetings, ensuring that team members have the information necessary to guide their planning, and focusing the team on educational issues of importance to the school. The Chairperson ensures that voices of all team members are heard.

Section 6

Additional Leadership Roles

Secretary – The secretary will be responsible for sending DLT meeting notices and for keeping the minutes of DLT meetings. Such minutes must be maintained at the district office. The superintendent may designate an office staff member to assist the SLT secretary.

Facilitator – The Facilitator shall advise the Chairperson and other team members on matters of Parliamentary Procedure.

Financial Liaison – The Financial Liaison shall assume responsibility for documenting member participation for the purposes determining eligibility for the annual SLT remuneration.

Timekeeper – The Timekeeper ensures that all agenda items are discussed by monitoring the allotment of time afforded each item.

Selection Method – Additional leadership roles will be filled by consensus of the team at the *[insert month]* meeting and shall serve for a period of *[insert term length]* years.

Section 7

Responsibilities

The District Leadership Team will develop the District Comprehensive Educational Plan (DCEP), which includes annual goals and objectives that are aligned with the district's and the Chancellor's goals, and incorporates the following six categories of the district 100.11 plan:

1. the educational issues that will be subject to shared planning at the building level;
2. the manner and extent of the expected involvement of all parties on the SLT;
3. the means and standards by which all parties shall evaluate improvement in student achievement;
4. the means by which all parties will be held accountable for the decisions which they share in making;
5. the process for dispute resolution in the SLTs; and
6. the manner in which state and federal requirements for the involvement of parents in planning and decision making will be met.

The DLT will provide support, guidance, technical assistance, and conflict resolution to the SLTs in the district.

The DLT will conduct a biennial review of the district's 100.11 plan to evaluate the effectiveness of shared decision making in the district and will complete the Biennial Review Form (Attachment No. 1 of Chancellor's Regulation A-655) and submit it to the Office for Family Engagement and Advocacy by January 15th of each even-numbered year.

Article III – Team Meetings

Section 1

Schedule of Meetings

The District Leadership Team shall meet at least once a month during the school year. All meetings shall be held on *[Insert day of each month (i.e., first Thursday of every month)]* from *[start time]* to *[end time]*. Additional meetings can be scheduled by the Chairperson as needed or upon request by the team members. Meetings will be scheduled at a time convenient for parent members on the team. Parent members will be polled each year to determine a convenient time for team meetings.

Section 2

Notice of Team Meetings

The District Leadership Team will establish a yearly calendar which shall be posted in the district office *[Insert addition locations as needed (i.e., doe website, etc.)]* at the beginning of each school year. The calendar shall be distributed at the first meeting of the Presidents' Council each school year. The Chairperson will send meeting reminders one week prior to all meetings by school mailbox and backpack, postal mail, email, or telephone.

Section 3

Meeting Attendance

District Leadership Team members are expected to attend all meetings. If team members are unable to attend the meeting, they must contact the Chairperson in advance of the meeting.

Section 4

Quorum

[Insert quorum number or a majority clause such as, "A majority of DLT members including representation from each constituent group"] shall constitute a quorum. Each constituent group shall be responsible for ensuring that their group is adequately represented at each meeting.

Section 5

Order of Business

- Call to Order
- Reading and Approval of the Previous Meeting's Minutes
- Committee Reports including High School Subcommittee
- Discussion of Unfinished Business Agenda Items
- Discussion of New Business Agenda Items
- Creation of Agenda for the Next Meeting
- Adjournment

Article IV – Decision-Making

Section 1

Consensus-Based Decision-Making

Consensus-based decision-making must be the primary means of making decisions. Consensus should be defined as reaching an agreement acceptable to all members. *[The team should develop methods for engaging in collaborative problem-solving and solution seeking and, when necessary, effective conflict resolution strategies. The agreed upon procedures should be summarized here.]*

Article V – Bylaws Review and Amendment

The bylaws may be amended at any regular meeting of the team, provided notice of any proposed changes has been given at a previous meeting. In addition, the bylaws will be reviewed annually, at the start of the school year to ensure that the document's provisions meet the needs of the team and remain consistent with Chancellor's Regulation A-655.

These bylaws were amended on Insert date of last amendment and are on file in the principal's office.

<u>Superintendent Name</u>	<u>Superintendent Signature</u>
<u>High School Superintendent Name</u>	<u>High School Superintendent Signature</u>
<u>CSA Representative Name</u>	<u>CSA Representative Signature</u>
<u>UFT Representative Name</u>	<u>UFT Representative Signature</u>
<u>DC-37 Representative Name</u>	<u>DC-37 Representative Signature</u>
<u>District Presidents' Council President Name</u>	<u>District Presidents' Council President Signature</u>
<u>High School Presidents' Council President Name</u>	<u>High School Presidents' Council President Signature</u>
<u>Title I DPAC Chairperson Name</u>	<u>Title I DPAC Chairperson Signature</u>
<u>ELL Representative Name</u>	<u>ELL Representative Signature</u>



School Leadership Team Toolkit

Checklist

To ensure that SLT meetings are in compliance with Chancellor's Regulation A-655, the checklist is designed to provide a reminder of the necessary items and communication tools that are to be made available to your team and your school community.

School Leadership Team Checklist

The following checklist is designed to assist with identifying fundamental aspects of a well-functioning SLT, and promoting good meeting practices.

<i>What you should have at every meeting:</i>	
☐	1. Meeting Notifications
☐	a. Meeting Calendar posted in a central location
☐	b. Monthly notice (School-wide distribution)
☐	i. Email
☐	ii. Mailed
☐	iii. backpacked
☐	2. Meeting Agenda
☐	3. Minutes
☐	a. Approved copy of minutes from previous SLT meeting
☐	b. Copy of minutes translated for non-English speakers – if possible
☐	4. Current By-laws
☐	5. Translators for non-English speakers – if requested

<i>What should be made available to School Community:</i>	
☐	1. SLT Materials Publicized Prominently (i.e. Bulletin Board)
☐	a. Meeting Notices to the School Community
☐	b. Agendas
☐	c. Approved Minutes
☐	2. Attendance Records Demonstrating Team balance – i.e., an equal number of parents and staff
☐	3. Translated Materials to meet the needs of non-English proficient parents
☐	a. Meeting Notices
☐	b. Approved Minutes
☐	4. Current By-laws
☐	a. Meetings are Open to Members of the School Community who are not on the SLT. Opportunity to Address Concerns of the Community in accord with current bylaws

<i>What should be the focus of the SLT:</i>	
☐	1. Minutes reflect that members are aware of the educational issues subject to shared decision-making, such as...
☐	a. Student Achievement
☐	b. Educational Programs
☐	c. Other (site examples)
☐	2. Minutes reflect
☐	a. Educational issues discussed at meetings.
☐	b. Participation of all members in decisions made.
☐	c. Participation of wider school community
☐	i. Committees
☐	ii. Observers

School Leadership Team Checklist

☐ ☐ ☐ ☐ ☐	3. Minutes reflect use of data. a. Student Portfolios b. Inquiry Investigations c. Periodic Assessments d. Community Resource Data (optional) e. Other (site examples)
☐	4. Minutes reflect the means and standards used to evaluate improvement of student achievement based on data, (site examples)
☐	5. Minutes reflect that the school budget is aligned with CEP goals and priorities
☐	6. Minutes reflect alignment of Title 1 Parent Involvement set-aside (1-5%) with the consultation of Title 1 Parents and the CEP Parent Involvement Policy.
☐	7. Minutes reflect disputes are resolved in a manner consistent with the dispute resolution process found in the Team's Bylaws.

Notes



Interpretation Request Form for DOE Offices

FOR T&I USE ONLY
Reference #:

Important Information

1. Email a completed form to interpretations@schools.nyc.gov. A project manager will confirm your request.
2. A minimum of seven (7) business days notice is required to process your request. Last-minute requests may not be processed.
3. Use separate request forms for events held at different dates and/or locations.
4. An on-site contact is required to sign interpreters with their arrival time and sign them out once they are dismissed.
5. Interpreters are not provided for school-based events or student reviews.
6. Notify us of any changes or cancellations immediately, as the T&I Unit will incur cancellation fees for events not cancelled within 24 hours.
7. If equipment is used, please make sure to place it in a safe location for next day pick-up. Equipment is subject to availability.

Requestor Information

Date of Request: _____

Office: _____

Contact: _____

E-mail: _____

Phone Number: _____

Type of Event

- ☐ Suspension Hearing
- Student Name: _____
- ☐ Panel for Educational Policy
- ☐ Chancellor's Meeting
- ☐ DOE Public Hearing
- ☐ Parent Fair
- Event Name: _____
- ☐ Parent Conference
- Event Name: _____
- ☐ Parent Workshop
- Event Name: _____
- ☐ Other (please specify): _____

Event Logistics

Date of Event: _____

Start Time: _____

End Time: _____

Have outreach materials and handouts for your event(s) been sent to our office for translation?

☐ Yes ☐ No ☐ N/A

Requested Language(s)

- ☐ Arabic ☐ Korean
- ☐ Bengali ☐ Russian
- ☐ Chinese (Cantonese) ☐ Spanish
- ☐ Chinese (Mandarin) ☐ Urdu
- ☐ French ☐ Other (please specify): _____
- ☐ Haitian Creole

Event Site Information

Event Site: _____

Address: _____

Room(s): _____

City: _____ ZIP: _____

At the event site, interpreters must report to: _____

Name: _____

Cellphone: _____

Email: _____

At the event site, equipment should be delivered to (if applicable): _____

Name: _____

Cellphone: _____

Email: _____

Attendees

Were RSVPs used for this event: _____

Approx. number of total attendees: _____

Approx. number of limited English proficient attendees who will need interpretation services: _____

FOR T&I USE ONLY

T&I Equipment:

Cases: _____

Transmitters: _____

Case name: _____

Vendor Equipment:

Cases: _____

Transmitters: _____

R E M I N D E R
Contractually, interpreters are not to do anything other than interpret.

District Leadership Team (DLT)
Suggested Fall Activities

Key Agenda Items

- Review Chancellor's Regulation (CR) A-655 and Identifying DLT Roles and Responsibilities
 - Overview of the 2018-19 Consolidated Application for ESSA – Funded Programs
 - Overview of the 2018-19 District Comprehensive Improvement Plan (DCIP)
 - 2017-2018 District Accountability and Assessment Results
 - Revisit the 2018-19 District Comprehensive Educational Plan (DCEP) focusing on the District Parent & Family Engagement Policy for Updates/Revisions
- **The School District Improvement Liaison (SDIL) in collaboration with the superintendent and DLT will help to organize and facilitate suggested DLT activities.**
- 2018 Comprehensive Educational Planning Conference: Saturday, October 20, 2018

Agenda Item	Suggested Activities	Resources	Outcome
Review CR A-655 Identify Roles & Responsibilities for DLT Members	• Review CR A-655 in order to establish or continue to maintain a balanced District Leadership Team (DLT) and other outlined activities. • Discuss the importance of maintaining a fully formed and functional DLT that meets all of the CR A-655 requirements. • Review the District's DLT Bylaws. • Review DLT roles and responsibilities. • Come to consensus on year-long DLT meeting dates. • Provision new DLT members in iPlan. Suggested Timeframe: September	• Family Leadership Coordinator provides resources and guidance regarding CR A-655. • Refer to the Chancellor's Regulations A-655 to determine if the DLT is formed based on all requirements. • Go to NYCDOE website for additional DLT information. • Reference the District's DLT Bylaws. • Go to the iPlan Portal to provision new DLT members.	Tentative DLT dates are calendared in for SY' 2018-19. DLT understands CR A-655. DLT Bylaws are reviewed and amended, if necessary. Each DLT member understands their role and responsibilities in the comprehensive educational planning process for the district.
Overview of the 2018-19 Consolidated Application for ESSA – Funded Programs	• Review draft of the 2018-19 Consolidated Application for ESSA – Funded Programs. • Distribute one-page overview summary of the Consolidated Application for ESSA – Funded Programs. • Provide an opportunity for DLT members to review the draft 2018-19 Consolidated Application for ESSA – Funded Programs and submit comments/feedback.	• Reference draft of 2018-19 Consolidated Application for ESSA – Funded Programs. • For questions regarding the Consolidated Application for ESSA – Funded Programs, contact the School/District Improvement Liaison associated with your district.	DLT comments/feedback on the 2018-19 Consolidated Application for ESSA – Funded Programs is sent to School/District Improvement Liaison.

			Suggested Timeframe: September/October - Review the DCIP one-page overview. - Review draft of the 2018-19 District Comprehensive Improvement Plan (DCIP) in iPlan. - Determine which DCIP strategies/activities, aligned to each of the <i>Framework</i> elements, will be included in the DCEP to address the needs of district schools identified as Renewal/Rise, Reclaimership, Priority, Focus and LAP. Suggested Timeframe: September/October/November - Distribute and review 2017-18 District Accountability and Assessment results for ELA and math. - Review and discuss the district's Title I NYSED accountability status. - Discuss newly released NYSED data (district, school, impacted subgroups), analyze data trends, to set districtwide priorities, modify annual goals, and revise action plans, as needed. Suggested Timeframe: September/October/November	2017-18 District Accountability and Assessment Results	Overview of the 2018-19 District Comprehensive Improvement Plan (DCIP)
	Include any specific central strategies/activities from the DCIP into the 2018-19 DCEP to address the needs of district schools identified as Renewal/Rise, Reclaimership, Priority, Focus and LAP.	Reference draft of the 2018-19 DCIP. For questions regarding the DCIP, contact the School/District Improvement Liaison, associated with your district.	Refer to NYSED.gov, Office of Accountability regarding district and schools' improvement statuses. - Review current data and reports to help finalize action plans that detail activities and strategies the district will implement to achieve the annual goals. - For questions regarding District Accountability and Assessment Results contact the School/District Improvement Liaison, associated with your district.	DLT understands the district's NYSED accountability status and the NYSED accountability status of each district school.	
		Use Google Chrome and go to iplanportal.com to visit the iPlan Welcome Page and access the district plan and make updates. - View resources aligned to the Chancellor's Vision for School Improvement, Equity and Excellence and the Framework for Great Schools. - For questions regarding DCEP development or iPlan support, contact the School/District Improvement Liaison, associated with your district.	DLT members are able to: - Access the iPlan portal and are familiar with the functions of the portal. - Set districtwide priorities and finalize annual goals. - Establish mid-point benchmarks.	Revisiting the 2018-19 District Comprehensive Educational Plan (DCEP), District Parent & Family Engagement Policy	

	action plan are clear and can be implemented in order to achieve the annual goal and improve student outcomes. - Finalize specific mid-point benchmarks that will be used to measure progress towards meeting annual goals. - Establish a timeline and process for engaging in progress monitoring throughout the school year inclusive of the February Progress Monitoring Period. - Come to consensus on any updates made to the plan and finalize the plan in iPlan by November 30, 2018. - Revisit the DCEP on a monthly basis. Develop a system to engage in progress monitoring at various times throughout the school year to monitor, review and analyze progress towards achieving benchmarks. Suggested Timeframe: September/October/November	To access additional resources and PowerPoint presentations go to the <u>iPlan Portal</u>, <i>Resources and Guidance</i>, which is located in the Help section of the <u>iPlan Portal</u>.	- Finalize DECP in iPlan by November 30, 2018. - Finalize DCEP's DLT Signature Page (blue ink) by November 30, 2018. DLT records are on file: Agendas, minutes, DLT Signature page (blue ink).
2018 Comprehensive Educational Planning Conference	The NYCDOE will host a citywide District and School Comprehensive Educational Planning Conference for the 2018-19 school year on Saturday, October 20th, from 8:30 a.m. – 3:30 p.m.		Saturday, October 20, 2018

District Leadership Team Suggested Winter Activities			
Key Agenda Items			
• DCEP Progress Monitoring and Continuous Improvement Planning • Biennial Review Process • Update/Revise District 100.11 Plan			
Agenda Item	Suggested Activities		
DCEP Progress Monitoring and Continuous Improvement Planning	• Engage in progress monitoring at the February Progress Monitoring Period to monitor, review and analyze progress towards achieving benchmarks. • Review current district data trends and student performance trends aligned with the <i>Framework</i> elements towards achieving the annual goals. • Engage other district community stakeholders who have expertise in specific areas, to determine if the strategies, activities and programs outlined in each goal and action plan are improving student outcomes. • If mid-point benchmark(s) were not met, revise activities, strategies and programs, if applicable. • Discuss professional development and/or resource options needed to address areas where progress was not made. • Develop strong community ties with organizations that can accelerate progress during implementation. • Monitor the implementation of any mid-course adjustments made to the action plans based on progress monitoring. • Use the iPlan Online Document Editor to make updates to the action plans. (Note: Adjustments may <i>only</i> be made to the action plans <i>not</i> the annual goals.) Suggested Timeframe: December/January/February/March		
Resources	Outcome		
• Refer to The National Center for Student Progress Monitoring or the Association for Supervision and Curriculum Development for additional information on progress monitoring. • View resources aligned to the Chancellor's Vision for School Improvement, Equity and Excellence and the Framework for Great Schools. • For questions regarding DCEP development or iPlan support, contact the School/District Improvement Liaison associated with your district.	DLT engages in a process, using mid-point benchmarks, to monitor progress toward meeting annual goals. Revise activities, strategies and programs using the Online Document Editor in iPlan, if applicable.		

Update/Revise
 District 100.11
 Plan

- Review District 100.11 Plan. (To be evaluated on a biennial basis – next Biennial Review will take place 2019-2020.)
- Compare current District Biennial Review Survey results to results from the previous survey.
- DLT should review the feedback from the SLT surveys and use the survey information to inform updates to the plan.
- Complete Biennial Review Evaluation form to evaluate the effectiveness of the SLTs in the district.
- Review and update the District 100.11 Plan in the DCEP based on the district's Biennial Review Survey results.

Suggested Timeframe: Next Biennial Review - February 2020

- Six required components, pursuant to Commissioner's Regulation 100.11 and New York City's Chancellor's Regulation A-655
- Go to NYCDOE website for SLT Frequently Asked Questions.
- SLT Resource Page

Each District reviews the Biennial Review results and develops and adopts a 100.11 plan.

DRAFT

District Leadership Team Suggested Spring Activities	
Key Agenda Items	
- Assessing the Effectiveness of the 2018-19 District Comprehensive Educational Plan (DCEP) and the District Parent and Family Engagement Policy - Drafting 2019-20 District Comprehensive Educational Plan (DCEP) in the iPlan Portal	

Agenda Item	Suggested Activities	Resources	Outcome
Assessing the Effectiveness of the 2018-19 District Comprehensive Educational Plan and Parent Involvement Policy	- Assess the effectiveness of the action plans towards meeting the annual goals: - Use leading indicators such as mid-point benchmarks to determine how much progress was made towards meeting each annual goal. - Assess the effectiveness of the District Parent Involvement Policy (DPIP) Suggested Timeframe: April/May	- Current DCEP - Mid-point benchmarks in DCEP - DOE and District data resources Focus Questions: - What worked well? - What can be improved? - If desired results were not achieved, what are the barriers? - What do we still need to do?	DLT determines the effectiveness of the plan and the DPIP; identifies areas that need to change so that desired results are achieved.
Drafting the 2019-20 District Comprehensive Educational Plan in the iPlan Portal	- Access the 2018-19 DCEP using the iPlan Portal and the Online Document Editor. - Conduct a comprehensive needs assessment aligned with each element of the <i>Framework for Great Schools</i> informed by the District's state accountability status and current quantitative and qualitative data. - Prioritize an areas of focus for each <i>Framework</i> element and draft annual goals that are SMART. - Update all the sections in the draft 2019-20 DCEP including action plans to address annual goals. - Establish specific mid-point benchmarks that will be used to measure progress towards meeting annual goals including a timeline and process for engaging in progress monitoring throughout the school year. Suggested Timeframe: May/June	- View resources aligned to the Chancellor's Vision for School Improvement, Equity and Excellence and <i>Framework for Great Schools</i>. - Invite experts to the DLT as resources to inform needs assessment and planning. - Other DOE resources and tools.	Five (5) annual SMART goals, action plans and mid-point benchmarks are updated. A draft 2019-20 DCEP in iPlan is updated for review.

COMPREHENSIVE EDUCATIONAL
PLANNING CONFERENCE

SCHOOL & DISTRICT COMMUNITIES

**COLLABORATING
FOR SUCCESS**



EQUITY &
EXCELLENCE
FOR ALL

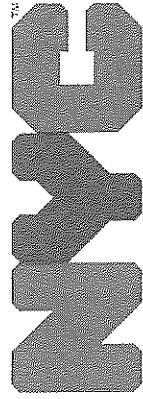
Save The Date!

2018 COMPREHENSIVE EDUCATIONAL PLANNING CONFERENCE

Saturday, October 20, 2018
8:00 a.m. – 3:30 p.m.

Fashion Industries High School
225 W. 24th Street
New York, NY 10011

Registration Opens
Fall 2018



Department of
Education

For More Information:
OSFEP@schools.nyc.gov



**Department of
Education**

Chancellor Richard A. Carranza

School District Improvement Liaisons (SDIL)

Liaisons from the central team that provide support to the field teams for the implementation of State/Federal education policies and school improvement programs

Overall Support

- Provide technical assistance and customized support to superintendents, their teams, and schools regarding district priorities.
- Support the development of school improvement plans, grant applications, and other types of activities designed to support schools in the district.
- Provide customized support to superintendents regarding data summaries and all other aspects of school improvement and planning.

Passion, Pride, Professionalism

District Comprehensive Educational Planning

Manage the development, approval, and execution of statutory requirements for the completion of the District Comprehensive Educational Plan (DCEP), in consultation with the District Leadership Team (DLT), to ensure compliance with all DOE Central, Every Student Succeeds Act (ESSA), and New York State Education Department (NYSED) mandates and initiatives. SDILs will:

- Facilitate and record the responses to all sections of the DCEP.
- Facilitate the development and biennial evaluation of each District's 100.11 Plan for the participation of teachers, parents, and administrators in school-based planning and shared decision making, in accordance with Commissioner's Regulations (CR) 100.11.
- Support the central team with the development of a District Comprehensive Improvement Plan (DCIP).

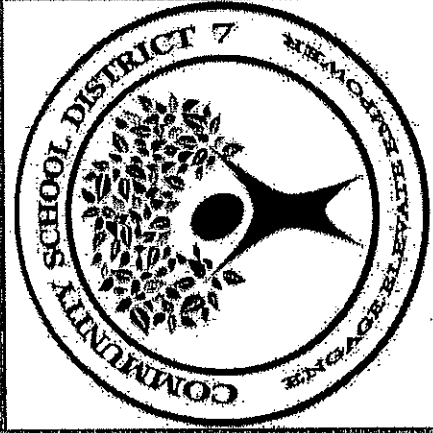
State and Central Accountability

Provide technical assistance to superintendents and their teams in the implementation of State/Federal and local accountability interventions including:

- Support and monitor school improvement activities in response to ESSA/NYSED mandates for schools designated by both internal and external accountability measures including Renewal, Priority, Focus, Local Assistance Plan, and Reward schools.
- Provide guidance to superintendents and schools regarding the effective implementation of Title I Schoolwide Programs and Targeted Assistance programs to maximize programs and resources to students.
- Prepare schools for State/Federal compliance monitoring activities and provide post-monitoring supports to schools.

Your Partner For School Improvement Planning

- Provide training and support to superintendent teams, Field Support Centers and schools around effective development of the School/Comprehensive Educational Plan (S/CEP) to align with overall school improvement efforts.
- Guidance includes the use of internal and external accountability data and qualitative assessments in conducting comprehensive needs assessments, goal development tied to those needs, action planning consistent with the school's overall plan for improvement and/or intervention requirements, and relevant documents related to ESSA and Title I for schools designated by accountability measures.
- Participate in the intake and review of S/CEPs and provide actionable feedback to strengthen school plans for improving student outcomes.
- Ongoing monitoring of the implementation of school improvement plans for schools designated by accountability measures.



District Vision

District 7 empowers, engages and inspires students, leaders, staff and all community members in a safe and inclusive learning environment.

District Mission

In order to develop conscious, civic minded, independent successful 21st century leaders and global citizens

District 7 empowers all stakeholders by:

- Ensuring students are at the forefront of our work
- Promoting equity and diversity
Utilizing community partnerships
- Promoting professional inquiry, collaboration and excellence
- Providing a safe, orderly and efficient environment

SEDDS- Schools- Engaging & Empowering Diverse Stakeholders

SEEDS: SCHOOLS ENGAGING & EMPOWERING DIVERSE STAKEHOLDERS

Task #3: jot down what the District 7 motto means to you

Growth

For a seed to achieve its greatest expression, it must come completely undone. The shell cracks, its insides come out and everything changes. To someone who doesn't understand growth, it would look like complete destruction.

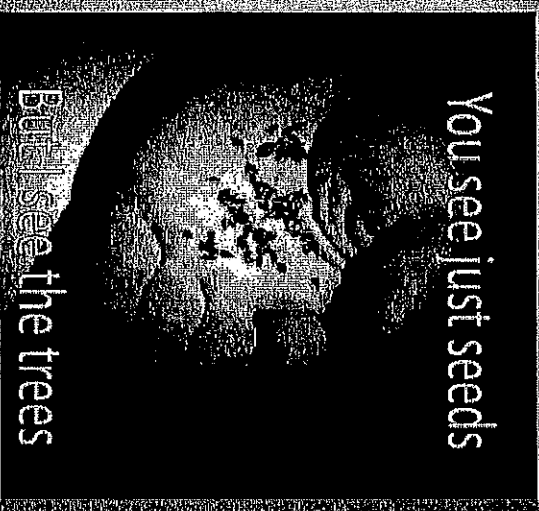


*All the flowers
of all the tomorrows
are in the seeds of today*



You see just seeds

But I see the trees



SEEDS: SCHOOLS ENGAGING & EMPOWERING DIVERSE STAKEHOLDERS

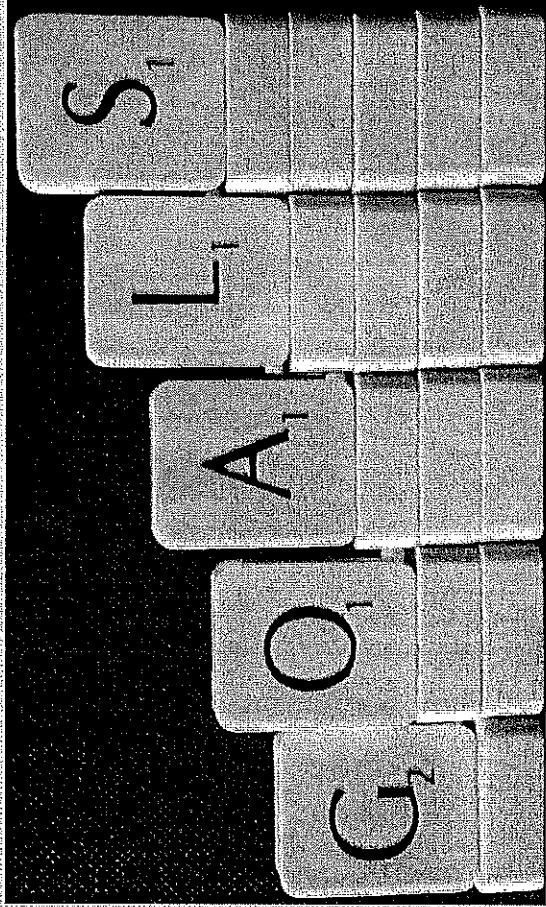


DISTRICT 7 GOAL #1 RIGOROUS INSTRUCTION

Increase instructional coherence and rigorous programs to improve teaching in all core content areas that will increase critical thinking skills and strengthen the instructional core especially in identified upper grades, and for ENLs and SWDs.

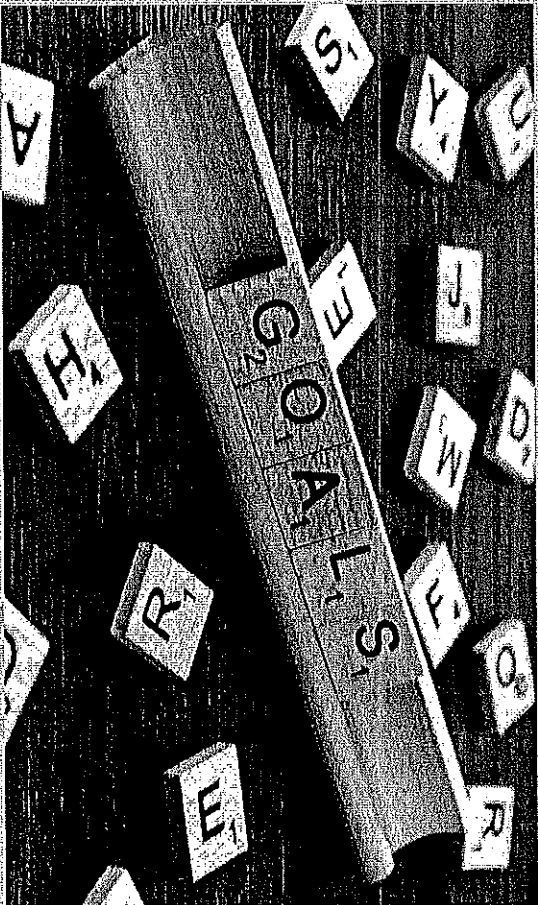
DISTRICT 7 INSTRUCTIONAL FOCUS

If we integrate evidence-based strategies and approaches that are specifically designed to meet the needs of special and diverse populations then the instructional core will be fortified, and All students will achieve.



DISTRICT 7 GOAL #2 SUPPORTIVE ENVIRONMENT

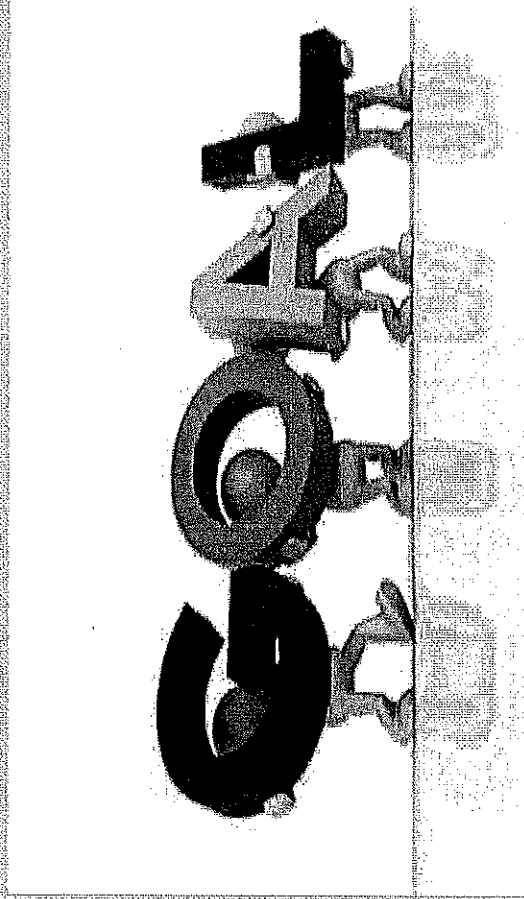
District 7 schools will implement research-based programs and approaches to inclusive culture building leading to reduced student behavioral infractions and deeper understanding of diverse student populations.



DISTRICT 7 GOAL #3

EFFECTIVE SCHOOL LEADERSHIP

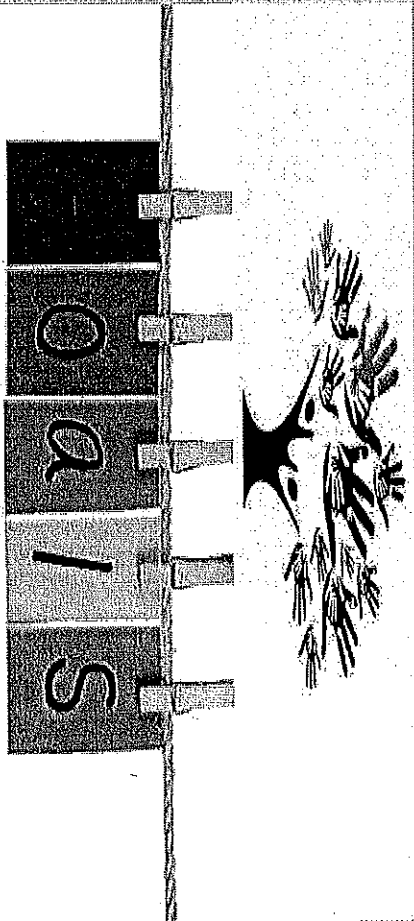
District 7 will design and orchestrate a robust system of structured professional collaborations and inter-visitations for all school leaders. The inter-visitations will serve as a vehicle for sharing and cultivating best practices that promote instructional excellence and accelerate student achievement.



DISTRICT 7 GOAL #4

COLLABORATIVE TEACHERS

District 7 will empower, nurture and identify leaders within the district while attracting and retaining highly qualified diverse staff.



DISTRICT 7 GOAL #5 STRONG FAMILY TIES

District 7 will empower parents and guardians within our district by creating a family resource center.

School Leadership Team (SLT) Calendar Suggested Fall Activities

Key Agenda Items

- Review Chancellor's Regulation A-655 (CR A-655)
- Identify Roles and Responsibilities for the School Leadership Team (SLT)
- Review Title I New York State Education Department (NYSED) Accountability Status
- Introduce SLT Members to the iPlan Portal
- Update Draft 2018-19 S/CEP Based on Reviewer Feedback and Current Data

Agenda Item	Activities	Resources	Outcome
Review CR A-655 Identify Roles & Responsibilities for SLT Members	• Review CR A-655 in order to establish or continue to maintain a balanced School Leadership Team (SLT) and other outlined activities. • Discuss the importance of maintaining a fully formed and functional SLT that meets all of the CR A-655 requirements. • Review the School's SLT Bylaws. • Establish SLT roles and responsibilities. • Come to consensus on year-long SLT meeting dates. • Calendar other key dates. (e.g., PTA/PA meetings, Parent Workshops and the Title I Parent Meeting on or before Oct. 1) • Review and finalize the Parent and Family Engagement Policy and School Parent Compact, in the <u>iPlan Portal</u> if necessary.	• Parent Coordinator provides resources and guidance regarding CR A-655. • Refer to the Chancellor's Regulations A-655 to determine if the SLT is formed based on all requirements. • Go to NYCDOE website for SLT Frequently Asked Questions. • Visit the FACE webpage for SLT resources. • Reference the school's SLT Bylaws.	Tentative SLT dates are calendared in for SY' 2018-19. SLT understands CR A-655. SLT understands the SLT Bylaws. Each SLT member has a specific role in the comprehensive educational planning process. Parent and Family Engagement Policy and School Parent Compact is finalized.
Introduce SLT Members to the iPlan Portal	• Take a virtual walkthrough of the iPlan portal. • Review resources that support comprehensive educational planning located on the iPlan Welcome Page.	• Use Google Chrome and go to <u>iplanportal.com</u> to visit the iPlan Welcome Page. • Login and click on Help to access a dropdown menu with a link to iPlan Portal Resources and Guidance.	SLT members are able to access the iPlan portal and are familiar with the functions of the portal.

Review Title I NYSED Accountability Status	• Review and discuss the school's Title I NYSED accountability status. • Discuss newly released NYSED data (whole school, grade, impacted subgroups), analyze data trends to set schoolwide priorities, modify annual goals, and revise action plans based on reviewer feedback.	Update Draft 2018-19 S/CEP Based on Reviewer Feedback and Current Data • SLTs should treat the plan as a living document. Use the iPlan Online Document Editor to make real-time updates to the action plans. Note: Updates may only be made to the action plans <u>not</u> the annual goals. Once the goals are approved by the superintendent, annual goals should not be changed without re-approval by the superintendent. • Review and discuss coordinated feedback (from the Superintendent, Central offices and NYSED) left in comment boxes on the draft S/CEP via iPlan. • Update the plan along the way as your experiences and the evidence justifies. Be sure to continue to use the reviewer feedback to strengthen the plan. • Engage school community stakeholders with expertise in specific areas, to contribute to the development of the plan so that strategies, activities and programs outlined in each action plan are clear and can be implemented in order to achieve the annual goal and improve student outcomes. • Finalize mid-point benchmarks that will be used to measure progress towards meeting annual goals. • Establish a timeline and process for engaging in progress monitoring throughout the school year including the February Progress Monitoring Period. • Come to consensus on any updates made to the plan and finalize the plan in iPlan in September. • Sign SLT Signature Page and upload in iPlan.
• Refer to NYSED.gov, Office of Accountability regarding school improvement status, required parent meetings and parent notification requirements.	• ELA and Math assessment data • Review current school data and reports to help finalize action plans that detail activities and strategies the school will implement to achieve the annual goals. • For more information on developing your school's finalized S/CEP, <u>see this presentation</u> provided by The Office of State and Federal Education Policy and School Improvement Programs. • For materials from the Comprehensive Educational Planning Conference, <u>click here</u>. • Resources aligned to the Chancellor's Vision for School Improvement and the <i>Framework for Great Schools</i>. • Refer to The National Center for Student Progress Monitoring or the Association for Supervision and Curriculum Development for additional information on student progress monitoring. • For questions regarding S/CEP development or iPlan support, contact the School/District Improvement Liaison associated with your district.	SLT understands the school's Title I NYSED accountability status.
Set schoolwide priorities and finalize annual goals. Mid-point benchmarks are established. S/CEP is finalized in iPlan in September. SLT Signature Page is signed by all SLT members (blue ink) and uploaded in iPlan by October 15, 2018. SLT records are on file in the office and in iPlan: Agendas, minutes, SLT Signature page (blue ink).		

Suggested Winter Activities			
Key Agenda Items			
- S/CEP Progress Monitoring and Continuous Improvement Planning - Title I Activities			
Agenda Item	Activities	Resources	Outcome
S/CEP Progress Monitoring and Continuous Improvement Planning	- Engage in progress monitoring at various times throughout the school year inclusive of the February Progress Monitoring Period to monitor, review and analyze progress towards achieving benchmarks. - Review current school data trends and student performance trends aligned with the Framework Elements towards achieving the annual goals. - Engage other school community stakeholders who have expertise in specific areas, to help determine if the strategies, activities and programs outlined in each goal and action plan are improving student outcomes. - If mid-point benchmark(s) were not met, revise activities, strategies and programs. - Seek additional support from outside experts in order to ensure accelerated progress towards meeting the SMART goal. - Discuss professional development and/or resource options needed to address areas where progress was not made. - Develop strong community ties with organizations that can accelerate progress during implementation. - Treat the plan as a living document. Go to and use the iPlan Online Document Editor to make updates to the plan as your experiences and the evidence justify. Use the iPlan Online Document Editor to make real-time updates to the action plans. (Note: Adjustments may <u>only</u> be made to the action plans <u>not</u> the annual goals.)	- Refer to The National Center for Student Progress Monitoring or the Association for Supervision and Curriculum Development for additional information on student progress monitoring. - For additional resources on Progress Monitoring, click here. - For additional resources on Continuous Improvement Planning, click here. - View resources aligned to the Chancellor's Vision for School Improvement and the <i>Framework for Great Schools</i>. - For questions regarding S/CEP development or iPlan support, contact the School/District Improvement Liaison associated with your district. - Refer to iPlan, for additional resources. Go to help and click on, iPlan Portal - Resources and Guidance.	SLT engages in a process for monitoring progress toward meeting annual goals. Monitor, review and analyze progress towards achieving mid-point benchmarks. Revise activities, strategies and programs using the online document editor in iPlan if applicable.

Agenda Item	Activities	Resources	Outcome
Title I Activities	• Review the Title I Overview of Programs and Requirements in the Help and Resources section in iPlan. • Title I Parent Advisory Council (PAC) or Title I Parent Committee/Representative collaborate on the use of the Title I 1% set-aside funds aligned with the Title I Parent Guidelines with the SLT. • Continue to schedule meetings with Title I Parent community to share timely updates regarding Title I programs and activities. • Continue to maintain records and documentation (e.g., meeting notices and agendas, attendance sheets, minutes, handouts, dated and translated versions of parent notification letters) for all Title I funded programs.	• Refer to NYSED.gov, Office of Accountability regarding school improvement status, required parent meetings and parent notification requirements. • Refer to the Title I "101": An Overview of Programs and Requirements materials in iPlan. • For additional resources on "Title I Part 2 Implementation of Programs and Requirements, click here.	Use of 1% set-aside funds are determined. Title I Agendas, Minutes and Attendance are kept on file.

Suggested Spring Activities

Key Agenda Items for May/June

- Engaging in the School Leadership Team Election Process (May/June)
- Assessing the Effectiveness of the 2018-19 School/Comprehensive Educational Plan (S/CEP) and the Parent and Family Engagement Policy (May/June)
- Drafting 2019-20 School/Comprehensive Educational Plan in the iPlan Portal (May/June)
- Building Consensus on Aligning the School-Based Budget with Annual Goals and Action Plans (June)
- Reviewing Title I Annual Meeting Requirements for September (*Title I Schools ONLY*)

Agenda Item	Activities	Resources	Outcome
Engaging in the School Leadership Team Election Process (May/June)	• Schedule a date for SLT elections in May or June - Ensure the SLT meets all requirements of the Chancellor's Regulations A-655. Title I schools must have a Title I parent representative on the SLT. - Consider inviting newly elected parent SLT members (as observers) to the June SLT meeting.	• Chancellor's Regulations A-655 • SLT Bylaws • <u>Title I, Part A Regulations regarding parent involvement.</u>	SLT elections are held in May/June. Newly elected SLT members are identified and invited to attend the June SLT meeting.
Assessing the Effectiveness of the 2017-18 School/Comprehensive Educational Plan and the Parent and Family Engagement Policy (May/June)	• Assess the effectiveness of the action plans and the Parent and Family Engagement Policy. - Use leading indicators such as mid-point benchmarks to determine how much progress was made towards meeting each annual goal. - Ask focus questions such as: <i>What worked well? What can be improved? If desired results were not achieved, what are the barriers? What do we still need to do?</i>	• Current draft S/CEP • Mid-point benchmarks in S/CEP • DOE and school data resources • For additional resources on Assessing the Effectiveness of the S/CEP, <u>click here</u>.	SLT determines the effectiveness of the plan and the Parent and Family Engagement Policy; identifies areas that need to change so that desired results are achieved.
Drafting 2019-20 School/Comprehensive Educational Plan in the iPlan Portal (May/June)	• Access the 2019-20 S/CEP using the iPlan Portal. Note: the information contained within the 2017-18 S/CEP has been rolled over into the 2019-20 S/CEP. • Conduct a comprehensive needs assessment aligned with each element of the <i>Framework for Great Schools</i>	• Go to <u>iPlan</u>; click "Help" for resources and guidance • View resources aligned to the Chancellor's Vision for School Improvement and the <i>Framework for Great Schools</i>.	Five (5) annual SMART goals and action plans are updated. A preliminary 2019-20 S/CEP in iPlan is

	• Informed by the school's state accountability status and current quantitative and qualitative data. • Prioritize an areas of focus for each framework element and create annual goals that are SMART—Specific, Measurable, Achievable, Realistic, and Time-bound. • Update actions, strategies and programs to address annual goals. • Update all the sections in the 2019-20 S/CEP.	• Invite experts to the SLT as resources to inform needs assessment and planning. • NYC School Quality Guide • NYSED School Report Card • Other DOE resources and tools	updated and ready for review.
Building Consensus on Annual Goals and Action Plans (June)	• SLT builds consensus around strategic use of all resources. • Discuss the alignment of the school-based budget with annual goals and action plans to maximize efforts to improve student achievement.	• <i>Galaxy Budget Allocations and Budget Summary</i> (Galaxy Table of Organization) located on the school's website by clicking on Statistics & Budget	School-based budget aligns with the annual goals and action plans.
Reviewing Title I Annual Meeting Requirements for September (Title I Schools ONLY)	• Review Title I Annual Meeting Requirements. • Schedule a tentative date for the Fall Title I Annual Meeting. • Consider planning this meeting immediately before or after a scheduled parent meeting (i.e., a PA/PTA meeting). • Explain the options for Title I Parent representation.	• Title I Parent Committee meeting • Facilitator's Guide • For additional resources on "Title I 101" An Overview of Programs and Requirements, click here. • For additional resources on "Title I Part 2 Implementation of Programs and Requirements, click here.	SLT members understand the Title I Annual Meeting Requirements. A tentative date for the Title I Annual Meeting is scheduled.

<u>Strong Family and Community Ties</u> The school creates a welcoming environment for families and takes advantage of community resources to enrich the civic life of the school. (Aligned to DTSDE Tenet 6: Family and Community Engagement)	• Increase parent advocacy and opportunities for parents to engage as partners in their child’s learning through effective home-school collaborations and shared decision-making at the school-level.	• By June 2018, the District will ensure that each 3K-12 school engages in data-driven dialogue to foster collaboration and a culture of partnership where families and community members and school staff work together to share the responsibility for students’ academic progress including promoting students’ ability to convey complex thinking via academic discourse.	• District 7 will empower parents and guardians within our district by creating a family resource center.	• By June 2019, the District will support all 3K-12 schools with empowering parents as measured by a 10% increase in percentage of parents/guardians that complete the learning environment survey.

