



OFFICE OF INNOVATIVE SCHOOL MODELS  
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Mr. Robert-Wayne Harris  
Superintendent  
Roosevelt Union Free School District  
240 Denton Place  
Roosevelt, New York 11575-1539

Dear Superintendent Harris:

Thank you for welcoming the Office of Innovative School Models Accountability Team to the Roosevelt Union Free School District on January 19 and 20, 2011. The team conducted a productive visit to Roosevelt High School, and the staff there should be commended for being well prepared and supportive during the visit. The school offered the team full access to their school improvement documents and to their classrooms.

The purpose for the State Education Department's site visit was to gather evidence on Roosevelt High School's implementation of its School Improvement 1003(a) grant and the Comprehensive Educational Plan. Additionally, the team sought to collect evidence which could demonstrate the school's readiness to meet the conditions to successfully apply for and receive 1003(g) funding to begin full implementation of the transformation model in the 2011-2012 school year.

Following is a bulleted summary of the school level evidence the team gathered during the visit.

- The leadership team stated staff has received professional development in the Understanding by Design program. The program's chalkboard configuration was observed in all classrooms visited.
- The administration stated negotiations to begin a collective bargaining agreement have started; however details are being worked out regarding linking teacher evaluations to student performance.
- Funding for the School Implementation Grant was just recently approved in January 2011.
- District leadership stated all curriculum maps are complete and available to all school curriculum leaders; however the Roosevelt high school did not submit all core curriculum maps for review, and some maps submitted did not include pacing guidelines.
- Teachers, parents and students voiced satisfaction with the new leadership at the high school. They reported that there is now more structure, and respect, and there are stricter guidelines regarding tardiness, and attendance. For example; if a student has attendance issues, it will affect his or her chances to participate in enrichment opportunities.
- Teachers and students interviewed stated the leadership team is highly visible in classrooms; however teachers reported they would like to receive feedback from the administrative walkthroughs.

- The Comprehensive Educational Plan document states there will be common planning time built into the school day; however, teachers interviewed stated they have very little formal common planning time scheduled during the school day.
- Teachers and the school leadership both stated they are aware of the need to develop a master schedule that includes common planning time.
- The district and school leadership team stated the Curriculum Council continues to work on the development of the district wide literacy plan; however curriculum documents reviewed on site showed that curriculum mapping appears to be at different stages of development for each content area (e.g., some have pacing guides and some did not).
- The attendance teacher and leadership team stated and the site visit team confirmed the district has an approved student attendance procedure manual. Teachers are primarily responsible for using the electronic attendance system to record student attendance and to follow up with students, parents and school staff if students begin to exhibit attendance problems. The comprehensive student attendance procedure manual outlines staff responsibilities to record, monitor and verify student compliance with education laws related to compulsory attendance.
- The attendance office stated there is a need to train and grant substitutes access to the attendance data system in order for substitutes to have the rights to record students attendance. As observed during this visit, substitutes are taking paper attendance that is handed in at the end of the day and cannot be used for real time analysis of student attendance.
- The site team's review of the informational binder, data and interviews with staff concluded that there was no evidence of the use of formative data.
- The district administration and building leadership team stated and the site visit team observed that there is a full time certified librarian at the high school.
- Parents stated the Parent Advisory Council (PAC) has begun; however parents need space, and resources to conduct parent outreach.
- Parents stated that guidance has not always returned phone calls in a timely manner; and would like for the guidance department to be more proactive in developing career awareness for all students. Parents stated that they felt they needed to initiate contact with guidance to begin discussions about their student's future career and/or post secondary plans.
- Parents stated bilingual parents need translation services for board meetings and for attendance calls home. An example was made that many bilingual parents had attended a Board of Education meeting and could not have a voice at the meeting due to the lack of translation services. Some parents believe this situation has alienated some of the bilingual parents in the community.
- District staff stated that selected Joint Intervention Team (JIT) recommendations are incorporated into the school Comprehensive Educational Plan (CEP). The State Education Department JIT representative reviewed and confirmed several of key JIT recommendations are included in the CEP.

Once again, thank you for allowing the team to gather evidence regarding the district's implementation of intervention systems. The next site visit is scheduled to be conducted on May 11 and 12, 2011. Please contact Major Capers, Jr. if there is a need to reschedule this next visit.

If you or your district staff would like to submit a response to this gathered evidence, please direct your questions to Major Capers, Jr. via email at [mcapers@mail.nysed.gov](mailto:mcapers@mail.nysed.gov), or at the following address.

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Sincerely,

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