

School Turnaround Office
Systemic Supports for District and School Turnaround Grant (SSDST)

ROOSEVELT UFSD – AUGUST 2015

School/District Background	Provide a brief overview of your district including location, size, demographics served, and needs of the district. Please provide an overview of why you decided to participate in this grant.
	<p>The Roosevelt UFSD is the first district in the history of New York State public education to be taken over by the State Education Department. In 2010-2011, Roosevelt enrolled 2,702 students in grades K-12. In 2014-2015 the enrollment was 4,135 students. All students are African-American or Hispanic, with 84% of students eligible for free or reduced lunch, significantly above New York State averages. Twenty percent (20%) of students were English Language Learners, more than double the State average, creating an additional challenge for teachers and administrators charged with the education of large proportions of poor and minority students.</p> <p>Roosevelt students perform poorly on New York State Assessments with more than three-quarters of the third grade students failing to meet proficiency standards in ELA. The New York State Education Department reported that Roosevelt did not make AYP in ELA, math or graduation rate for all students, with special education students and English Language Learners performing significantly below their peers. It is further noted that prior to the SSDST grant, Roosevelt students passed high school regents exams at significantly lower rates, particularly in math and science, and significantly lower graduation rates and attainment of Regents diplomas than New York State averages. The graduation rate has continually risen since the implementation of the SSDST grant, with the August graduation rate for 2014-2015 anticipated to be one of the highest in Roosevelt's history.</p> <p>This grant was instrumental in addressing each of the strands. The Roosevelt UFSD has definitely benefited from the implementation of the Common Core Learning instruction shifts in ELA and math and the creation of Professional Learning Communities (PLCs).</p>
Promising Practice to be Highlighted	Thoroughly describe a promising practice currently taking place at your district as a direct result of the strategies through the SSDST Grant with each strand implemented. Also provide an explanation as to why this particular practice was chosen to be implemented at your district.
	<p>One practice that has shown significant impact on teacher instruction and student performance is the creation of PLCs in each building. A PLC is an extended learning opportunity to foster collaborative learning among colleagues within a particular work environment or field. It is often used in schools as a way to organize teachers into working groups. PLCs across the district have been the common factor in all buildings that have brought about the most significant change in culture and instructional practices. Teachers meet in PLCs to discuss all aspects of instruction and administration. PLCs meet after school by subject, grade level, curriculum topic, interdisciplinary objectives etc. PLCs have been used for professional development and as a vehicle for culture change in the district.</p> <p>The math PLC has developed a Common Core Pre- Algebra course to provide the majority of incoming 2015 cohort of ninth grade students with math skills necessary to succeed in the Common Core Algebra. Twenty three percent of 109 of the 200 students in the 2014 cohort passed the CCLS Algebra Regents.</p>

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	<p>The High School's relatively high August graduation rate of 82% in contrast to a low initial assessment rate is a result of PLC inspired students and teachers engaged in remediation courses and tutorials. The academic weakness of entering cohorts will require such measures for a few years until academic turnaround occurs in the grades below.</p> <p>The goals of the district were based on the district's theory of action that is tied to efficacy principles. Through PLCs adult competency was addressed by the use of professional development and it provided an opportunity for teachers to work collaboratively to plow through their problems.</p>
Evidence	How do you know the practice you have described is promising and/or successful? How have you measured its effectiveness and/or success?
	<p>Meeting agendas and minutes have shown a strong sense of collaboration between teachers and administrators. Meeting agendas and minutes can be used to track the implementation and results of many of the projects that were successfully completed in PLCs. Providing the time in PLCs for collegial discussion has greatly improved the culture of the teachers and administrators in the district. This collaborative planning time was instrumental to many of the successes the district has seen in the past three years. Forty three students in the class of 2016 have passed the ELA Regents with scores of 75 or above. Although there is not a corresponding set of math regents scores there is strong evidence that the class of 2016 significantly increase the school's APM.</p>
Looking Ahead	What are your sustainability plans and hopes for the future (both short and long-term) of your promising practice?
	<p>PLCs are here to stay in the Roosevelt UFSD. We will expand on the use of PLCs for the implementation of the District's technology initiative. Teachers will be given professional development in integrating technology into their classrooms by Apple and Microsoft who have committed to working with the District to produce Showcase Schools and Schools of Distinction. The PLCs will be used to monitor and evaluate the process throughout the district. PLCs have lead the way in fostering the idea that all teachers are literacy teachers and as such are responsible for direct teaching of comprehension strategies and academic vocabulary in their content area. This attitude shift coupled with support from newly appointed literacy coach should impact student academic growth as evidence in next years Common Core ELA and math assessment results.</p>
Additional documentation	Please provide any additional documentation/attachments/website links created/demonstrate/communicated as a result of the implementation of the SSDST grant initiatives.
	N/A