



DISTRICT 27  
SUPERINTENDENT DAVID NORMENT  
**90 DAY PLAN**



Digital version of  
90 Day Plan



# District 27

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# District 27

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### District 27 Community Education Council

Lisa Johnson Cooper  
*President*

Beatrice Reid  
*1st Vice President*

Dr. Cassey Thime  
*2nd Vice President*

Rose Marie Gulston  
*Recording Secretary*

Simab Aziz  
*Treasurer*

Faiuze Ali  
*Member*

Aida Estez-Felipe  
*Member*

Jennifer McAloney  
*Member*





# District 27

## Welcome.

Dear D27 Parent Community,

I am truly honored to be given the opportunity to serve as your Superintendent. As a former Principal, I haven't forgotten the enormous responsibility that parents have in ensuring that our students and families are provided with the best education possible. With all the obstacles that we have faced together and will face going forward, please know that myself and the entire District 27 team respects everything you do.

My first task as Superintendent will be to strengthen the trust in our District 27 team. We must first earn that trust from you! Our goal is for you to feel comfortable in relying on the District 27 team to support your work as parent representatives. Your success is our success. I am excited to work collaboratively with you to reimagine our work together. In the coming weeks, I will be engaging in a "Listening and Learning Tour," for the purpose of hearing your voice to determine how to best serve you and your school communities.

As Superintendent, my role must include strengthening community and family connections, so I will also be meeting with all our various parent and community partners. This is an amazing opportunity to start fresh, to renew relationships that will begin an era of growth in our collective learning as parent leaders and in our students instructional, social and emotional learning and family empowerment.

We have begun the process of updating our district website, while creating additional district social platforms like Facebook, Instagram, and a District 27 student-led podcast. For now, please utilize our new district twitter page @D27NYC to post all the exciting events that are occurring throughout our district.

I humbly assume this new role as your Superintendent.

Thank You.  
In Unity,



Superintendent David Norment





# District 27

## The Development of the Vision & Mission

### Reading

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“All Pre-K through grade 2 teachers will begin to learn and acquire foundational reading content knowledge in order to address the differentiated ways to target foundational reading instruction to students. Schools will also explore scaling up teacher training in the science of reading to upper elementary teachers, middle school teachers and high school teachers.”

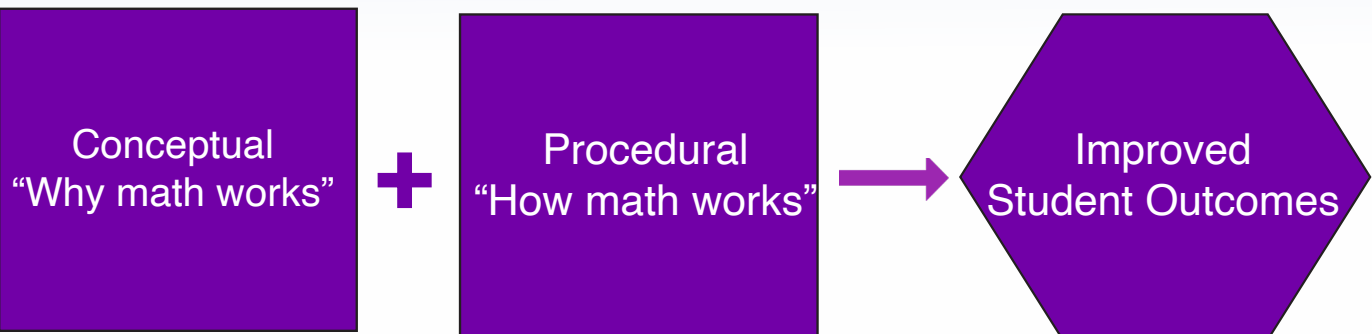
Decoding: + Vocabulary: + Language Patterns:  
Cultural Knowledge Language Structure Topic Knowledge

# District 27

## The Development of the Vision & Mission

### Mathematics

All teachers will reimagine how to plan for the conceptual areas around math instruction. Create real-world connections with math outcomes, determine and define the purpose of math instruction.





# District 27

## The Development of the Vision & Mission



### Writing

Teachers and leaders will evaluate and decide on a common writing process for their school communities that will develop student's mastery of writing across content areas. The teaching of writing should include student's utilization and mastery of the fundamental aspects of writing that include but are not limited to drafting, analyzing and revisions that address the proper use of grammar. Students should also be exposed to a plethora of writing styles such as expository, narrative, descriptive and persuasive.



# District 27

## The Development of the Vision & Mission

### Data Analysis

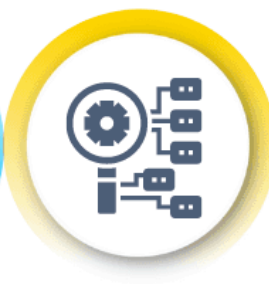
Teachers and leaders will leverage the root cause analysis process to support the development of goals, priorities and the creation of action plans that specifically detail desired impact and outcomes for students, teachers, and families.



**1** Realize the problem



**2** Gather data



**3** Determine possible causal factors



**4** Identify the root cause



**5** Recommend and implement solutions

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## Root Cause Analysis Process



# District 27

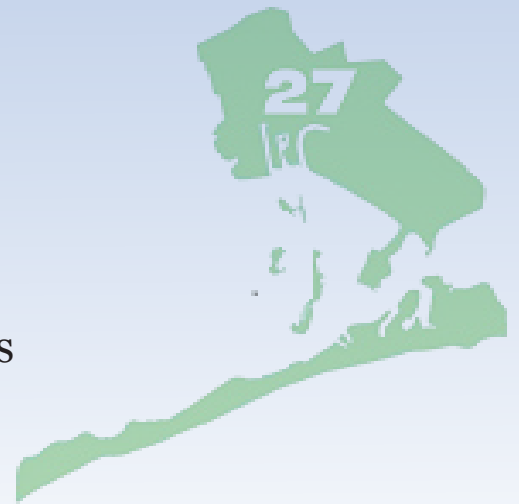
## Vision and Mission

### Vision

In Community School District 27, all students have the knowledge and real world skills that deepen their understanding of the importance of global and civic citizenship and lifelong learning strategies which impact academic success and career pathways.

The mission of Community School District 27 is to collaborate with stakeholders to reimagine our shared purpose and approach to teaching and learning as a springboard for equitable and quality instructional experiences that are grounded in data, social emotional learning, the science of reading, writing and the conceptual understanding of mathematical thinking, on all grade levels.




### Mission





# District 27

## Learn, Plan, Act.

 LEARN	PLAN 	 ACT
<p>During this process, the Superintendent and his team continues to meet with various stakeholders and listens to their ideas on ways the D27 Superintendent's office can strengthen and support our multiple constituents.</p>	<p>Based on the conversations with our various stakeholders, the Superintendent and his team utilized multiple data points from the "Listening and Learning Tour," to craft systems and structures that plan to strategically address the ideas and needs captured.</p>	<p>This section provides the actionable steps on how the Superintendent's team will implement the plan in alignment with the needs assesment, district resources and the District 27 Vision and Mission.</p>



# District 27

## Learn



Speaking with Elected Officials,  
we learned...

- Parents have concerns around the Office of Pupil Transportation (OPT) and having information prior to the start of school.
- Elected officials want to support schools with resources and have ongoing communication with Principals and the Superintendent's office.
- More opportunities are needed for after school programs to support student and their parent's safety and growth. (Financial Literacy instruction)
- Swimming courses need to be more accessible for every student in District 27.



# District 27

## Learn



Hearing from the community,  
we learned...

- Community members want to bridge the gaps between neighborhoods in the Rockaways to ensure safety and strengthen unity.
- There is a need for the District 27 Superintendent's Team to be engaged in community events and conversations.
- Financial literacy is a subject that needs to be embedded into the school curriculum.
- Families need access to resources that are provided by the city and how the Superintendent's office can be a conduit for these resources.







Partnering with the CEC,  
we learned...

- There is a need for transparency of district-wide data.
- Men of color are not adequately represented as instructional leaders. We need to be more intentional about recruiting and retaining teachers that represent students in all our schools.
- Continue to engage in “Meet & Greet” sessions and diverse community town halls hearing various voices as a strategy to reach families.
- Set tone and environment expectations for District 27 schools for teachers, families and students.



### Collaborating with Principals, we learned...

- There is a need for content-specific professional learning for teachers in our schools.
- Principals are eager to partner with the district and share their areas of expertise to collaborate to improve the district overall.
- Develop a district-wide inclusive environment that fosters collaboration, communication and integrity.
- The need for teams to strengthen how to progress monitor student performance based on the district-wide and internal assessment results.
- Principals look forward to professional learning in smaller groups, for more targeted support and sharing of best practices.





### Analyzing District 27 Data

#### Chronic Absenteeism:

- 40.4% of students in District 27 were absent 17 or more days (chronically absent) in the 2021-2022 school year.

#### Acadience:

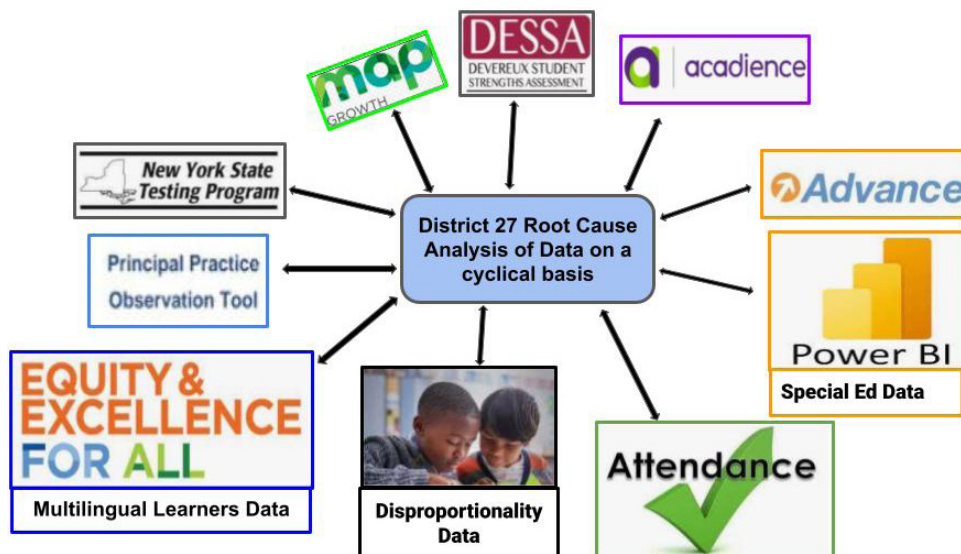
- In the 2021-2022 school year, according to the Acadience assessment results, 45.8% of K-2 students in District 27 were reading on or above grade level.
- In District 27, 19 schools were below the district average and 19 schools were above the district average.

#### MapGrowth Reading:

- In the 2021-2022 school year, according to the MapGrowth assessment results, 50.9% of 3rd grade through 12th grade students in District 27 were reading on or above grade level.
- In District 27, 27 schools were below the district average and 21 schools were above the district average.

#### MapGrowth Math

- In the 2021-2022 school year, according to the MapGrowth assessment results, 42.4% of Kindergarten through 12th grade students in District 27 were reading on or above grade level.
- In District 27, 24 schools were below the district average and 24 schools were above the district average.







## **Develop District-Wide Goals**

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In the first 90 days we plan to...

Develop specific goals that align with our mission and vision that include student, parent and educator voice for:

- Reading
- Mathematics
- Writing
- Data Analysis
- Social Emotional Learning





## Allocate Human and Fiscal Resources

In the first 90 days, we plan to...

- Determine how grants will be utilized to support the needs of schools across the district.
- Create systems within our District 27 Team to support schools efficiently, with quality and with integrity.
- Work with our elected officials to determine what resources can be allocated to our schools based on need.
- Each instructional support point within the Superintendent's team will have a specific group of schools they will be responsible for supporting.
- The Superintendent's team will partner with the Division of Special Education, the Division of Curriculum and Instruction, the Division of Teaching and Learning and the Office of Multi-Lingual Learners to provide resources and differentiated support to school leaders and teams responsible for servicing those specific subgroup populations.



## Prioritize Professional Learning for Educators

In the first 90 days, we plan to...

- Use data trends and needs for each school and determine professional learning for groups of schools and individual schools.
- Conduct instructional walk-through's with every school in the district to assess the instructional needs of individual schools.
- Engage in one-to-one discussions with every Principal to determine what support structures would best assist our schools.
- Create cohorts/clusters of schools within the district that have similar needs and target professional learning for those schools.
- Set up an inter-visitation schedule in order identify the best practices within the district. The purpose of the inter-visitation schedule is to ensure that schools are sharing ideas and resources.
- Assign school points for every school who serve as a liaison and funnel the multiple support structures provided by the district.
- Begin a series of Professional Development for teachers based on trends identified during the instructional walk-through's.
- Systematize the process and support for pre-referrals and initial referrals for our special education programs and students.



## District-Wide Communication

In the first 90 days, we will...

- Engage stakeholders in a town hall specifically focusing on OPT Community Concerns.
- Continue to communicate District-wide data trends to the community in a format that is easily understood, clearly communicated and makes purposeful alignment to the District Vision and Mission.
- In November, the district will host a hiring fair/informational event in order to provide access and opportunities for men of color to connect with job opportunities and career pathways within and outside of the NYC DOE.
- Create a free adult learning English Language course for interested families.
- Staff the Far Rockaway Family Empowerment Center with District 27 staff to support families.







In the first 90 days, we will...

- Provide professional learning around the science of reading, conceptual mathematics.
- Provide professional development to cohorts of educators with similar needs.
- Establish multiple cohorts to support professional learning throughout the District. (Middle School Cohort, New Principal Cohort, Common Instructional Foci Cohort, At-Risk schools Cohort, etc;)



**Provide Professional Learning to Educators**



## **Analyze District Data in Cycles**

In the first 90 days, we will...

- Develop a district wide data analysis protocol
- Analyze district-wide data from the following assessments:  
Spring 2022 NYS Assessment (Reading & Math)  
Fall 2022 Acadience Assessment (K-2 Reading)
- Fall 2022 MAP Growth Assessment (Reading & Math)
- Work with schools to analyze school-level data to determine an action plan for improvement.
- Monitor Chronic Absenteeism data while supporting schools and families with attendance.
- Monitoring Special Education data and supporting schools with providing all Special Education students with services.





## **Continue to hear all voices**

In the first 90 days, we will...

- Continue conversations with elected officials, community members, representatives of collective bargaining partners, the CEC and Principals.
- Initiate conversations with District 27 students, parents and teachers

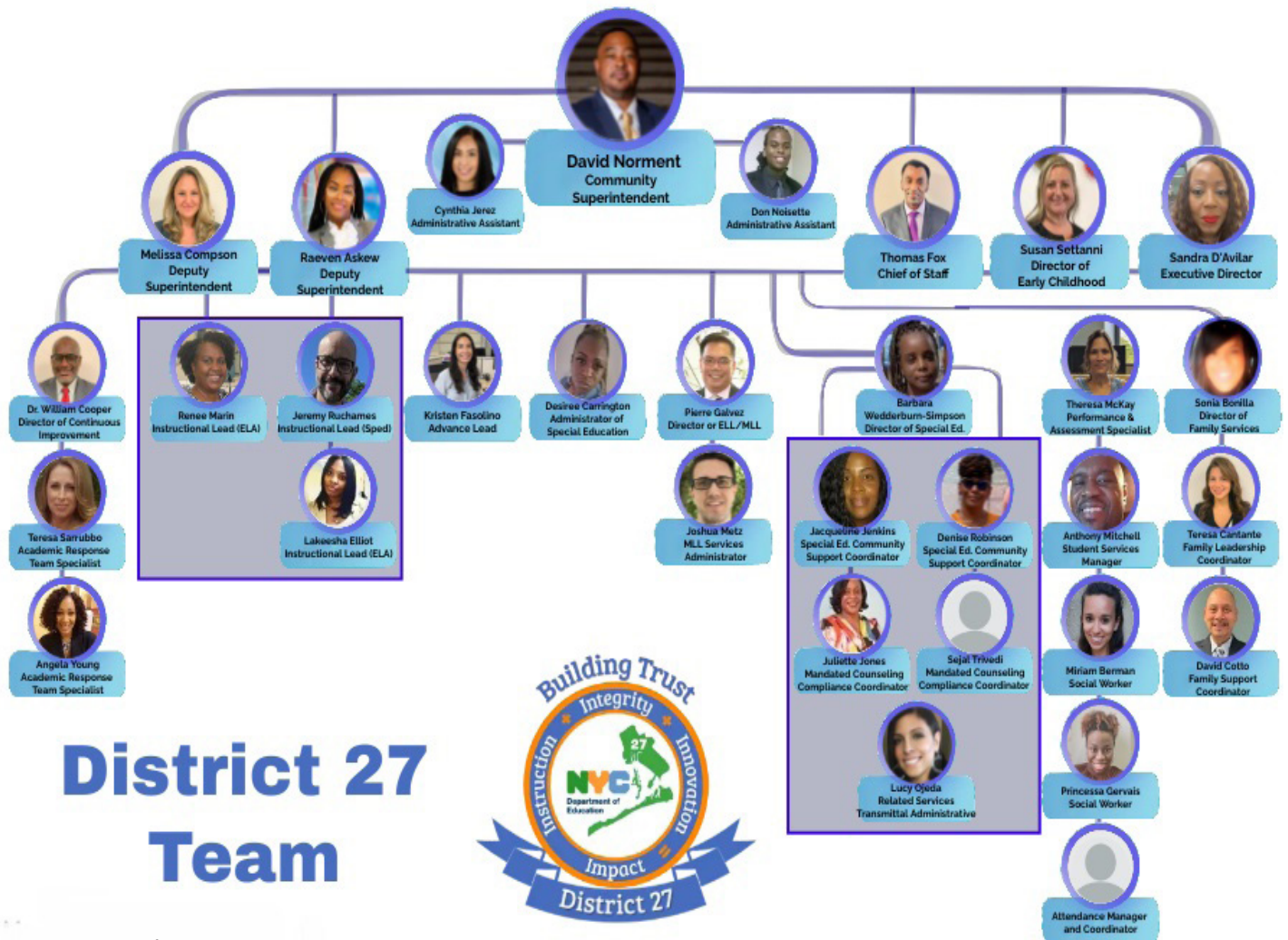
USE

YOUR

VOICE

# District 27

## Act



### **Instructional Leads:**

- Provides content/subject specific instructional support for all schools within D27.

### **APPA:**

- Responsible for supporting schools programming, compliance and adherence to state and city mandates, promotional guidance, STARS, ATS etc;

### **ASE:**

- Responsible for ensuring that all program recommendations mandated by students IEP's are provided, supporting the initial evaluation process, Annual Reviews, Impartial Hearings, etc;

### **ED:**

- Responsible for supervising, organizing and monitoring the Superintendent's Instructional support members.

### **Chief of Staff:**

- Ensures the operational function of the office and mandates affecting school; oversees the safety, legal, community and collective bargaining issues of the District and on behalf of its schools.

### **Deputy Superintendents:**

- Overall monitoring of the Superintendent's office, implementing the District Vision and Mission, Evaluation of Principal Practice, etc;





<https://twitter.com/D27NYC>



<https://www.instagram.com/district27nyc/>



<https://www.district27nyc.org/>

