

Receivership Schools ONLY

Final Report: *January 31, 2020 to June 30, 2020* and Continuation Plan for the 2020-21 School Year

School Name	School BEDS Code	District	Lead Partner or EPO	Hyperlink to where this plan will be posted on the district website: https://infohub.nyced.org/resources/school-programs/school-receivership#site-main				
23K327: P.S. 327 Dr. Rose B. English	332300010327	NYC Geographic District #23		Check which plan below applies:				
				SIG			SCEP	
				Cohort:			Yes	
Model:								
Superintendent/EPO	School Principal	Additional District Staff working on Program Oversight		Grade Configuration	High School Graduation Rate (If applicable, please provide the most recent graduation rate data available.):	% ELL	% SWD	Total Enrollment
Richard Carranza, Chancellor	Dr. Georgette Malcolm	Karen Watts, Executive Superintendent Dr. Miatheresa Pate, Superintendent Donald Conyers, First Deputy Chancellor I.A. Sharon Rencher, Senior Executive Director of State/Federal Education Policy		PK-05	N/A	6.8%	21.0%	295
	Appointment Date: 1/6/2018							

Executive Summary

Please provide a *plain-language summary* of this combined report and continuation plans in terms of implementing key strategies, engaging the community, and enacting Receivership. The summary should be written in terms easily understood by the community-at-large. Please avoid terms and acronyms that are unfamiliar to the public and limit the summary to *no more than 500 words*.

The New York City Department of Education (DOE) is committed to ensuring that students in every borough, district, neighborhood, and school have the opportunities to achieve their dreams. We are continually assessing Level 1 and Level 2 indicator data for Receivership schools and adjusting strategies as needed. Community stakeholders are engaged through the Receivership public hearings and school Community Engagement Teams. The NYCDOE continues to improve on providing high-quality services to Receivership schools so that student achievement will improve.

Our strategy is Comprehensive School Support (CSS), which aims to do the following as a system:

- Accelerate learning in ALL schools
- Close the opportunity gap by addressing disproportionality
- Bring coherence to the way administrators use data
- Reallocate support with a lens on equity

The NYCDOE Office of the First Deputy Chancellor operates under a theory of action that if we, through a shared school improvement framework, collaborate with our central DOE and community partners to empower executive superintendents to equitably support schools based on their unique and individual needs, and to build schools' capacity to independently engage in a cycle of continuous improvement whereby schools:

- Identify the needs of their school community
- Develop a strategic action plan aligned with the school improvement framework that addresses their needs
- Receive high quality, tiered, supports aligned to their strategic action plan
- Engage in regular monitoring to assess the impact of their plan in meeting their needs
- Continuously adjust their plan to ensure that their school community's needs are met and equity is advanced

Then all schools will become equitable educational institutions that provide all NYC students with the opportunities and skillset to become college and career ready.

Schools develop a CEP that addresses each of their unique improvement areas: these plans reference specific CSS drivers (student achievement, disproportionality, equity, etc.). School supports are tiered and differentiated based on their needs, as articulated by their CEPs. Borough and Citywide Offices plan to engage in regular monitoring of school support and its impact on school CEPs. Receivership schools are part of the following Borough and Citywide Offices: ACCESS, Bronx, Brooklyn North, Manhattan, and Queens South. Progress monitoring takes place at all levels: with schools, BCOs, superintendents, Executive Superintendents, and NYCDOE leadership.

We seek to ensure that each Receivership school is on-track to meet or exceed its Demonstrable Improvement indicators. For fall 2020, we are preparing for multiple blended learning models to meet the diverse needs of our families and students, and any family can choose all-remote learning. As we prepare to deliver education through a blended learning model this school year, we will continue to focus on the progress of our Receivership schools.

Attention – This document is intended to be completed by the School Receiver and/or its designee and submitted electronically to OISR@NYSED.gov. The reporting portion of this document is a self-assessment of the implementation and outcomes of key strategies related to Receivership, and as such, should not be considered a formal evaluation on the part of the New York State Education Department. This document serves as the continuation plan for Receivership schools receiving School Improvement Grant (SIG) funds. It also serves as the planning instrument for Receivership schools with School Comprehensive Education Plans (SCEP). This document in its entirety must be posted on the district website.

Please note - All prompts submitted under the “2020-21 School Year Continuation Plan” heading should directly align with or be adaptations to the previously approved intervention plans (SIG, or SCEP), and must have input from community engagement teams.

Directions for Part I and II - District and school staff should respond to the sections of this document by both analyzing and summarizing the key strategies that will be addressed in their 2020-2021 Continuation Plan in light of their anticipated level of implementation and their anticipated impact on student learning outcomes. The 2020-2021 Continuation Plan is an opportunity for district and school staff to present their proposed actions and adaptations for the upcoming school year. This is intended to create the framework by which the school transitions from the current year to the upcoming school year in a manner that represents continuous and comprehensive planning. The District should ensure the key strategies address the needs of all learners, particularly the needs of subgroups of students and those at risk for not meeting the challenging State academic standards. District and school staff should consider the impact of proposed key strategies on student learning, as well as the long-term sustainability and connectivity of those key strategies to diagnostic review feedback.

Part I – Demonstrable Improvement Indicators (Level 1)

<u>LEVEL 1 Indicators</u>		
Please list the school’s Level 1 indicators and complete all columns below. This information should provide details about the implementation of strategies that will support progress toward the Demonstrable Improvement Indicators.		
Identify Indicator	What will be the SCEP/SIG goals and/or key strategies that will support progress in this demonstrable improvement indicator? Include a discussion of any adjustments made to key strategies since the last reporting period and a rationale as to why these adjustments were made.	2020-21 School Year Continuation Plan for Meeting this Indicator
(100) 3-8 ELA All Students Core Subject Performance Index	<p>Goal: By June 2020 the ELA Core Subject Performance Index will increase to 78.8 to meet our Demonstrable Improvement Indicator as measured by performance on the NYS ELA exam.</p> <p>Strategies:</p> <ul style="list-style-type: none"> • Tier 2 and Tier 3 RTI for students reading below grade level is being identified using F&P. and iReady Diagnostic data • Teachers/staff are using Tier 1 strategies to determine the need for more targeted interventions that occur on Tier 2 RTI. • Tier 2 and Tier 3 RTI targeted research- based reading strategies are being provided to support students who are not responding to Tier 1 interventions. • Teachers and administrators are engaging in progress monitoring to track and measure the effectiveness of strategies/best practices and the improvement of students. • What I Need (W.I.N) periods are being scheduled daily to support the instructional needs of all students. • Teacher teams are meeting weekly in collaborative Professional Learning Communities (PLCs) to create and refine units of study that are standards aligned, embed the hallmarks of Advanced Literacy, include instructional supports that meet the needs of all learners and common assessments that are aligned to the rigor and structure of the NYS ELA exam. • Teacher teams are engaging in weekly PLCs to engage in common planning to collaboratively plan lessons that are inclusive of an Advanced Literacy approach that meet the needs of all learners. • Teachers are integrating close reading approaches into their daily lessons to support students in analyzing 	<ul style="list-style-type: none"> • Tier 2 and Tier 3 RTI for students reading below grade level will be identified using F&P and iReady Diagnostic data. Students within their tiers, will receive targeted instruction to improve their phonemic awareness, vocabulary, fluency, reading comprehension and writing skills. Interventions will include Foundations Intervention Program, Wonders Intervention Program, SPIRE Intervention, Orton Gillingham, Great Leaps Program and Teacher’s College Writing Program. Elements of the instructional model can occur in a synchronous or asynchronous manor to support students learning remotely. • Teachers/staff will use Tier 1 strategies to determine the need for more targeted interventions that occur on Tier 2 RTI. Tier 1 strategies would include F & P assessment, Wonders assessments, small group instruction/observation, conferencing.

	<p>and critiquing a story using text based evidence.</p> <ul style="list-style-type: none"> • Daily use of a Teacher's College writing approach to develop student's critical reading skills, understanding of writing i.e. structure and development and inquiry. • Reading comprehension strategies such as (activating prior knowledge, predicting, questioning and monitoring, retelling and recalling, analyzing and critiquing, drawing conclusions and summarizing) are being used daily to meet the instructional needs of the students. • Administrators are providing targeted professional learning sessions to our teachers in order to enhance pedagogy, thereby increasing student achievement. Ongoing professional learning will also be provided to introduce new research-based strategies that are aligned to our instructional focus, supports student needs and reinforce/strengthen best practices. Professional learning will be both needs-based, and support-based. • Administrators are collaborating with NYCDOE Borough to engage teachers of SWDs and ENLs in a year-long professional learning series on Specially Designed Instruction to support meeting the needs of these subgroups. • Administrators and ILT are engaging in weekly learning walks to monitor the implementation and impact of professional development and provide teachers with actionable feedback to improve their instructional practices. Administration are also conducting rounds of observations. • Teachers are analyzing BOY and MOY data after each benchmark assessment and use the Benchmark Data Analysis Report to create an instructional plan that responds to students' needs. Instructional plan are including students who have been identified to receive Tier 2 and Tier 3 academic interventions. The ILT is reviewing data and providing feedback to strengthen the instructional plans. • During January's ILT meetings, the ILT team is conducting a comprehensive analysis of the iReady and Ready benchmark assessment data for students in all Tiers, as well as gauge overall implementation and impact of the year-to-date efforts to improve instruction, and recommending adjustments to the school improvement plan for February-June period. 	<ul style="list-style-type: none"> • Tier 2 and Tier 3 RTI targeted research- based reading strategies will be provided to support students who are not responding to Tier 1 interventions. Research-based reading strategies will be used to improve phonemic awareness, vocabulary, fluency, reading comprehension and writing skills. Interventions will include Foundations Intervention Program, Wonders Intervention Program, SPIRE Intervention, Orton Gillingham, Great Leaps Program and Teacher's College Writing Program, Imagine Learning. • Teachers and administrators will engage in progress monitoring to track and measure the effectiveness of strategies/best practices and the improvement of students. Progress monitoring will be based on formative and summative Wonders assessments, F & P /running records, IReady Diagnostic Assessment, Teacher's College assessment, Project Based Assessments, Portfolio Assessments. • What I Need (W.I.N) periods will be scheduled daily to support the instructional needs of all students. WIN instruction will focus on improving phonemic awareness, vocabulary, fluency, reading comprehension and writing skills. Resources will include IReady online instruction, IReady Teacher's Toolbox, small group instruction, Foundations, SPIRE, Great Leaps and Ortin Gillingham. Lessons can be presented in a synchronous or asynchronous manor to support students remotely. • Teacher teams will meet weekly to collaborate Professional Learning Communities (PLCs) to create and refine units of study that are standards aligned, embed the hallmarks of Advanced Literacy, include instructional supports that meet the needs of all learners and common assessments that are aligned to the rigor and structure of the NYS ELA exam. • Teacher teams will engage in weekly PLCs to engage in common planning to collaboratively plan lessons that are inclusive of an Advanced Literacy approach
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		<p>that meet the needs of all learners.</p> <ul style="list-style-type: none"> • Teachers will integrate close reading approaches into their daily lessons to support students in analyzing and critiquing a story using text- based evidence. • Daily use of a Teacher's College writing approach to develop student's critical reading skills, understanding of writing i.e. structure, development and inquiry. • Teachers will integrate daily writing throughout all content areas in order to provide students with multiple opportunities to express their thinking and sharing of ideas. • Reading comprehension strategies such as (activating prior knowledge, predicting, questioning and monitoring, retelling and recalling, analyzing and critiquing, drawing conclusions and summarizing) will be used daily to meet the instructional needs of the students and improve their reading comprehension skills during small group instruction and guided reading using the Wonders Reading Program. • Administrators will provide targeted professional learning sessions to our teachers in order to enhance pedagogy, thereby increasing student achievement. Ongoing professional learning will also be provided to introduce new research-based strategies that are aligned to our instructional focus, supports student needs inclusive of effective phonemic awareness, vocabulary, fluency, reading comprehension and writing instruction, and reinforce/strengthen best practices. Professional learning will be both needs-based, and support. • Administrators and ILT will engage in weekly learning walks to monitor the implementation and impact of professional development and provide teachers with actionable feedback to improve their instructional practices. Administration will also conduct rounds of observations utilizing checklists • Teachers will analyze BOY and MOY data after each
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		<p>benchmark assessment and use the Benchmark Data Analysis Report to create an instructional plan that responds to students’ needs. Instructional plan will include students who have been identified to receive Tier 2 and Tier 3 academic interventions inclusive of instruction to strengthen and improve phonemic awareness, vocabulary, fluency, reading comprehension and writing skills. ILT will review data and provide feedback to strengthen the instructional plans.</p> <ul style="list-style-type: none"> • During January's ILT meetings, the ILT team will conduct a comprehensive analysis of the iReady and Ready benchmark assessment data for students in all Tiers, as well as gauge overall implementation and impact of the year-to-date efforts to improve instruction, and recommend adjustments to the school improvement plan for February-June period.
<p>(110) 3-8 Math All Students Core Subject Performance Index</p>	<p>Goal: By June 2020 the Mathematics Core Subject Performance Index will increase to 59.1 to meet our Demonstrable Improvement Indicator as measured by performance on the NYS Mathematics exam.</p> <p>Strategies:</p> <ul style="list-style-type: none"> • Tier 1 and Tier 2 RTI for students below grade level in understanding grade level mathematical concepts are being identified using Envision 2.0 Benchmark assessments and iReady Diagnostic data. • Teachers/staff are using Tier 1 strategies to determine the need for more targeted interventions that occur on Tier 2 RTI. • Tier 2 and Tier 3 RTI targeted research- based math strategies are being provided to support students who are not responding to Tier 1 interventions. • Teachers and administrators are engaging in progress monitoring to track and measure the effectiveness of strategies/best practices and the improvement of students. • What I Need (W.I.N) periods are being scheduled daily to support the instructional needs of all students. • Teacher teams are meeting weekly in collaborate Professional Learning Communities (PLCs) to create and refine units of study that are standards aligned, embed the hallmarks of a balanced Math approach, include instructional supports that meet the needs of all learners and common assessments that are aligned to the rigor and structure of the NYS Math exam. 	<ul style="list-style-type: none"> • Envisions 2.0 Benchmark Assessment and iReady Diagnostic data will be used to tier students for intervention and enrichment instruction using a 4-tier approach. • Teachers/staff will use a defined Envisions 2.0’s math 70 -minute Math Block structure/routine inclusive of Show and Share, Visual Representation, Assessment and Differentiation for Tier 1 instruction. Instructional strategies utilized and assessed on Tier 1 will determine the need for more targeted interventions that occur on Tier 2 RTI. Teachers/staff will design lessons using the principles of UDL/SDI and explicit instruction to address ALL students learning needs. Elements of the instructional model can occur in a synchronous or asynchronous manor to support students learning remotely. • Teachers/staff will engage in targeted professional learning supported by the NYC BCO

	<ul style="list-style-type: none"> • Teacher teams are engaging in weekly PLCs to engage in common planning to collaboratively plan lessons that are inclusive of a Balanced Math approach that meet the needs of all learners. • Teachers are providing differentiated math instruction focused on problem solving strategies, fluency, real world math task, math vocabulary that assist in developing an understanding of mathematical concepts. • Administrators are providing targeted professional learning sessions to our teachers in order to enhance pedagogy, thereby increasing student achievement. Ongoing professional learning is also being provided to introduce new research-based strategies that are aligned to our instructional focus, supports student needs and reinforce/strengthen best practices. Professional learning will be both needs-based, and support-based. • Administrators are collaborating with NYC DOE Borough Office to engage teachers of SWDs and ENLs in a year-long professional learning series on Specially Designed Instruction to support meeting the needs of these subgroups. • Administrators and ILT are engaging in weekly learning walks to monitor the implementation and impact of professional development and provide teachers with actionable feedback to improve their instructional practices. Administration will also conduct rounds of observations. • Teachers are analyzing BOY and MOY data after each benchmark assessment and use the Benchmark Data Analysis Report to create an instructional plan that responds to students' needs. Instructional plan will include students who have been identified to receive Tier 2 and Tier 3 academic interventions. ILT will review data and provide feedback to strengthen the instructional plans. • During January's ILT meetings, the ILT team is conducting a comprehensive analysis of the iReady and Ready benchmark assessment data for students in all Tiers, as well as gauge overall implementation and impact of the year-to-date efforts to improve instruction, and recommending adjustments to the school improvement plan for February-June period. 	<p>focused on understanding and utilizing Envisions 2.0's lesson components (Solve and Share and Visual Representation) to build student's conceptual understanding of mathematics with associated manipulatives. NYC BCO will support teacher teams in implementing math units of study with the necessary instructional skills and strategies to ensure that all students needs are addressed.</p> <ul style="list-style-type: none"> • Tier 2 and Tier 3 RTI targeted research- based math strategies will be provided. Students identified who are not responding to Tier 1 interventions will receive additional instruction on Tier 2 utilizing Envisions 2.0 Math Diagnosis and Intervention System or Tier 3. Tier 3 supports will be more intensive and are administered using Marilyn Burns Do the Math. Students within their tiers, will receive targeted explicit instruction, receive support in developing math fluency, verbalization of their mathematical reasoning, problem solving skills and critical thinking skills needed to foster conceptual understanding. • Students identified as SWDs will receive explicit instruction on the content taught as it relates to the standard, verbalization of their mathematical reasoning, provided visual representations, a range of sequenced examples of target mathematics concepts and skills i.e. Flash Cards, Math Fluency and Games. Data and feedback on mathematics performance will be provided during the cycle. • Teachers and administrators will engage in progress monitoring using Envisions 2.0's Topic Assessments and Performance Task to track and measure the effectiveness of instructional
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		<p>strategies/best practices utilized to improve student’s outcomes. Pearson Realize in conjunction with Google Classroom may be utilized to support student’s in demonstrating their understanding of the content learned.</p> <ul style="list-style-type: none"> • What I Need (W.I.N) periods will be scheduled daily to support the instructional needs of all students utilizing a small group approach. WIN instruction will focus on developing math fluency, student verbalization of mathematical reasoning, utilization of visual representations i.e. digital or handheld manipulatives and/or pictures, problem solving skills and critical thinking skills needed to foster conceptual understanding. IReady Toolbox lessons are used and can be presented in a synchronous or asynchronous manor to support students remotely. • Teacher teams will meet weekly in collaborative Professional Learning Communities (PLCs) to create and refine units of study and or math modules that are NGLS Standards aligned. Teachers teams will embed the hallmarks of a balanced math approach in lessons, and include instructional supports i.e. AVID strategies that meet the needs of all learners. Also, teacher teams will plan common and project-based assessments that are aligned to the rigor and structure of the NYS Math exam. • Teachers will provide differentiated math instruction focused on problem solving strategies, math fluency, real world math task, math vocabulary, and the utilization of visual representations that assist students in developing an understanding of mathematical concepts.
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- Administrators will provide targeted professional learning sessions to our teachers in order to enhance pedagogy, thereby increasing student achievement. Ongoing professional learning will be provided to introduce Math NGLS, new research-based strategies that are aligned to our instructional focus. Professional learning will also address the needs for math supports for all students inclusive of fluency, problem solving and critical thinking skills to foster conceptual understanding and reinforce/strengthen best practices. Professional learning will be both needs-based, and support-based.
- Administrators will collaborate with NYC DOE Borough Field Support to engage teachers of SWDs and ENLs in a year-long professional learning series on Specially Designed Instruction to support meeting the needs of these subgroups in the area of mathematics.
- Administrators and ILT will engage in weekly learning walks and student engagement remote classroom visits to monitor and support the implementation and impact of professional development and provide teachers with actionable feedback to improve their instructional practices in the area of math. Administration will also conduct rounds of observations.
- Teachers will analyze BOY and MOY data after each benchmark assessment and use the Benchmark Data Analysis Report to create an instructional plan that responds to students' needs. Instructional plan will include students who have been identified to receive Tier 2 and Tier 3 academic interventions inclusive of

		<p>instruction to strengthen and develop fluency, problem solving skills and critical thinking skills needed to foster conceptual understanding. ILT will review data and provide feedback to strengthen the instructional plans.</p> <ul style="list-style-type: none"> • During January's ILT meetings, the ILT team will conduct a comprehensive analysis of the iReady Winter Diagnostic and Envisions 2.0 Math Benchmark assessment data for students in all Tiers, as well as gauge overall implementation and impact of the year-to-date efforts to improve instruction. Make recommended adjustments to the school improvement plan for February-June period.
(150) Grades 4 and 8 Science All Students Core Subject Performance Index	<p>Goal: By June 2020, the school will increase the Core Subject Performance Index of all students in grade 4 by a minimum of 10 points to meet the demonstrable improvement indicator improvement goal of 145.2 as measured by performance on the NYS Science Exam.</p> <p>Strategies:</p> <ul style="list-style-type: none"> • Administrators are adapting a new science core curriculum, Amplify Science, that blends hands-on investigations literacy-rich activities, and interactive digital tools to empower students to think, read, write, and argue like real scientists and engineers across all grades. • Measuring Up is being used to prepare 4th grade students for the NYS science exam. • The Instructional Leadership Team is analyzing 4th grade science units and pacing calendars and modifying as needed to ensure alignment to the content and rigor of the NYS exam. • Test Prep Academy will be offered to all 4th grade students. • 4th grade extended day tutoring is ensuring science instruction. 	<ul style="list-style-type: none"> • The Science cluster teacher will continue to create science instruction for every grade, with focus especially for 4th grade. • The 4th grade had science instruction will continue to occur 2/3 times a week. • The students will continue to engage in online activities. • The students will continue to engage in the Amplify curriculum including all online demonstrations and labs. • All units and modules will continue to be NGLS aligned.
(160) 3-8 Chronic Absenteeism – All Students	<p>Goal: By June 2020 chronic absenteeism will decrease by 7%, (from 54% to 47%) as measured by the Chronic Absenteeism report.</p> <p>Strategies:</p> <ul style="list-style-type: none"> • Returning students who were chronically absent in 18-19 are being given Tier 3 supports. • Incoming students who are siblings of those who were chronically absent in 18-19 are being given Tier 2 supports in the first half of the year. • Returning students who missed between 14 and 17 days in 18-19 are being given Tier 2 supports in the first half of the year. • School leaders are working toward developing Tier 2 and 3 supports. For Tier 3, this involves identifying staff who are willing to serve as mentors for students and developing expectations for the 	<ul style="list-style-type: none"> • Administrators will devise a list of returning students who were chronically absent in 19-20. These students will be given Tier 3 supports. • Administrators will devise a list of incoming students who are siblings of those who were chronically absent in 19-20. These students will be given Tier 2 supports in the first half of the year. • Administrators will devise a list of returning students who missed between 14 and 17 days in 19-20. These students will also be given Tier 2 supports in the first half of the year.

	<p>role of mentor. For Tier 2 supports, it involves communicating to the assigned teacher that the child is potentially at-risk for chronic absenteeism, and that attendance should be supported by positively reacting to the child's presence in the class, establishing contact early and often with the child's home, and monitoring for factors that may be likely to negatively affect the child's attendance.</p> <ul style="list-style-type: none"> • School leaders are identifying staff to serve as members of the attendance committee and develop protocols and expectations for this committee. • School leaders are sending letters to parents explaining the importance of regular school attendance and the connection to school success. The attendance committee is creating posters to display throughout the school emphasizing the importance of regular school attendance. • Daily data verification and correction (If applicable) is being conducted in order to ensure correct attendance data. • The attendance team is meeting and analyzing attendance data weekly. Weekly class attendance sheets are being analyzed to identify attendance trends. • Weekly announcements are being made to identify classes that have perfect attendance. Classes are receiving a huge class certificate and possession of Earl, our school mascot/stuffed animal. • Quarterly attendance is being tracked on attendance wall monitoring daily attendance of students. Students are receiving a star for each day they attend school. Attendance is earning them a ticket/seat to quarterly attendance incentive. • Quarterly celebrations inviting students and parents to attendance, special trips, and the end of the year attendance gala. • Monthly student awards at our Wacky Wednesday ceremony highlighting students with perfect and most improved attendance. • Monthly incentives, i.e. ice cream socials, for students with perfect and most improved attendance. • During January's weekly attendance team meetings, the team will conduct a comprehensive analysis of year to date attendance, for students in all Tiers, as well as gauge overall implementation and impact of the year-to-date efforts to improve attendance, and recommend adjustments to the plan for the February-June period. 	<ul style="list-style-type: none"> • School leaders will work develop a tiered system of supports. For Tier 3, this will involve identifying staff who are willing to serve as mentors for students, developing expectations for the role of mentor and identifying staff member who can support families with connecting with agencies that can remedy familial or medical issues that prevent students from attending school regularly. For Tier 2 supports, this will involve communicating to the assigned teacher that the child is potentially at-risk for chronic absenteeism, and that attendance should be supported by positively reacting to the child's presence in the class, establishing contact early and often with the child's home, and monitoring for factors that may be likely to negatively affect the child's attendance. • School leaders will identify staff to serve as members of the attendance committee and develop protocols and expectations for this committee. • During on-site and remote learning, the Attendance team meets weekly to discuss attendance data, brainstorm and implement strategies and incentives to improve chronically absent student attendance and engagement. • During on-site and remote learning teachers will take student attendance daily and enter data into our attendance tracker. Teachers make daily outreach to families regarding attendance, engagement and overall well-being. • Attendance Supports/Success mentors will be assigned to groups of students or a classroom. Attendance Supports work with their assigned students and their families to provide technological support, social -emotional support, and encourage families to have students to attend school or log into remote learning sessions. • Students and classes receive shout outs and certificates for attendance. Shout outs are posted in google classrooms, on our website, social media, and
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		<p>YouTube channel.</p> <ul style="list-style-type: none"> • School leaders will send letters to parents and host virtual/on-site workshops explaining the importance of regular school attendance and the link between attendance and student achievement. Workshops and letters home will also inform parents of school supports available to assist families with remedying medical or familial issues that prevent regular school attendance. • Daily data verification and correction (If applicable) will be conducted in order to ensure correct attendance data. • The attendance team will meet and analyze attendance data weekly. Weekly class attendance sheets will be analyzed to identify attendance trends. • Weekly announcements will be made identifying classes that have perfect attendance. Class will receive huge class certificate and possession of Earl, our school mascot/stuffed animal. During Remote Learning, class with the highest attendance rate will receive a virtual certificate and Earl avatar to post on their Google Classroom Page. • Quarterly attendance will be tracked on attendance wall monitoring daily attendance of students. Students will receive a star for each day they attend school. Attendance will earn them a ticket/seat to quarterly attendance incentive. • Quarterly celebrations inviting students and parents to attendance, special trips, and the end of the year attendance gala • Monthly student awards (on-site/virtually) at our Wacky Wednesday ceremony highlighting students with perfect and most improved attendance. • Monthly incentives, i.e. ice cream socials, for students with perfect and most improved attendance. • During January’s weekly attendance team meetings, the team will conduct a comprehensive analysis of
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		<p>year to date attendance, for students in all Tiers, as well as gauge overall implementation and impact of the year-to-date efforts to improve attendance, and recommend adjustments to the plan for the February-June period.</p>
(180) 3-8 ELP Success Ratio – All Students	<p>Goal: By June 2020, achieve a 3-8 ELP Success Ratio of 0.8, increasing it by 0.2 from SY 18-19.</p> <p><i>* For strategies, See Level 1 DII: 3-8 ELA All Students Core Subject Performance Index</i></p>	<p><i>* For strategies, See Level 1 DII: 3-8 ELA All Students Core Subject Performance Index</i></p>
(33) 3-8 ELA All Students MGP	<p>Goal: By June 2020, achieve a 3-8 ELA All Students MGP of 48.9, increasing it by 2.0 from SY 18-19.</p> <p><i>* For strategies, See Level 1 DII: 3-8 ELA All Students Core Subject Performance Index</i></p>	<p><i>* For strategies, See Level 1 DII: 3-8 ELA All Students Core Subject Performance Index</i></p>
(h1) School Safety	<p>Goal: By June 2020, we will increase our safety score by 0.03% or more to meet our Demonstrable Improvement Indicator of 3.43% as measured by the Learning Environment Survey results.</p> <p>Strategies:</p> <ul style="list-style-type: none"> • Bi-weekly SIT Team meetings are being conducted to discuss "at risk" students and possible strategies that can be used in and out of the classroom. • Sanford Harmony, a social emotional program, is being incorporated into weekly classroom lessons. • Mindfulness Center is being created to provide students the space and opportunity to decompress and engage in restorative practices. • The PBIS Committee is meeting monthly to look at the number of infractions using the Online Occurrence Reporting System. The data will be used to identify students who are having difficulty in common areas. Interventions are provided using research based strategies to develop structures that will help prevent further and/or future infractions. • Professional learning opportunities: All staff members and students are learning about social and emotional literacy. Professional learning is identifying strategies so staff members can use to be socially and emotionally aware and responsive. • TCIS, LSCI, and restorative practice professional learning will be provided for staff. • PBIS Committee will engage in a comprehensive data analysis (data points will include but not be limited to report card grades, OORS reports, attendance reports) to discuss trends, assess the impact of the advisory program and adjust the plan of action if needed. 	<ul style="list-style-type: none"> • The School Support Team consisting of School Social workers, School Counselors, School Psychologist and Community Based Organization(s) will assess student needs and provide daily supports for students to deal with loss as related to COVID-19. • Bi-weekly SIT Team meetings will be conducted to discuss "at risk" students and possible strategies that can be used in and out of the classroom to support students in regulating emotions, increase frustration tolerance, expand their expressive language and strengthen peer relationships. • A social emotional program, like Sanford Harmony, will be incorporated into weekly classroom lessons to support students in regulating emotions, increase frustration tolerance, expand their expressive language and strengthen peer relationships. • Mindfulness Center/Remote mindfulness groups will be utilized to provide students the space and

		<p> opportunity to decompress, regulate their emotions and engage in restorative practices. Mindfulness groups will be co-facilitated by identified School support team members and Mindfulness masters by grade on a weekly basis. </p> <ul style="list-style-type: none"> • The Pupil Personnel Team (PPT) will meet weekly to look at the number of infractions using systems such as the Online Occurrence Reporting System and our in-house Online Behavioral Referral System. The data will be used to identify students who are having difficulty in common areas. Interventions are provided using research-based strategies to develop structures that will help prevent further and/or future infractions. • All staff members will be provided with local and citywide professional learning opportunities to enhance their social-emotional competency. This includes TCIS, LSCI, and various restorative practice approaches. • PBIS Committee will engage in a comprehensive data analysis (data points will include, but not be limited to report card grades, OORS, and attendance reports) to discuss trends, assess the impact of the advisory program and adjust the plan of action if needed.
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Part II – Demonstrable Improvement Indicators (Level 2)

<u>LEVEL 2 Indicators</u> Please list the school's Level 2 indicators and complete all columns below. This information should provide details about the implementation of strategies that will support progress toward the Demonstrable Improvement Indicators.		
Identify Indicator	What will be the SCEP/SIG goals and/or key strategies that will support progress in this demonstrable improvement indicator? Include a discussion of any adjustments made to key strategies since the last reporting period and a rationale as to why these adjustments were made.	2020-21 School Year Continuation Plan for Meeting this Indicator
(2) Plan for and Implement Community School Model	<p>Goal: By June 2020, the school will plan and implement a community school model to meet the demonstrable improvement indicator as measured by the NYSED Community Schools Rubric.</p> <p>Strategies:</p> <ul style="list-style-type: none"> • The Community School Director meets with families and parents throughout the entire school year. Examples include orientation, graduation, and showcase performances. • The Community School Director meets with families in person, at parent workshops, and Parent Teacher Conferences including the Annual Community School Forum. • The Community School Director works with the parent coordinator and PTSA Leadership to discuss parents' concerns and issues. • The Community School Director participates in all school wide events and solicits feedback. • The students have a plethora of opportunities for enrichment and additional learning under the 21st CCLC (TLP and CARE) and DYCD (YWCA). The Leadership's Programs curricula focuses on the Experiential Cycle and is aligned to NYS Common Core Learning Standards for English Language Arts, and Literacy and Mathematics. • Students will develop social emotional skills (problem solving and critical thinking) and community building skills (team-building and citizenship). • 21st CCLC Programming provides before school, during and after school along with weekends (special events). • YWCA provides programming after-school, holiday camps (during no school sessions) and weekends (special events). • School leaders and CSD work in conjunction with the Department of Health and Mental Hygiene to provide preventative screenings for the student population. • The school's wellness plan includes informational workshops from the following partnerships: Bedford-Stuyvesant Family Medical Center (health and wellness information) and EM Arts Program (professional and wellness workshops for educators and parents). 	<ul style="list-style-type: none"> • After conducting a needs assessment, workshops for parents will be created based on survey data • Tutoring will continue to be offered • The CSD will work with families and students on google classrooms, engage in wellness activities, yoga, crafts, and mindfulness • Programs will occur either in person or remotely such as chorus, step team, and tap dancing, transitioned • Students will continue to develop social emotional skills (problem solving and critical thinking) and community building skills (team-building and citizenship).
(6) DTSDE Tenant 6: Family Engagement	<p>Goal: By June 2020, we will meet the 50% of Tenet 6 phase 2 indicators, and at least 4 phase 6 tenet 3 indicators as measured by the DTSDE rubric utilized during IIT visits.</p>	<ul style="list-style-type: none"> • PS 327 21st CCLC Team will review data and feedback from multiple data collection forums and format via

	<p>Strategies:</p> <ul style="list-style-type: none"> • Students need parents/family who are familiar with the educational process/structures in order to guide them through their educational journey. Students also need parents/family who will provided additional academic and social-emotional supports to them throughout their educational journey. • Needs assessment survey is being administered to parents to identify topics that they would like to see covered during the Parent University sessions that will be held throughout the year. • Monthly Parent University sessions are held. Topics covered are based on needs assessment survey data that is collected. • A multitude of Parent Nights are being held after school in order to facilitate parent-student-school engagement and to promote a positive, welcoming school environment. For example, family literacy night, family fitness night etc. • PTSA are facilitating monthly parent meetings to share important information with the parent body. • The Parent Coordinator are serving as a liaison for parents/families and connect them to appropriate resources. • Staff members are contacting parents via phone on Tuesdays during Parent Outreach Time to update parents on their child’s academic performance. • Quarterly Town Hall Meeting are being held inclusive of families, school staff, community leaders and community organization to discuss challenges and solutions to challenges that families face and to inform families of the various supports that are available within the school and community to support their needs. • SLT are engaging in a comprehensive needs assessment to analyze impact of family engagement plan and the plan will be revised in response to what the data reveals. 	<p>on-site and/or remotely to create a plan of success for PS 327 school community in the 2020-2021 school year.</p> <ul style="list-style-type: none"> • Parents will receive information on multiple platforms, on-site or/and virtually. Parents receive daily phone calls/check-ins from teachers and their Attendance Supports. Remotely, they attend on the various platforms: virtual town-halls and participate in virtual support groups. We also communicate with parents via 327 APP, Google Classroom, email, class dojo, school messenger, 327 website, 327 social media, and our 327 YouTube Channel. • Needs assessment survey will be administered on-site and/or remotely to parents to identify topics that they would like to see covered during the Parent University sessions that will be held throughout the year. • SLT/CET will meet on-site or/and remotely on a monthly basis to discuss, coordinate and implement school wide events to ensure that PS 327 community’s needs are being met. • Community School Director will collaborate with School Administration, Parent Coordinator, YWCA Director, PTSA, Teachers and other school teams (Attendance, PBIS, School Safety) to provide additional social emotional learning and college readiness supports in alignment with AVID strategies to address students’ needs. • Monthly Parent University sessions will be reestablished on virtual platforms and/or onsite. Topics covered will be based on needs assessment survey data that is collected inclusive of academic and social emotional supports to support their child’s educational journey. • A multitude of Parent Nights will be held on-site and/or remotely after school in order to facilitate parent-student-school engagement and to promote a positive, welcoming school environment. i.e. family literacy night, family fitness night etc.
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		<ul style="list-style-type: none"> • PTSA will facilitate monthly parent meetings on-site and/or remotely to share important information with the parent body. Title I PAC will host monthly workshops based upon parent interest survey. • The Parent Coordinator will serve as a liaison for parents/families and connect them to appropriate resources within the school and community to meet their needs and support their child’s educational journey including college readiness supports in alignment with AVID strategies on digital platforms or/and on-site. • Staff members will contact parents via phone, virtually or on-site on Tuesdays during Parent Outreach Time to update parents on their child’s academic performance. Also, Parent Teacher conferences will be conducted on-site and/or virtually to address students’ academic progress and supports. • Quarterly Town Hall Meeting will be held inclusive of families, school staff, community leaders and community organization on-site and/or virtually to discuss challenges and solutions to challenges that families face and to inform families of the various supports that are available within the school and community to support their needs. • SLT/CET will engage in a comprehensive needs-assessment on-site and/or remotely to analyze impact of family engagement plan and the plan will be revised in response to what the data reveals.
(94) Providing 200 Hours of Extended Day Learning Time (ELT)	<p>Goal: By June 2020, the school will plan and implement 200 hours of Extended Learning Time as prescribed by the NYSED Demonstrable Improvement Indicator.</p>	<ul style="list-style-type: none"> • After school programs will continue to be offered through teaching artists and the YWCA program
(f6) Average Proficiency Rating ELA, SETTS	<p>Goal: By June 2020, achieve an average Proficiency Rating ELA, SETTS of 1.78, increasing it by 1.0 from SY 18-19.</p> <p><i>* For strategies, See Level 1 DII: 3-8 ELA All Students Core Subject Performance Index</i></p>	<p><i>* For strategies, See Level 1 DII: 3-8 ELA All Students Core Subject Performance Index</i></p>

(g5) Average Proficiency Rating Math, Self-Contained	<p>Goal: By June 2020, achieve an average Proficiency Rating Math, Self-Contained of 1.66, increasing it by 0.4 from SY 18-19.</p> <p><i>* For strategies, See Level 1 DII: 3-8 Math All Students Core Subject Performance Index</i></p>	<p><i>* For strategies, See Level 1 DII: 3-8 Math All Students Core Subject Performance Index</i></p>

Part III – Goals and/or Key Strategies – (As applicable)

(This section should only be completed as needed, for goals and/or key strategies not already listed in Parts I and II.)

<p><u>Goals and/or Key Strategies</u> Identify the goals and key strategies in the approved SIG or SCEP plan that were implemented during the reporting period but were NOT already discussed in the section above. (Add additional rows as needed.)</p>	
List the Key Strategy from your approved intervention plan (SIG or SCEP).	2020-21 School Year Continuation Plan
1.	
2.	
3.	

Part IV – Community Engagement Team and Receivership Powers

Community Engagement Team (CET)

Describe the type, nature, frequency and outcomes of meetings conducted by the CET and its sub-committees that will be charged with addressing specific components of the CET Plan. Describe outcomes or potential outcomes of the CET plan implementation, school support, and dissemination of information. Please identify any changes in the community engagement plan and/or changes in the membership structure of the CET for the 2019-20 School Year. What additional CET changes are you anticipating (If any) for the 2020-21 school year?

Report Out of CET Plan Implementation
<p>The 3rd and 4th Quarter CET meetings focused on the following:</p> <ul style="list-style-type: none"> • Focused on end of year celebrations, graduations, stepping up • Technology and supporting remote instruction • Internet concerns • Parent Needs • Reopening plans – what does it look like in the fall, what steps the school will take in order to make sure the school is safe, creating a survey to send out, well being of staff, 1/3 will not send 1/3 will, 1/3 want a blended approach • Exception Model with SLT, planning process
<u>Powers of the Receiver</u>
Describe the anticipated use of the School Receiver’s powers for the 2020-2021 school year (pursuant to those identified in CR §100.19). Discuss the goals and the impact of those powers.
Report Out
<p>The NYCDOE engages in regular consultation with the leadership of its collective bargaining units regarding the construct of receivership and related requirements. NYCDOE is considering any elements of the revised CEP and SIG plans that require changes to the collective bargaining agreements, for example, mandatory participation of all school staff in summer professional development activities. We are planning and conducting the engagement activities with UFT and CSA. Following our engagement process, the NYCDOE will determine what changes may need to be made to collective bargaining agreements.</p> <p>Listed below are any other efforts to utilize the powers of the School Receiver:</p> <ul style="list-style-type: none"> * Replace school leadership to help transform a school on an as-needed basis. * School-level community engagement meetings to discuss Receivership status and solicit public input and recommendations.

Part V – Budget – (As applicable)

Budget Amendments

ALONG WITH THIS CONTINUATION PLAN, PLEASE SUBMIT AS APPLICABLE:

- SIG FS-10 2020-21 BUDGET AND BUDGET NARRATIVE
- CSG AND PSSG AMENDMENTS

BUDGET FORMS ARE AVAILABLE AT: <http://www.oms.nysed.gov/cafe/forms/>.

Part VI: Best Practices (Optional)

<p><u>Best Practices</u> The New York State Education Department recognizes the importance of sharing best practices within schools and districts. Please take this opportunity to share one or more best practices that will be implemented in the 2020-2021 school year that will result in significant improvements in student performance, instructional practice, student/family engagement, and/or school climate. It is the intention of the Department to share these best practices with schools and districts in Receivership.</p>	
List the best practice that will be or is currently being implemented in the school.	Describe a best practice that will be in place for the 2020-21 school year in terms of its impact on the implementation of the plan. Discuss the evidence that will be used to determine its success. Discuss the possibility of replication in other schools.
1.	
2.	
3.	

Part VII – Assurance and Attestation

By signing below, I attest to the fact that the information in this continuation plan is true and accurate to the best of my knowledge; and that the all requirements with regard to public hearings and the Community Engagement Teams, as per CR§ 100.19 have been met.

Name of Receiver (Print): Dr. Miatheresa Pate
 Signature of Receiver: Dr. Miatheresa Pate
 Date: 7-29-20

By signing below, I attest to the fact that the Community Engagement Team has had the opportunity to provide input into this continuation plan, and has had the opportunity to review, and update if necessary, its 2020-2021 Community Engagement Team plan and membership.

Name of CET Representative (Print): Dr. Georgette Malcolm

Signature of CET Representative: Dr. Georgette Malcolm

Title of CET Representative: Principal

Date: 07/29/2020

The University of the State of New York
THE STATE EDUCATION DEPARTMENT
Albany, NY 12234
2020-21
School Improvement Grant
Continuation Plan Cover Page

District Name NYC Geographic District #23	
School Name P.S. 327 – Dr. Rose B English	
Contact Person Dr. Georgette Malcolm	Telephone (718) 495 - 7801
E-Mail Address gmalcolm@schools.nyc.gov	

I hereby certify that I am the applicant's chief school/administrative officer and that the information contained in this application is, to the best of my knowledge, complete and accurate. I further certify, to the best of my knowledge, that any ensuing program and activity will be conducted in accordance with all applicable Federal and State laws and regulations, application guidelines and instructions, Assurances, Certifications, the terms and conditions outlined in the Master Grant Contract and that the requested budget amounts are necessary for the implementation of this project. It is understood by the applicant that this application constitutes an offer and, if accepted by the NYS Education Department or renegotiated to acceptance, will form a binding agreement. It is also understood by the applicant that immediate written notice will be provided to the grant program office if at any time the applicant learns that its certification was erroneous when submitted or has become erroneous by reason of changed circumstances.

Authorized Signature (in blue ink) Dr. Georgette Malcolm	Title of Chief School/Administrative Officer Principal
Typed Name: Dr. Georgette Malcolm	Date: 07/29/2020

Rev. May 2020