



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

DISTRICT SEVEN LEADERSHIP TEAM MEETING

Thursday, November 8, 2018

1:30pm – 5:00pm

AGENDA

- I. Call to Order
- II. Roll Call
- III. Superintendent's Report –Rafael Alvarez, Community School District 7
- IV. Louise Adelokiki Dente, Senior School/District Improvement Liaison (S/DIL)
 - 2018-19 Draft District Comprehensive Educational Plan (DCEP), the District Parent and Family Engagement Policy and 100.11 Plan
- V. High School Updates
 - a. Michael Alcoff, Bronx HS Superintendent
 - b. Richard Cintron, New Visions HS Superintendent
- VI. Constituent Updates
- VII. Old Business/New Business
- VIII. Adjournment

Next DLT Meeting: Thursday, December 13, 2018

1:30pm to 5:00pm

District 7 DLT Meeting Minutes
Thursday, October 11, 2018
1:30pm – 5:00pm

I. Call to Order
* Supt Alvarez

II. Roll Call
* by Neyda Franco
- No Quorum
- Excused Absences, William Woodruff

III. Superintendent's Report –Rafael Alvarez, Community School District 7

- State of the District
 - Information shared is for the 24 community schools, waiting on the information that includes all High Schools as well
 - Differentiated trainings for pedagogues so that they are not taking the same trainings every year
 - Thanksgiving
 - Pre-K Director is working with The Food Bank so that we can go in and volunteer during this season to help where needed (pantries, ect.)
 - The Giving Tree
 - Partnering with Lincoln Center: Students in Temporary Housing will create an ornament; gifts will be dispersed at Hostos College. The ornament will be matched to each student as per each school's process. (Ornament will have gender/item type/size, etc.) Event is on 12/14, 10am to 12:30pm.
 - LC will host 200 students on 11/16 to come and see the nutcracker, at LC.
 - Hazel:** school raises money and students in temp housing and they get a gift card. Then there is family adoption where the family will get a relevant gift card (food cards, etc)
 - Supt requests a committee of 4 to 5 people to meet and come up with a more specific plan around the Holiday Giving opportunities (Supt, Hazel, Timothy, HS Supt Designee)
 - Equity Plan
 - Shared the information on the handout
- General:
- PS 359 is now a Blue Ribbon School

IV. Louise Adelokiki Dente, Senior School/District Improvement Liaison (S/DIL)
• 2018-19 Draft Consolidated Application for ESSA-Funded Programs

- 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
- Date Change: 2018 Comprehensive Educational Planning Conference: *Achieving the Vision of Equity & Excellence for All* – Tentative Date: April 13, 2019

-- Title one powerpoint is being requested (Louise will send supt the direct link to the powerpoint, and it will be shared with principals); more to come on the changes to the law and regulations surrounding Title 1

-- Date needed for an ESSA training (late November/December) 2 dates. This is for mandated 3 members of the SLT

-- School Revisions to CEP are due Oct 19....Supt to approve by November 3.

-- More work will happen in the Leadership Team Meetings so that the timelines of the CEP are being met.

-- Concerns (Neyda) about Administration and the policy/processes that are taking place during SLT meetings. Concerns that parents don't feel included or have a lack of information which causes timelines to be missed because everyone isn't on the same page.

-- Special Thank You to Principal Hewlett for making sure that he gave his parents the 5 goals of the CEP and invited them to give input on the goals so that it represents the community.

-- Louis requested by Supt to come to a leadership conference and speak on the budget management of Title 1

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V. District Leadership Team ByLaws Conversation

VI. Constituent Updates

-- Peggy Benjamin: PC relationship with the guidance counselors; these two constituencies are working together in some schools, and there is a concern about what they are doing.

-- ilog can be used by PC to show the work that is being done with families. This is also another form of protection for them regarding the type of work they are doing.

VII. Old Business/New Business

VIII. Adjournment

*Next DLT Meeting: Thursday, November 8, 2018
1:30pm to 5:00pm*

District 7 Emergency DLT Meeting Minutes
Thursday, October 29, 2018
1:00pm – 2:30pm

I. Call to Order
* Superintendent Rafael Alvarez

II. Roll Call
* by Neyda Franco
- No Quorum

III. Superintendent's Report –Rafael Alvarez, Community School District 7

- The Giving Tree Updates
- New District 7 website Presentation
- General Updates

IV. Executive Superintendent Meisha Ross-Porter
- Updates/Announcements: C37 process for Rafael Alvarez has concluded with a recommendation to the Chancellor by Executive Superintendent Ross-Porter for Rafael Alvarez to be appointed as permanent Superintendent of District 7. Final step is for Chancellor's approval. There were 4 Superintendent vacancies in the Bronx and all final candidates have been referred to the Chancellor.

V. Open Floor Discussion & Updates
- Members shared updates for constituents

VI. Adjournment

*Next DLT Meeting: Thursday, November 8, 2018
1:30pm to 5:00pm*

SECTION 7: DISTRICT PARENT AND FAMILY ENGAGEMENT POLICY

(Required for All Title I Districts)

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Directions: All Title I districts are required to develop a **District Parent and Family Engagement Policy** that meets the parental involvement requirements of Title I. The District Parent and Family Engagement Policy should describe how your district will plan and implement effective parent involvement activities and/or strategies to improve student academic achievement and the performance of schools in the district.

Note:

- *Any activities/strategies involving parents described in the action plans should also be included in the District Parent and Family Engagement Policy.*
- *The signatures of constituency representatives on the District Leadership Team Signature Page indicate that consultation has occurred in the review, development, implementation and adoption of the District Parent and Family Engagement Policy.*
- *The Superintendent's signature in Section 2: District Leadership Team (DLT) Signature Page certifies the DLT's adoption of the District Parent and Family Engagement Policy.*
- *The District Parent and Family Engagement Policy is in effect and adopted for a period of two academic years from the date of adoption and is reviewed once every academic year.*

D7 2017 - 2019

Differences in the family structure, culture, ethnic background, social class, age and gender represent only a few of the factors affecting the nature of parent involvement. Many times the school's perspective and definitions of family involvement in school are not the same as those of the families. These differing viewpoints can create barriers to meaningful participation.

Being able to communicate with multicultural parents is the key to building a successful partnership. Some alternative methods and ideas, which may be more successful, are as follows:

- School environment is important – etiquette- building trust by changing and modeling behavior.
- Whenever feasible, make invitations to special events, meetings and/or other activities by personal contact such as telephone calls or in person rather than through newsletters or notes. It is much more difficult to say no to a personal request for help than to ignore an announcement in a newsletter.

- DOE must update and implement a new system to reach out to the parent community of leaders: schools PA/PTA's, Presidents' Council, CPAC, SLTs. Find creative ways to support families with no computer/Internet access at home.
- Be specific about any volunteer opportunities available to families: how long will the process take, what will be the volunteer's role and clarify if it is a one-time opportunity.
- If written communication is the only alternative, make sure that all written messages are translated into the appropriate languages and are clear and concise.
- Avoid the use of educational jargons and/or acronyms, which may be unfamiliar to parent/families.
- Written communication should not be intimidating or threatening.
- Have staff or volunteers personally distribute leaflets in the community concerning school events, meetings or other activities.
- Communicating through bilingual teachers, staff members, parents or volunteers may be necessary. Some or our diversified parents may be more likely to respond to requests or invitations made by their children's teachers.
- Create classroom phone trees or e-mail lists for announcements or ride sharing. If families do not have telephones, create a phone/word-of-mouth communication system by locating one parent in a particular neighborhood or apartment complex that is willing to pass the word.
- Contact ethnic organizations such as churches or community organizations to communicate with families learning English. Reinforce communications by placing additional announcements on local radio or other news sources or on the local television station to build effective partnerships.
- Consider the use of community bulletin boards such as those at neighborhood stores, in subdivisions, or apartment complexes. Parents know their community, their District, board.
- Physically survey your community to identify other communication options.
- Use the school website to advertise volunteer opportunities, which may be of interest to diversified families, such as providing food for events or participating in cultural events.

Action Plan for Communication

The following are components of a comprehensive communication plan to ensure that schools, families and communities meaningfully and equally engage in the **planning, dissemination, sharing, and receiving of information** on activities or students at the school. Therefore, it is recommended that school personnel in conjunction complete this plan with its families and community members for a balanced representation of input and implementation among stakeholders.

- Involvement of families and the community in the dissemination, sharing and receiving of information relative to school-related activities (including, but not limited to such things as school governance, conducting parent/teacher conferences, etc.)
- Use of technology in communicating information to stakeholders as well as receiving information from stakeholders
- Service of the communication needs of under-served, underrepresented families
- Collaboration amongst stakeholders
- Use of scientifically based training materials and information regarding communicating with stakeholders
- Re-assessment of the effectiveness of communicating information across stakeholders

Writing a Partnership Plan

- Encourage positive parenting skills
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- Enhance communication with families
- Increase volunteerism and attendance at school events and District-wide functions
- Enhance learning at home
- Increase the number of parents in leadership and decision-making roles
- Enhance and improve community collaborations

DESCRIPTION OF HOW THE DISTRICT WILL IMPLEMENT REQUIRES DISTRICT-WIDE

PARENTAL INVOLVEMENT POLICY COMPONENTS

This policy is built on helping to fulfill the needs of all students – Title I, English Language Learners, over aged students and Special Education.

*Community School District 7 will continue to provide a series of Parent Workshops listed below for the year 2016-17 and continue to provide parents with educational support and access to resources.

Conversations with parents around Common Core Learning Standards will be ongoing.

At the end of every workshop session, we will have parents reflect on their learning and continue to survey their needs and request for additional Professional Development.

ADOPTION

This District wide Parental Involvement Policy has been developed jointly with, and agreed on with, parents of children participating in Title I, Part A programs, as evidenced by agendas, attendance sheets and participant surveys.

This policy was adopted by Community School District 07 on December 14, 2017 and will be in effect for the period of 2 years. The school district will distribute this policy to all parents of participating Title I, Part A children in the dominant languages spoken by parents in District 07 schools receiving funds under Title I, Part A on or before January 30, 2018. The final version of

this policy will also be included as an attachment to the DCEP and ESSA Waiver and be translated in the dominant language spoken by parents in District 07.

*** Original District Parent and Family Engagement Policy Adoption Page with Signatures is retained at the District Office*

CLICK HERE TO VIEW ADDITIONAL SECTIONS TO JUMP TO

SECTION 8: DISTRICT 100.11 PLAN AND BIENNIAL EVALUATION

Part A: District 100.11 Plan for the Participation by Teachers and Parents in School-based Planning and Shared Decision Making

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Directions: Commissioner's Regulation 100.11 requires that each district shall develop and adopt a district plan for the participation by teachers and parents with administrators and school board members in school-based planning and shared decision making. Such a district plan shall be developed in collaboration with the District Leadership Team (refer to Chancellor's Regulation A-655). The plan for participation in school-based planning and shared decision making shall specify:

1. the educational issues which will be subject to cooperative planning and shared decision making at the building level by teachers, parents, administrators, and at the discretion of the board of education or BOCES, other parties such as students, school district support staff, and community members;
2. the manner and extent of the expected involvement of all parties;
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 whereby disputes presented by the participating parties about the educational issues being decided upon will be resolved at the local level; and
6. the manner in which all State and Federal requirements for the involvement of parents in planning and decision making will be coordinated with and met by the overall plan.

District Leadership Teams are encouraged to review their current District 100.11 Plans as part of their annual review of the District Comprehensive Educational Plan to determine if any changes are needed. District 100.11 Plans will be posted online to provide access to School Leadership Teams (SLTs) within the respective districts. SLTs will be encouraged to utilize the District 100.11 Plan to help guide the work of the team and reinforce their understanding of the requirements under Commissioner's Regulation, Section 100.11. Therefore DLTs should consider this as they update their plans this year.

Note: The results of the District's Biennial Review of the District 100.11 Plan should be used to inform any revisions to the 100.11 plan. In addition to the results from the district surveys, District Leadership Teams are encouraged to use a variety of information (e.g., regular attendance by DLT members during SLT meetings, DLT member observation updates during DLT meetings, SLT data collection, and SLT training evaluation feedback) to inform the biennial review process and their successful implementation of the District 100.11 Plan.

District 7
Community School District Superintendent: Rafael Alvarez, IA
High School Superintendent: Michael Alcott

1. Indicate the educational issues which will be subject to cooperative planning and shared decision making at the building level by teachers, parents, administrators, and at the discretion of the district parties such as students, school district support staff, and community members.

The educational issues which will be subject to cooperative planning and shared decision making by the SLT (and all constituency groups), at the building level, will focus on improved student achievement for all students, including Students With Disabilities, English as New Learners and targeted subgroups. The Comprehensive Educational Plan will serve as the recording document whereby educational issues are articulated and will include but not be limited to the following:

Utilize all available accountability tools and data in order to conduct a comprehensive needs assessment of curriculum and instructional programs.

- Establish school wide priorities.
- Address other school related concerns, such as health and safety, nutrition, extra-curricular activities, enrichment, attendance and Community Based Organizations (CBO).
- Develop an action plan for implementation that includes:
 - Annual goals and measurable objectives
 - Targeted populations to be served.
 - Data-driven strategies and activities that align with the comprehensive needs assessment.
 - Timeline for each objective.

- Resources (personnel and fiscal) that will be used to implement actions and assess the success of the programs being implemented.

- Provide budgetary information that supports the action plan.
- Utilize the release of new qualitative and quantitative data in order to establish specific intervals for the evaluation of programs outlined in the DCEP.

2. Describe the manner and extent of the expected involvement of all parties (teachers, parents, administrators) in cooperative planning and shared decision making at the school building level.

The manner and extent of the expected involvement of all parties (teachers, parents, administrators) in cooperative planning and shared decision making at the school building level include the following:

Attend all team meetings including professional development opportunities when available.

- Communicate effectively with their constituent groups in order to ensure that issues pending before the SLT are shared prior to the SLT making a final decision.
- Share ideas and concerns collaboratively by listening to the ideas and concerns of others.
- Participate in the development and review of the Comprehensive Educational Plan (CEP).
- Check for alignment between the budget and the CEP.
- Engage in collaborative problem-solving and solution-seeking that will lead to consensus-based decisions to address the needs of all students.

- Review minutes and give feedback.

- Chair and/or serve on team sub-committees.

- Provide open access to the school community for all SLT meetings including sub-committee meetings.

- Share information in languages other than English spoken by the parents in the school.

3. Indicate the means and standards by which all parties shall evaluate improvement in student achievement.

The means and standards by which all parties shall evaluate improvement in student achievement include a review of the following data sources:

- NYS Accountability Status Report
- NYS School Report Card (Accountability and Overview Report – AOR)
- Comprehensive Information Report (CIR)
- NYS/NYC standardized assessments (Grades K-12)
- NYC School Quality Snapshot Report
- Periodic Assessments
- NYC School Quality Review (findings and recommendations)
- Learning Environment Survey
- Building/School Facilities Report
- Results from formal and informal assessments
- Inquiry Team Reports

The SLT can invite guest speakers including but not limited to representatives from their Center

4. Indicate the means by which all parties will be held accountable for the decisions which they share in making.

To facilitate an accountable decision making process, the following procedures have been established:

- The SLT will select a member of the SLT to serve as the chairperson. 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.
- The SLT will select a member of the SLT to serve as the secretary who will be responsible for sending SLT meeting notices and for keeping minutes of SLT meetings. Such minutes shall be maintained at the school, with a copy provided by the P/PTA. (Note: The school principal may designate an office staff member to assist the SLT secretary.)
- All information should be shared with each constituency group as needed.
- 5. Describe the process whereby disputes presented by the participating parties about the educational issues being decided upon will be resolved at the local level.

School Leadership Teams must use a consensus-based decision-making process as the primary means of making decisions. Teams must develop methods for engaging in collaborative problem solving and solution seeking that will lead to consensus-based decisions and, when necessary, effective conflict resolution strategies.

When a team has made every effort to resolve an issue and members cannot reach agreement the team should seek assistance from the DLT and if that is not successful, then it shall seek the assistance from the community or high school superintendent. The community of high school superintendent shall try to facilitate consensus among the SLT. If, after seeking and receiving these forms of assistance from the DLT and the superintendent, the SLT is still not able to reach consensus on the CEP, then the superintendent makes the final determination on developing a CEP. However, the superintendent makes the final determination on the CEP only as a last resort, if, all aforementioned methods of facilitating consensus among the members of the SLT have failed. When team members have difficulty obtaining information or wish to obtain assistance in resolving issues relating to consultation with the school principal, they may seek the assistance from the DLT or superintendent or designated staff member.

6. Describe the manner in which all State and Federal requirements for the involvement of parents in planning and decision making will be coordinated with and met by the overall plan.

School Leadership Teams will serve as the vehicle for consultation with parent representatives regarding state and federal mandates for parental involvement and reimbursable funding. The creation of SLTs in every school will meet the federal and state requirements under the ESSA waiver and the related titles (e.g., Title I and Title III) as well as State Education Law 2590, Federal Law Section 1118 and Chancellor's Regulations A-655 and A-660. To ensure the involvement of parents in planning and decision making the following activities will be conducted:

- Ongoing Professional Development regarding state and federal mandates for all SLT members and their constituencies will be provided
- SLTs will maintain documentation on file to verify that the required consultation with parents has taken place.

Part B: Biennial Evaluation of District 100.11 Plan

Directions: Commissioner's Regulation (CR) 100.11 requires the district's "Plan for the Participation by Teachers and Parents in School-based Planning and Shared Decision Making" to be reviewed biennially by the District Leadership Team. In evaluating the district's plan for implementing school-based planning and decision making through submission of a Biennial Review, districts are asked for their opinions and ratings as to whether or not the School Leadership Teams (SLTs) in the district are operating effectively and successfully under the current Chancellor's Regulations and Commissioner's Regulations. Shown below are the Component Areas (six required components of Commissioner's Regulation 100.11) that appear on the (required) New York State Biennial Review Form. Questions for Consideration are offered that may help a district to complete the Review collaboratively and forthrightly. The template for reporting is available on the NYSED website.

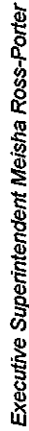
What are the implications of the Biennial Evaluation the DLT conducted in 2018-19?

- Ensure that SLT Bylaws comply and align with Chancellor's Regulation A-655
- Data Analysis
- Review the process for dispute resolution
- Aligning schools PIP to DPIP

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How do these implications influence the assessment of district needs and the work the DLT engages in to support SLTs?

Engaging SLTs throughout the district to address the needs identified.



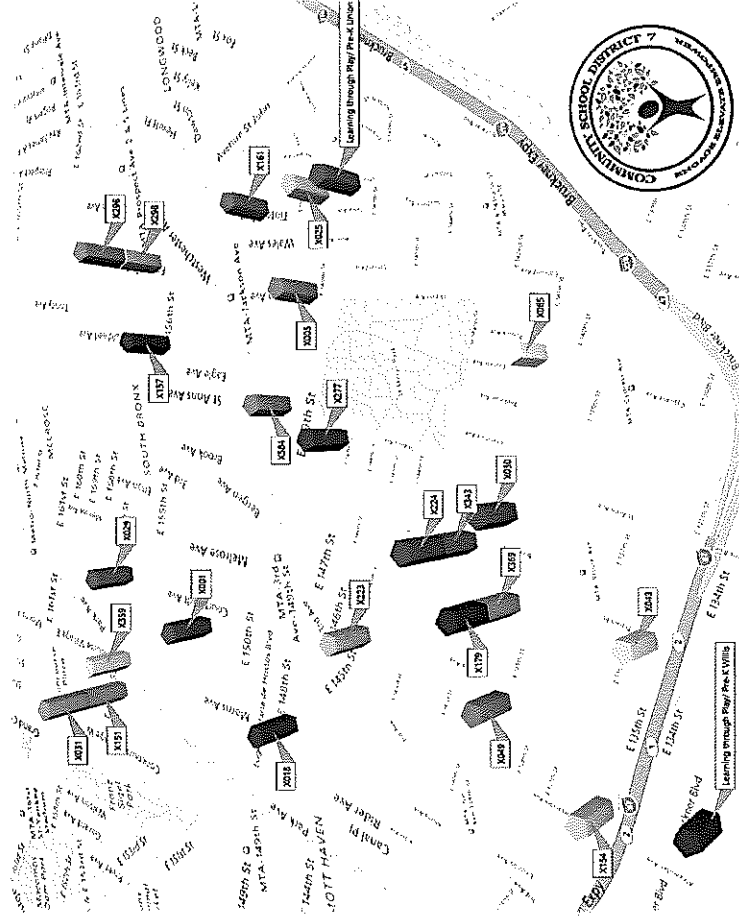
Superintendent Rafael Alvarez

DISTRICT 7 AT A GLANCE 2018-19

24 SCHOOLS: 11,000+ STUDENTS

Changliu Pichard's, Chavara 23

Where Are Our Schools?



14 Sites:

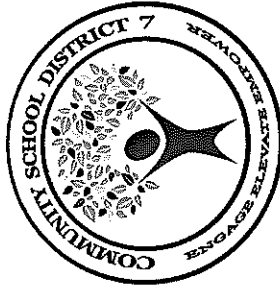
X001; X005; X025;
X029; X030; X031;
X043; X049; X161;
X179; X277; X369;
Willis Ave: Union

All Middle Schools

X001: X223

All Middle Schools

X001-X005



How Are Our Students Performing in ELA*?

GRADE	2017	2018
3	29 %	40 %
4	28 %	36 %
5	22 %	23 %
6	12 %	26 %
7	19 %	19 %
8	30 %	31 %
All Grades	25 %	32 %

*Values rounded to the nearest whole number.

****For citywide test results you can visit: <https://infohub.nvced.org/reports-and-policies/citywide-information-and-data/test-results>**



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Department of
EducationDepartment of
Education

Who Are Our Schools?

- 14 Elementary
- 6 Middle/Intermediate/Junior High
- 1 6-12
- 3 K-8
- 1 Blue Ribbon School (X359)

Who Are Our Students?*

- 69.5% Hispanic or Latino
 - 27% Black or African American
 - 1% Asian or Pacific Islander
 - 1.5% White
 - 1% Native American/ Alaska Native
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- 23% of Students have IEPs
 - 17% of Students are ELLs

*For citywide demographic data you can visit: <https://infohub.nyc.gov/reports-and-policies/citywide-information-and-data/test-results>

How Are Our Students Performing in Math*?

GRADE	2017	2018
3	30 %	41 %
4	25 %	32 %
5	23 %	26 %
6	11 %	15 %
7	12 %	16 %
8	11 %	17 %
All Grades	22 %	29 %

DISTRICT 7 VISION, MISSION, GOALS & PRIORITIES

District 7 Vision

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

District 7 Mission

In order to develop conscious, civic minded, independent successful 21st century leaders and global citizens District 7 empowers all stakeholders by:

- Ensuring Student 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

District 7 Equity Goal

Chancellor's Priority # 4 Advance Equity Now

To focus on disrupting the inequitable patterns in our district while incorporating culturally responsive teaching.

District 7 Instructional Focus

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

District Goals Aligned to Chancellor's Priorities*				
Accelerate Learning & Instruction/Develop People	Accelerating Learning & Instruction/Develop People/ Partner with Communities	Accelerating Learning & Instruction/Develop People/ Partner with Communities	Accelerating Learning & Instruction/Develop People	Partner with Communities/ Develop People
Goal 1 Rigorous Instruction	Goal 2 Supportive Environment	Goal 3 Effective School Leadership	Goal 4 Collaborative Teachers	Goal 5 Strong Family Ties
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 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 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 will empower, nurture and identify leaders within the district while attracting and retaining highly qualified diverse staff.	District 7 will empower parents and guardians within our district by creating a Family Empowerment Center.

*For additional information on district goals you can visit www.d7schools.com



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DISTRICT 7 PRIORITIES

Accelerating Learning & Instruction/ Develop People	
1	District 7 will increase instructional coherence and rigorous program 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.
2	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.
3	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.



Yaffa Cultural Arts Inc.

Presents: Stories For Change

Stories for Change is an intergenerational sharing that explores and celebrates the art of storytelling and performance as tools for galvanizing social justice and civic engagement. Audience members will be invited to join performers from Yaffa Cultural Arts and share their stories.

Evening Performance

Date: Thursday, November 15, 2018

Place: Apollo Theater
253 West 125th Street
Harlem NY

Time: 6:30 p.m. - 8:30 p.m.

Doors open at 6:00 p.m.

Reservations are free; Limited Seating Available

Reserve online at:

<https://www.eventbrite.com/o/masani-davis-17185310950>

For more information email Yaffaarts7@gmail.com or call 212-694-7245.

This program connects to common core ELA and social studies curriculum.

Stories for Change is made possible in part with funding from the Upper Manhattan

Empowerment Zone Development Corporation and administered by LMCC. <https://lmcc.net>

Presented in collaboration with the Apollo Theater Education Program.

APOLLO EDUCATION



NYC-ARTS



INVESTING IN PARENTS

LIFT

NEW YORK

LIFT wants every family to be healthy, happy and financially secure. We support families using personalized coaching to create connections to people, tools and resources. We partner one-on-one to support you in:



Education Planning: Explore educational options. Gain access to information on GEDs, job trade education and trainings to further your skills



Financial Coaching: Learn how to save, budget, and improve your credit score. Access to financial products in order to build your credit and increase your savings.



Career Exploration Access to career growth by identifying marketable skills, and trainings to strengthen skills allowing for better employment stability.

I am eligible if I am:

- A parent or caregiver for a child 0-8 years old
- Employed (part-time/full-time) or enrolled in job training or educational program
- Living in stable housing for at least the next 6 months
- Available to meet regularly for coaching sessions and take steps to achieve your goals

*If you meet **this criteria**, you have an opportunity to participate. Call us!*

Hours of Operation

Monday: 9:00 am – 5:00 pm

Tuesday: 9:00 am – 5:00 pm

Wednesday: 10:30 am – 6:30 pm

Thursday: 9:00am – 5:00 pm

Friday: 9:00 am – 5:00 pm

LIFT-New York

349 E 149 ST. SUITE 500

BRONX, NY 10451

(347) 584-4010

www.liftcommunities.org



LIFT

NEW YORK

INVIRTIENDO EN PADRES DE FAMILIA
INSPIRANDO POSIBILIDADES

LIFT quiere que cada familia esté sana, feliz y financieramente segura. Ayudamos a las familias con niños menores de 8 años conectar con las personas, las herramientas y los recursos que necesitan. Ofrecemos:



Consejo de Carreras: Planificación de largo plazo sobre temas de carreras, desarrollo profesional, construcción de currículo, y asistencia con el busco de empleo.



Entrenamiento Financiero: Te enseñamos cómo ahorrar, a hacer un presupuesto y mejorar su crédito. Te damos acceso a recursos financieros para construir su crédito y aumentar sus ahorros.



Guianza Educativo y Vocacional: Referidos y apoyos para enrolamiento a clases universitario, HSE/GED, clases de ingles/ESOL, y programas de entrenamiento para trabajo

Soy elegible si:

- Soy padre o guardián de un niño de 0-8 años de edad
- Estoy empleado (medio tiempo / tiempo completo) o matriculado en entrenamiento laboral o programa educativo
- Tengo una vivienda estable para los próximos seis meses
- Estoy disponible para acudir a las sesiones de entrenamiento y trabajar en mis metas

Si cumple con estos requisitos, tiene oportunidad de participar. Llámenos hoy!

Horario de servicios

Monday: 9:00 am – 5:00 pm

Tuesday: 9:00 am – 5:00 pm

Wednesday: 10:30 am – 6:30 pm

Thursday: 9:00 am – 5:00 pm

Friday: 9:00 am – 5:00 pm

LIFT-New York

349 E 149 ST. SUITE 500

BRONX, NY 10451

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Framework for Great Schools Element CSD 7	District Priorities 2018-19 Based on Results for District and IIT Reviews of Priority, Focus, and LAP schools	District Goals 2018-19	District Progress Monitoring Benchmark 2017-18 & Instrument of Measurement 2017-18	District Progress Monitoring Benchmark 2018-19 Instrument of Measurement 2018-19
<u>Rigorous Instruction</u> Instruction is customized, inclusive, motivating, and aligned to the Common Core. High standards are set in every classroom. Students are actively engaged in ambitious intellectual activity and developing critical thinking skills. (Aligned to DTSDE Tenet 3: Curriculum Development and Support)	District 7 will 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.	By June 2019, the District will support all 3K-12 schools in the quality implementation of rigorous and coherent CCLS-aligned professional collaborations for teacher as measure by a 5% increase in proficiency on the ELA and Math NYS tests.	By February 2018, all schools will provide the District with midyear assessment data analysis report, that reflects an increase in student learning outcomes compared to the school year opening assessment data. Instrument of Measurement: various school assessment data	By February 2019, all schools will provide the District with midyear CCLS & NYS standards aligned assessment data analysis report, that reflects an increase in student learning outcomes in ELA and Math compared to the school year opening assessment data. Instrument of Measurement: various school CCLS and NYS standards aligned assessments
<u>Supportive Environment</u> The school establishes a classroom and school culture where students feel safe, supported, and challenged by their teachers and peers. (Aligned to DTSDE Tenet 5: Student Social and Emotional Developmental Health)	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. We will continue to create respectful, positive, safe and orderly learning environments.	By June 2019, the District will support all 3K-12 schools with the coordination of school-wide social emotional learning systems as measured by a 2% increase in student attendance.	By February 2018, district-wide attendance will have improved by at least 1% when compared to previous year's ytd attendance. Instrument of Measurement: ATS assessment data	By February 2019, district-wide attendance will have improved by at least 1% when compared to previous year's ytd attendance. Instrument of Measurement: • ATS assessment data
<u>Collaborative Teachers</u> Teachers are committed to the success and improvement of their classrooms and schools. They have the opportunity to participate in	District 7 will empower, nurture and identify leaders within the district while attracting and retaining highly qualified diverse staff.	By June 2019, the District will support all 3K-12 schools in the quality implementation of rigorous and coherent CCLS-aligned professional collaborations for teacher as measure by a 5%	By February 2018, all schools will provide the District with midyear assessment data analysis report, that reflects an increase in student learning outcomes compared to	By February 2019, all schools will provide the District with midyear CCLS & NYS standards aligned assessment data analysis report, that reflects an increase in student

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professional development within a culture of respect and continuous improvement. (Aligned to DTSDE Tenet 4: Teacher Practices and Decisions)	Effective School Leadership Principals lead by example and nurture the professional growth of teachers and staff, developing and delivering the instructional and social-emotional support that drives student achievement. (Aligned to DTSDE Tenet 2: School Leader Practices and Decisions)	District 7 will design and orchestrate a robust system of structured 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.	By June 2019, the District will support all 3K-12 school leaders with professional collaborations as measured by a 5% increase in proficiency on the ELA and Math NYS tests.	Instrument of Measurement: various school assessment data various school CCLS and NYS standards aligned assessments
learning outcomes in ELA and Math compared to the school year opening assessment data. Instrument of Measurement: various school CCLS and NYS standards aligned assessments	the school year opening assessment data. Instrument of Measurement: various school assessment data	By February 2018, all schools will provide the District with midyear assessment data analysis report, that reflects an increase in student learning outcomes compared to the school year opening assessment data. Instrument of Measurement: various school assessment data	By February 2019, the District will support all 3K-12 school leaders with professional collaborations as measured by a 5% increase in proficiency on the ELA and Math NYS tests.	Instrument of Measurement: various school CCLS and NYS standards aligned assessments various school CCLS and NYS standards aligned assessments

<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)	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. Proposed New Goal: By June 2019, the District will support all 3K-12 schools with empowering parents as measured by a 5% increase in percentage of positive responses in the NYC School Survey section pertaining to inclusive family/school partnership and leadership.	By February 2018, all schools will provide the District with midyear assessment data analysis report, that reflects an increase in student learning outcomes compared to the school year opening assessment data. Instrument of Measurement: Various school assessment data	By February 2019, there will be at least a 3 % increase in the percentage of positive parent responses pertaining to inclusive family/school partnership and leadership in a District created parent survey. Instrument of Measurement: District created survey that will be completed during November-January parent teacher conferences PTA meetings, family workshops and other parent events.
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