



THE STATE EDUCATION DEPARTMENT / THE UNIVERSITY OF THE STATE OF NEW YORK / ALBANY, NY 12234

ASSISTANT COMMISSIONER
OFFICE OF SCHOOL INNOVATION
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November 30, 2012

Robert-Wayne Harris, Superintendent
Roosevelt Union Free School District
335 E. Clinton Ave.
Roosevelt, New York 11575

RE: Notice of Award: Systemic Supports for District and School Turnaround Grant
Award Amount: \$317,725
Time Period: September 1, 2012 to August 31, 2014

Dear Superintendent Harris:

The New York State Education Department, School Turnaround Office (NYSED STO) is pleased to inform you that the Roosevelt Union Free School District has been approved for the above referenced grant. As stated in the initial grant application, this award is contingent upon the submission and approval of the final Memorandum of Understanding (MOU) between the LEA and the partners no later than November 30, 2012.

The NYSED STO will serve as your lead program office for project oversight, assistance, monitoring, and reporting. Within the next several weeks you will be contacted by a representative from NYSED STO to set up an initial welcome and introduction telephone call.

We look forward to working with you and your leadership team on this innovative opportunity to improve student achievement in underperforming schools.

Sincerely,

Sally Bachofer

c: Sandra Herndon
Owen Donovan

Executive Summary

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. All students are African American or Hispanic, with eighty-four percent of students eligible for free or reduced lunch, significantly above New York State averages. Twenty percent 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.

Roosevelt students perform poorly on New York State Assessments with more than three-quarters of their third grade students failing to meet proficiency standards in ELA in 2011. 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 Roosevelt students pass 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.

As a result of the above deficiencies, the district is in the process of making district-wide changes. The Roosevelt High School became a SIG school during the 2011-2012 school year. It was decided by district stakeholders that the district would follow a transformation model. As a result, a new principal was hired who had the ability and proven track record of moving schools in a positive direction. In addition, the district has recently changed the principal and assistant principal at our Roosevelt Middle School, again selecting individuals who have a strong educational background. In addition, in June 2012, two of our three elementary principals retired and the district is again looking for individuals with the experience and ability to transform our schools.

The district is also in the process of transforming our Central Office Staff. Beginning with the 2012-2013 school year, the district has hired an Assistant to the Superintendent for Elementary Education and an Assistant to the Superintendent for Secondary Education. Their primary responsibilities will consist of principal support, use of data to drive instruction, alignment of the Common Core Curriculum and the creation of Student Learning Objectives (SLOs).

During the 2012-2013 school year, Roosevelt UFSD will be partnering with Pearson School Achievement Services to assist us in closing the achievement gap of our students. For the 2012-2013 school year, Centennial Elementary School has been deemed a focus school and our Roosevelt Middle School and Roosevelt High School are both considered priority schools. It should be noted that the Roosevelt High School is the recipient of a NYSED School Improvement Grant. Pearson School Achievement Services will offer the district intensive, school-wide common core implementation services through its School-Wide Improvement Model (SIM). SIM is an innovative system of comprehensive school improvement services with job-embedded CCSS support. This is consistent with the New York State's focus on college and career readiness. SIM has been crafted from the ground up to support the implementation of the CCSS. Through the implementation of Pearson's School Achievement Services Capacity Builder

Plus Program the Roosevelt District will build internal capacity for effectively implementing the Common Core. Pearson School Achievement Services will work with central office administrators, building principals, grade chairs, curriculum specialists and other key support personnel to build our internal capacity by developing a cadre of our own trainers, thus sustaining learning over the long run, well after this grant opportunity ends. When the initial trainings are completed, our district will retain the use of the training materials even after our contract ends with Pearson School Achievement Services, saving us this expense going forward. Pearson's School Achievement Services job-embedded services will include three types of support: coaching and modeling, small-group lesson study and targeted support. This support will start with Central Office Administrative Staff and will trickle down to our teachers (teaching assistants will also be included in all common core training).

Given the needs of the Roosevelt District, we are partnering with Pearson School Achievement Services to provide:

- Capacity Builder Plus training for a wide variety of school and district leaders on effectively implementing the NYCCLS for math and ELA. This training will equip our leaders with foundational understanding of the CCSS from which they build their practice. These trainings will allow our leaders to deliver the sessions to faculty members in our schools and licenses to our district all necessary presentation tools, trainer guides and participant materials. Teacher-Leaders will be identified to facilitate training teachers in their home school to effectively implement instruction that address the higher expectations of the Common Core in mathematics and English language arts. We hope to train one teacher at every grade level, at every school, to become a Teacher-Leader (T-L) for mathematics and English language arts. The T-L will train the other teachers at their grade level and help them collaboratively create application for their new learning in classrooms across our district.
- Leadership Networks for both our new and more experienced principals and key district administrators will provide settings for collaborative discourse on implementation providing support and opportunity to discuss concerns and problem solve issues in a facilitated, collaborative environment. Our leaders will meet for this ongoing training 5 times each year.
- Principal Coaching on site 3 times a year will assist new and experienced principals to effectively interpret building progress monitoring data and apply what they are learning in training as they regularly observe classrooms and provide feedback to teachers.
- Progress Monitoring of teachers to measure changes in perceptions and knowledge resulting from Common Core professional development delivered in collaborative settings.
- Collaborative Instructional Decision Making will be practiced first by the district and school leaders and then transmitted in a modeled manner to help transform the culture to regularly include collaborative Teacher Workgroups, facilitated by teacher leaders, regularly using data to inform instruction.
- Facilitator Networks will allow our intensively trained T-L and principals to get together for ongoing training 5 times during Year 2 to ascertain Teacher Workgroup progress on developing instructional units aligned to the Common Core in mathematics and English language arts.