

Resetting Roosevelt

by Building **Systemic Stamina!**



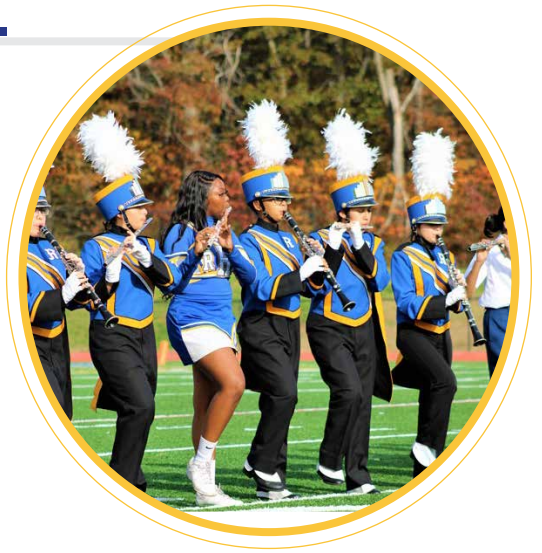
Outline



Board of Education Perspective	3
Superintendent's Message	5
1. The Strategic Planning Process	6
The Power of Alignment	6
Embracing Diverse Community Voices	7
Community-wide Participants	8
Components of Our Strategic Plan	9
2. Our Aspirations for Our Students	10
Begin with the End in Mind	10
Current State of Student Achievement ... In Brief	11
Our Mission, Our Vision, Our Goals for Student Success	12
Indicators and Measures of Student Progress	13
3. What We Must Do Well	14
A Coherent Design	14
Our "Four Pillars"	15
Professional Practices for Effective Instruction	16
Educational Strategies	17
District-wide Infrastructure for Equity and Performance	22
4. Ensuring Disciplined Implementation	24
The Roadmap Process	24
Key Leadership Actions	25
Roosevelt Rising!	28
District Data Page	29

To the Roosevelt Union Free School District Community.

With this five-year Strategic Plan, the Roosevelt Board of Education is reaffirming its *intentional commitment* to work in harmony with the community to provide *every student* with an education to see them through their educational pursuits and beyond. By intentionally blending strategic planning with extensive engagement of our stakeholders, the entire Roosevelt community is realigning on a clear mission, shared vision, aspirational goals, and a roadmap for sustained success for our students and our schools.



The **‘Resetting Roosevelt by Building Systemic Stamina’** framework draws from and builds upon core tenets that guide our District. By creating a strategic plan with *measurable* and *achievable* goals, the District aims to address the needs of our students, making good on our promise to educate the whole child. The five-year Strategic Plan outlines specific benchmarks that all students must attain to be successful throughout their scholarly careers.



The first component of the districtwide plan articulates the “ends” we desire; that is, our aspirational goals and measures of continuous student learning, growth, and achievement, including access to technology, development of our students’ critical thinking skills and their readiness to act as advocates for social change.

The second component of the Strategic Plan focuses on the “means” to the ends; it recognizes the need to continuously nurture effective

instructional practices and to strengthen the district-level infrastructure to support effective instruction. Together, the practices and the mission-focused infrastructure provide the educational blueprint for continuous improvement at every level of our organization.

The COVID-19 pandemic has highlighted just how critical technological literacy is for our students' continued growth in and outside the classroom. We fully believe that with universal access to up-to-date technology increased academic engagement of and success for all students is inevitable.



The Roosevelt Union Free School District has made it its mission to create an equitable environment that encourages active learning, continuous growth, and social-emotional and academic success for every child, without exception. Our five-year Strategic Plan provides the necessary foundation and tools to actualize our vision of a strong district, one that ensures all staff members and students are healthy, safe, supported, engaged, and challenged.

We are excited about the promise inherent in this next chapter of the District's collaborative journey with the Community. We look forward to our collective work towards a community that is **'Empowered. Proficient. and Globally Ready.'**

Warm regards,



Charlena H. Croutch
President



Rose Gietschier
1st Vice President



Susan E. Gooding
2nd Vice President



Belinda Monroe
Trustee



Dr. Emily Moore
Trustee

The Whole Community, Caring for the Whole Child

Healthy. Safe. Supported. Engaged. Challenged.

Those are the essential elements of our promise to every student in Roosevelt Union Free School District. Acting on that promise is a responsibility we all share: from our elected Board and Superintendent to our community leaders; from our families and lay-citizens to our teachers, leaders, and staff; from our business and higher education institutions to our civil society partners. Caring for the whole child takes the mobilized focus and ongoing effort of the entire community!

This five-year Strategic Plan is an expression of our unity of purpose on behalf of all our children. More than 100 Roosevelt stakeholders developed the plan through a process that embraced the diverse voices represented within our community.

The plan is straight-forward! It is about **Resetting Roosevelt by Building Systemic Stamina**.

- Fresh Mission and Vision for our students and our schools.
- Clear, aspirational Goals for student success and explicit steps for accomplishing them.
- A recommitment to equity of opportunities and resources for *every student*; that means doing all we must to create conditions for success that are fair and just for every learner.
- Working hard to retain the trust and engagement of our families and community, who have placed their cherished children in our collective care.

We can do this! We have a bright and dedicated Board. We have caring and continuously learning practitioners. And we have students eager for us to guide them towards taking their own empowered seats in worlds yet to be imagined. It will not all be accomplished overnight, but it must begin *now* in order to happen at all.

We are Roosevelt: Empowered. Proficient. Globally Ready.



Dr. Deborah L. Wortham
Superintendent



1. The Strategic Planning Process

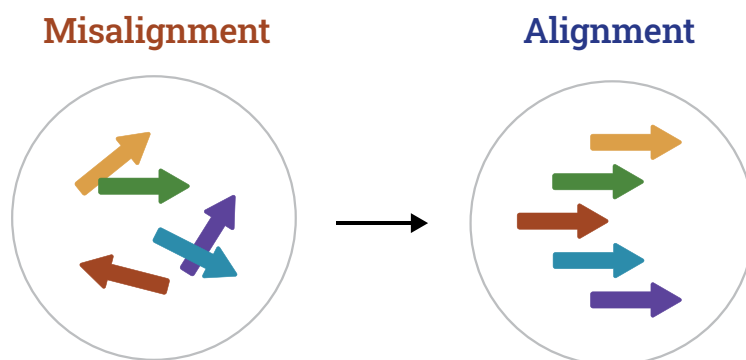


The Power of Alignment

In late October 2020, the Board of Education and the Superintendent of Schools commissioned a strategic planning process aimed at aligning all stakeholders on a unified strategic direction and roadmap for the Roosevelt Union Free School District. Specifically, the Board and Superintendent committed to an inclusive process to develop the strategic plan in a way that:

- Clarified the **goals and measures** of student learning, growth, and achievement;
- Outlined the **roadmap** for accomplishing the goals;
- Embraced the **diverse voices** of all stakeholders;
- Mobilized **leadership** for courageous action at all levels.

Alignment, or unity of purpose, is the primary aim of planning. The process of seeking mutual understanding about common goals gives shared meaning to the District's work, enabling the organization to accomplish its goals.



A productive alignment process proactively seeks out and embraces the diverse voices of the organization's stakeholders. If we want all stakeholders to commit to and meaningfully engage in implementing the plan, we must involve them in developing the plan itself.

Performance Fact, Inc., led by Mutiu Fagbayi (President/CEO), facilitated the months-long planning process.

Embracing Diverse Community Voices

More than 100 Roosevelt stakeholders participated in the strategic planning process. Participants represented a broad cross-section of all stakeholders, including parents, community members, students, teachers, school-based and district-level administrators, support staff, faith communities, and State/local elected officials.



We convened a total of nine planning sessions between early-November and mid-December 2020 with the following teams:

- **Board, Superintendent & Cabinet:** Two planning sessions with the Board, Superintendent, and Superintendent's Cabinet, focused on clarifying the District's core purpose and broad goals.
- **Community Stakeholders:** Four planning sessions with approximately 100 participants representative of all the Districts stakeholders, focused on defining the Goals, Measures, and Four Pillars found within the Strategic Plan.
- **Roosevelt Practitioners:** Three planning sessions with an expanded group of educators – predominantly teachers, school administrators, district-level leaders and managers - focused on defining the Educational Strategies and Practices in the Strategic Plan.

In total, over 100 people, representing all stakeholder-groups, played a significant role in developing this Strategic Plan.

DATE (2-HOUR SESSIONS)	PARTICIPATING STAKEHOLDER GROUPS	# OF PARTICIPANTS
1. November 2, 2020	Board, Superintendent, and Cabinet	17
2. November 4, 2020	Board, Superintendent, and Cabinet	17
3. November 9, 2020	Community Stakeholders (internal <i>and</i> external representatives)	98
4. November 16, 2020	Community Stakeholders (internal <i>and</i> external representatives)	98
5. November 18, 2020	Superintendent/Cabinet Debriefing	5
6. November 30, 2020	Community Stakeholders (internal <i>and</i> external representatives)	98
7. December 2, 2020	Community Stakeholders (internal <i>and</i> external representatives)	98
8. December 7, 2020	RUFSD Education Practitioners (school-based <i>and</i> district-level)	35
9. December 14, 2020	RUFSD Education Practitioners (school-based <i>and</i> district-level)	35
10. December 16, 2020	RUFSD Education Practitioners (school-based <i>and</i> district-level)	35

Community-wide Participants

Veronica Abrevanel	Teacher
Yeraida Alexander	Parent
Eric Amadeo	Teacher
Kimberly Argueta	Student
Catherine Beasley	Teacher
Dr. Mary Bediako	Interim Superintendent for Human Resources
Randi Bezalei	Teacher
Dr. Abha Bhatnagar	Teacher
Joe Bradley	Teacher
Clyde Braswell	Principal
Rochelle Brown	Assistant Principal
Veronica Builes	Teacher
Ana Burgio	Teacher
Shanika Burt	Parent
Charlena Crutch	Board President
Don Crummell	Coach/Retired Teacher
Kayla Cruz	Student
Tanya Curtis	Teacher
Edith Davenport	Assistant Principal
Emyi Delgado	Teacher
Jacob Dixon	Community Partner
Rob Dixon	Alumni
Joi Emmanuel	Social Worker
Deisy Fernandez	Teacher
John Finch	Assistant Principal
Joy Findling	Teacher
Wilhelmina Funderburke	Community Member
Unique Gale-Wilson	Teacher
Rose Gietschier	1st Board Vice President
Brian Gladstone	Assistant Principal
Malissa Godfrey	Teacher
Michael Goldberg	Assistant Superintendent for Business
Xiomara Gonzalez	Director World Language/ENL
Rochelle Gooding	Community Assistant
Susan Gooding	2nd Board Vice President
Noreen Greene	District Clerk
Gary Gregory	Director of Athletics

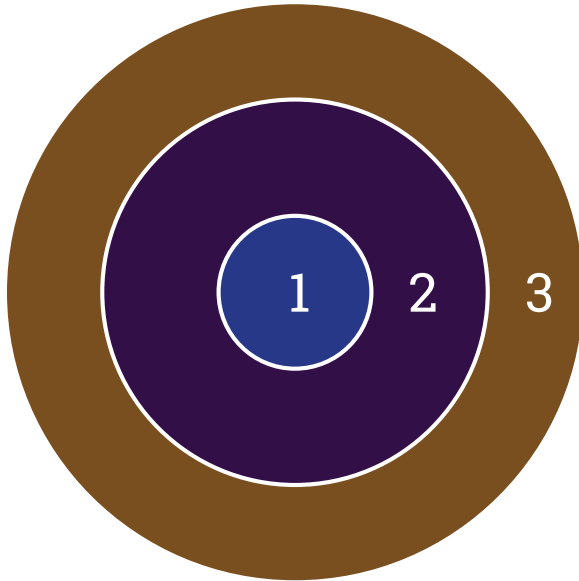
Ashley Hall	Student
Pastor Daryl L. Harris	Community Member
Alexandria Heisig	Teacher
Carleen Henry	Assistant Principal
Valerie Henry	Teacher
Constance Hines-Henley	Teacher
Gwendolyn Holland	Speech Therapist
Anaika Hyppolite	Community Partner
Obi Ifedigbo	Director of Facilities
Dr. Vivian Isom	Teacher
Desrine Johnson	Teacher
Mario Juste	Coach/Parent
Angel Lamar	Parent
Angela Leconte-Hudson	Principal
Tiana Lewis	Teacher
Beyona Lovelace-Monroe	Student
Nateasha McVea	Assistant Superintendent Curriculum
Andrea Millwood	Parent
Rena Mitchell	Parent/PTSA President
Melisa Mohan	Teacher
Belinda Monroe	Board Trustee
Dr. Emily Moore	Board Trustee
Candis Musgrave	Teacher
Danara Nesbitt	Teacher
Chekesha Newman	Teacher
Joseph Notaro	Teacher
Roxanna Orellana	Parent
Julianna Pagnotta	Teacher
Todd Parrish	Teacher
Tara Patrick	Teacher Assistant
Jenny Perez	Teacher
Kristine Pieragostini	Teacher
Desmond Poyser	Technology Coordinator
Tamiko Rice	Teacher Assistant
Noel Rios	Coordinator of Attendance and Truancy
Charles Robbins	Community Member
David Robinson	Community Member
Karen Rochester	Parent
Simone Seymore-Jackson	Teacher

Meghan Shore	Assistant Principal
Mary Shwonik	Teacher
Carmen Smith	Teacher
Dr. Barbara Solomon	Principal
Brodrick Spencer	Principal
Adam Stiles	Teacher
Dr. Jeremiah Sumter	Principal
Alfred Taylor	Parent
Lauren Taylor	Teacher
Dr. Elizabeth TenDyke	Director of Grants and Funded Programs
James Thomas	Interim Assistant Principal
Nancy Ticali	Teacher
Roger Tilles	NYS Regent
Michele Van Eyken	Assistant Superintendent for Educational Services
Imani Watson	Teacher
Dr. Deborah Wortham	Superintendent
Yolette Wright	Teacher
Dr. Dionne Wynn	Director of Pupil Personnel Services



Components of our Strategic Plan

A coherent strategic planning framework places “ends” and “means” in their proper sequence. The three key components of that framework are as follows.



1. Student Learning

- District Mission and Vision
- Goals and Measures of Student Success
- Indicators of Equity for the Whole Child

2. Instructional Effectiveness

- “Four Pillars” (*building blocks*)
- Professional Practices (*teaching practices, leadership practices, organizational practices*)

3. Empowering Infrastructure

- Educational Strategies
- System-wide Equity Commitments
- Key Actions

1. Student Learning, the fundamental purpose of a school system, is the only end that matters in this context. It is the centerpiece of the District’s Strategic Plan. This component includes the District’s overarching educational purposes, as well as measurable goals and outcomes for student learning, growth, and achievement.

2. Instructional Effectiveness is the strongest determinant of student learning. Good teaching practices, supported by effective leadership and organizational practices, are vital preconditions for continuous improvement of student learning.

3. Empowering Infrastructure includes mission-focused educational strategies and focused action at every level of the organization. Efficient services and operations are critical parts of this infrastructure.



2. Our Aspirations for Our Students

Begin with the End in Mind

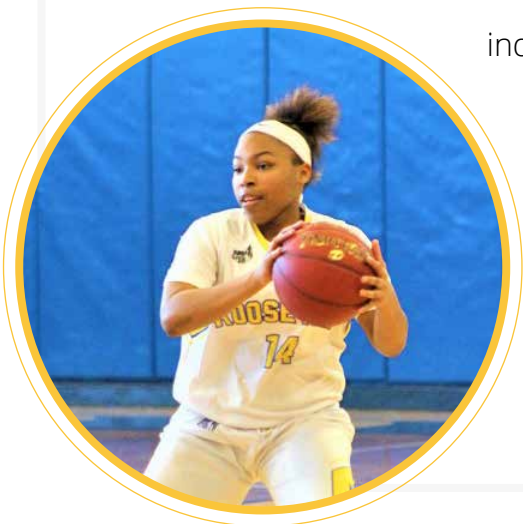
A fundamental aim of our schools is to fulfill our long-standing promise to nurture academic and social-emotional success for every student, without exception. That aim remains unchanged.



And while we have made some progress in certain areas, our schools still have a long way to go to fully realize that promise for every student.

Therefore, this Strategic Plan begins with a reaffirmation of our commitments to all students.

- First, it clarifies our district’s **Mission** and **Vision**. The Board of Education and Superintendent initiated the process of framing our Mission and Vision. The final adoption involved substantive engagement and discussion with Roosevelt’s stakeholders.
- Next, it defines a set of five community-wide **Goals** and **Measures** for student success. The Goals represent the outcomes we desire for our students; the Measures are our markers of progress towards the Goals.
- Finally, it frames a clear set of **Equity Indicators** focused specifically on addressing the needs of the **Whole Child**, beyond just the academic indicators. Those indicators round out our promise to ensure that every student is healthy, safe, supported, engaged, and challenged.



Those declarations clearly outline the “ends” we seek, expressed solely in terms of the outcomes for our students. We will define the “means” to those ends in the next section of this Strategic Plan.

Current State of Student Achievement ... In Brief

Based on data provided by New York State Education Department (NYSED), the proportion of Roosevelt students in Grades 3-8 who met NYS standards increased marginally between the 2017/2018 and 2018/2019 school years, in English Language Arts and in Mathematics. However, the student proficiency rates varied significantly across student subgroups.

- About 5 out of every 20 students in Grades 3-8 passed the 2018/2019 State tests in Mathematics. For English Language Arts, about 6 out of 20 were proficient.
- Female students generally performed better than male students.
- The performance of Students with Disabilities and English Learners were the lowest among all student subgroups; in each case, no more than 2 out of every 20 students met the State standards.
- In general, Roosevelt students achieved proficiency at a slightly higher rate in English Language Arts than in Mathematics.

Grades 3-8 NYSED Assessments ELA and Mathematics	Numbers of Students Proficient in English Language Arts - Out of every 20 students		Numbers of Students Proficient in Mathematics - Out of every 20 students	
	2017/2018	2018/2019	2017/2018	2018/2019
All Students	5	6	4	5
Female	6	7	4	5
Male	4	5	5	5
African American	5	6	5	7
Hispanic	4	6	4	5
General Education	5	7	5	6
Students with Disabilities	1	1	1	1
Non-English Language Learner	6	7	5	6
English Language Learner	1	2	1	2
Not Economically Disadvantaged	5	6	4	5
Economically Disadvantaged	5	6	4	5
Not Homeless	5	6	4	5
Homeless	3	2	1	2

Regarding high school success rates, notable trends in the four-year data (as of August 2019) include the following:

- Roosevelt's 2020 high school graduation rate of 75% was 7 percentage-points *higher* than the 2019 rate of 68%.
- More than half (56%) of Roosevelt students achieved the *Regents Diploma* status in 2020.
- About 3 in 20 (13%) of Roosevelt students received the *Regents Advanced* designation in 2020 compared to 1 in 20 (6%) in 2019.

4-Year Data	% in 2019	% in 2020
Graduation Rate	68	75
Regents Advanced	6	13
Regents Diploma	53	56
Local	9	7
Still Enrolled	12	7
Dropout Rate	19	16

These two sets of data highlight the challenges facing our school system. They also point out the *opportunities* to be realized as we build our District's *systemic stamina* through continuous improvement of teaching practices, leadership practices, and organizational practices. Those practices are the preconditions for continuous improvement of student learning, growth, and success.

Our Mission, Our Vision, Our Goals

GOAL 1:

Success in the Early Years

Every student will acquire the social/emotional skills, academic curiosity, and cognitive development that will position each student for success in pre-Kindergarten through the early grades.



GOAL 2:

Critical Thinking, Problem Solving, and Tech-Literacy

Every student will be empowered with ownership of their education to become critical and creative thinkers, solution-seekers, and advocates for social justice, and will function day-to-day as a tech-savvy, tech-literate citizen connected to the real world.



GOAL 3:

Proficient in Core Academic Standards and Skills

Every student will receive equitable opportunity for success and will acquire the skills and attain the standards of performance in the core subjects at key transitional grade levels.



OUR MISSION

To educate the whole child to excel, thereby ensuring achievement for ALL.

OUR VISION

**We are Roosevelt:
Empowered. Proficient.
Globally Ready.**



GOAL 5:

Readiness for College, Career and Life

Every student will successfully navigate the critical transitions in their schooling, and will graduate from high school ready for college, career, and post-secondary experiences.

GOAL 4:

Elimination of Disproportionalities

Every student will receive fair and equitable treatment regarding discipline and access to rigorous instructional programs.



Indicators & Measures of Student Progress

The ultimate aim of our school system is to provide **Equity of Access and Outcomes** for the **Whole Child** by ensuring that every student is *healthy, safe, supported, engaged, and challenged*. To that end, we commit to the following community-wide **Goals for Student Success**. We will use the Measures of Student Progress to set specific, measurable performance targets each year, so that we can track our progress toward learning, growth, and success for every student, by name.

Goals for Student Success	Measures of Student Progress	Indicators of Equity for the Whole Child
Success in the Early Years <i>Every student will acquire the social and emotional skills, academic curiosity, and cognitive development that will position each student for success in pre-Kindergarten through the early grades.</i>	1.1 Increased percentage of students in Pre-K to Grade 3 meeting criteria for social and emotional, physical, and cognitive development 1.2 Increased percentage of students in Pre-K to Grade 3 achieving proficiency in early literacy and numeracy	Percent of students meeting social, emotional, and behavioral expectations
Critical Thinking, Problem Solving, and Tech-Literacy <i>Every student will be empowered with ownership of their education to become critical and creative thinkers, solution-seekers, and advocates for social justice, and will function day-to-day as a tech-savvy, tech-literate citizen connected to the real world.</i>	2.1 Increased percentage of students who use critical thinking, creativity, collaboration, communication to tackle real-world interdisciplinary challenges 2.2 Increased percentage of students who use technology to facilitate learning, projects, collaborative teaching and informed decision-making	Percent of students who feel safe, have a sense of belonging and personally meaningful friendships, and believe that their school is vibrant and inclusive, with rules that are fair and equitable
Proficient in Core Academic Standards and Skills <i>Every student will receive equitable opportunities for success, and will acquire the skills and attain the standards of performance in the core subjects at key transitional grade levels.</i>	3.1 Increased percentage of students meeting growth and proficiency standards on local and state assessments 3.2 Increased percentage of students attaining readiness skill criteria at key junctures (i.e., end of elementary, middle, and high school)	Percent of students who demonstrate healthy lifestyle choices, including nutrition, exercise, personal care, and safety
Elimination of Disproportionalities <i>Every student will receive fair and equitable treatment regarding discipline and access to rigorous instructional programs.</i>	4.1 Increased percentage of students taking and passing rigorous academic courses and programs 4.2 Increased percentage of English Learners and Special Education students meeting performance standards in Reading	Increased opportunities for students to model positive behaviors that reinforce their strengths, health, and physical well-being
Readiness for College, Career, and Life <i>Every student will successfully navigate the critical transitions in their schooling, and will graduate from high school ready for college, career, and post-secondary experiences.</i>	5.1 Increased percentage of students with at least 95% attendance 5.2 Increased percentage of students who demonstrate successful vertical transitions (i.e., pre-K > elementary > middle > high school > postsecondary) 5.3 Increased percentage of students who graduate on time 5.4 Increased percentage of high school students who are enrolled in college, career training, the military or who enter the workforce within 6 months of graduation.	Increased opportunities for students to model positive behaviors that reinforce their strengths, health, and physical well-being

3. What We Must Do Well



A Coherent Design

All students will learn at high levels when instruction meets their needs.

Therefore, if we want improved outcomes for students, the starting point must be the continuous improvement of teaching practices, leadership practices, and organizational practices, because they are the preconditions for continuous improvement of student learning.

The previous section of this Strategic Plan focused on our aspirations for our students. In other words, we articulated the “ends” we seek through our Mission, Vision, Goals, Measures, and Equity Indicators. Since “ends” are achieved through “means,” this section focuses on what we must do well to turn our aspirations into reality.

The standards-aligned educational system that we need consists of the following elements.

Four Pillars

Without foundation, nothing is secure. The Four Pillars are our building blocks for decision-making and action. They provide a durable frame for organizing our practices, strategies, and initiatives, and for ensuring that we develop the systemic stamina crucial for long-term, sustainable continuous improvement.

Professional Practices for Effective Instruction

Programs fade, but practices endure. The Professional Practices describe specific teaching practices, leadership practices, and organizational practices which, when implemented consistently, will strengthen our instructional effectiveness. In general, sound practices are equally effective across goals, content subjects, and student-groups. Four Pillars.

Educational Strategies

In this context, Educational Strategies are specific to each Goal. They represent the key actions that will facilitate successful accomplishment of the Goal. The strategies are organized according to the Four Pillars.

District-wide Infrastructure for Equity & Performance

A central function of district-level departments and units is to provide the infrastructure that will ensure success at the school and classroom levels. Those functions include: creating and sustaining a standards-aligned curriculum, assessment, and instructional system; attracting, developing, and retaining effective teachers, leaders, and staff; a network of academic and social-emotional supports for all students; and equitable access to technology and information. In this context, our infrastructural priorities are also framed around our Four Pillars.

Our Four Pillars

Without foundation, nothing is secure. The Four Pillars are the building blocks of what we must do well to manifest the outcomes for students; they define the capabilities we must develop continuously to strengthen the effectiveness of instruction and organizational infrastructure.

The Four Pillars provide a durable frame for organizing our practices, strategies, and initiatives, and for ensuring that Roosevelt develops the **systemic stamina** crucial for long-term, sustainable continuous improvement.

PILLAR A	PILLAR B	PILLAR C	PILLAR D
Equitable Access to Rigorous, Culturally Responsive Teaching & Learning	Safe Culture and Strong Relationships with Staff, Families, and Community	High Expectations for Professional Learning, Collaboration and Supports for Staff	Data-Informed Continuous Improvement
<p>The focus of our first Pillar is TEACHING & LEARNING. We will provide standards-aligned curriculum, assessment, and instructional practices and programs that engage every student in challenging work. We will differentiate and scaffold instruction and provide supports to meet the unique strengths, needs, and cultural and linguistic background of each student.</p>	<p>Our second Pillar recognizes that SCHOOLS CAN'T DO IT ALONE. We will embrace our staff, families, and the entire Roosevelt community as equal partners in the education of all our students. We will strengthen trust and respectful partnerships among the home-school-community, and will nurture an equity-centered, inclusive culture at every level of our school system.</p>	<p>By INVESTING IN PEOPLE – the focus of our third Pillar – we will reaffirm our premise that continuous improvement of professional practices is the precondition for improving student learning. We will create a “high demand, high support” ethic that holds every practitioner to high levels of professional accountability, and will provide differentiated support for all teachers, leaders, and staff.</p>	<p>MANAGING THE WHOLE – the focus of our fourth Pillar – ensures that we remain aligned with our Mission. We will base decisions on fact, not opinion. We will use frequent and timely assessments to monitor and adjust our practices and programs at the school and district levels. We will proactively keep our stakeholders informed about our progress, using easy-to-understand data.</p>
“TEACHING & LEARNING”	“SCHOOLS CAN'T DO IT ALONE”	“INVESTING IN PEOPLE”	“MANAGING THE WHOLE”

Professional Practices for Effective Instruction

Programs fade, but practices endure. The Four Pillars provide a consistent, durable frame for our **Professional Practices**; i.e., the Teaching Practices, Leadership Practices, and Organizational Practices which, when implemented consistently, will strengthen our instructional effectiveness.

	Pillar A: Equitable Access to Rigorous, Culturally Responsive Teaching & Learning	Pillar B: Safe Culture and Strong Relationships with Staff, Families, and Community	Pillar C: High Expectations for Professional Learning, Collaboration and Supports for Staff	Pillar D: Data-Informed Continuous Improvement
TEACHING PRACTICES	<p>T1: Teachers utilize explicit instructional strategies to raise expectations and level of rigor for all students, regardless of current level of achievement, and to ensure continuous growth and development for every student.</p> <p>T2: Teachers increase their knowledge of student cultures, design and deliver interdisciplinary instruction, and adapt lessons that reflect the learning styles of their students.</p>	<p>T3: Teachers work collaboratively with their colleagues and families to develop and promote a high-achieving, caring, and supportive environment.</p> <p>T4: Teachers and staff provide a safe, inclusive, and affirming environment free from ridicule, bullying, and demeaning attitude and behavior.</p>	<p>T5: Teachers use common planning time to address curriculum scope & sequence, student needs, and to reflect on instructional practice, share ideas and strategies that work.</p> <p>T6: Teachers develop their Professional Growth Plans and decisions based on individual and collaborative reflection and analysis of student work and data.</p>	<p>T7: Teachers and Stakeholders use data-informed cycles of inquiry to implement school-wide, grade-level and department continuous improvement plans.</p> <p>T8: Teachers engage all students in curriculum and instructional activities that require higher-order thinking regardless of their racial/ethnic, language, socioeconomic, or linguistic backgrounds.</p>
LEADERSHIP PRACTICES	<p>L1: Leadership Team explores alternative scheduling options and collaborative grouping of staff to accommodate academic needs of students while maintaining/increasing academic rigor.</p> <p>L2: Leadership Team leads ongoing grade-level and school-wide dialogue around expectations and holds professional development activities to refine teachers' and instructional aides' skills.</p>	<p>L3: Leadership Team builds systems to link educators, students, parents and caregivers and the community to create schools that are caring and safe.</p> <p>L4: Leadership Team develops a comprehensive system in partnership with parents and the community to address barriers to teaching and learning, and re-engage disengaged students.</p>	<p>L5: Leadership Team develops and implements a differentiated professional development plan and annual calendar, aligned to the school's improvement plan and the professional learning needs of each teacher or staff.</p> <p>L6: Principal builds a culture of collaborative professional learning and teacher instructional leadership that engage faculty and staff in ongoing professional conversations.</p>	<p>L7: Leadership Team uses data about student learning and professional practices to monitor implementation of school-wide, grade-level, and departmental continuous improvement plans.</p> <p>L8: Leadership Team uses student work, feedback surveys, and assessment data to make instructional and intervention decisions.</p>
ORGANIZATIONAL PRACTICES	<p>O1: The District/School establishes early-identification and early-intervention programs and creates pathways to ensure all students are prepared for post-secondary education and career opportunities.</p> <p>O2: District/School leadership allots time for training, collegial collaboration, and preparation of standards-aligned curriculum, and uses data to identify adjustments to delivery of instruction.</p>	<p>O3: The District/School and community develop a shared vision and plan for promoting, enhancing, and sustaining a high-achieving, positive school climate.</p> <p>O4: District/School supports schools in building systems to link educators, students, parents, and caregivers, and the community to create schools that are safe and caring.</p>	<p>O5: The District/School provides a variety of options for finding time for collaborative planning, evidence-based Data Summits, and disseminating effective practices within and across the schools.</p> <p>O6: District rewards excellence and continuous improvement of teaching and leadership practices based on findings from the quarterly Data Summits.</p>	<p>O7: School staff regularly reviews summative and formative assessment results, attendance records, and other materials to identify problems and take action based on evidence.</p> <p>O8: School and District provide professional development and coaching regarding analysis and interpretation of data about student learning and professional practices.</p>

EDUCATIONAL STRATEGIES FOR GOAL 1:

Success in the Early Years

Every student will acquire the social/emotional skills, academic curiosity, and cognitive development that will position each student for success in pre-Kindergarten through the early grades.

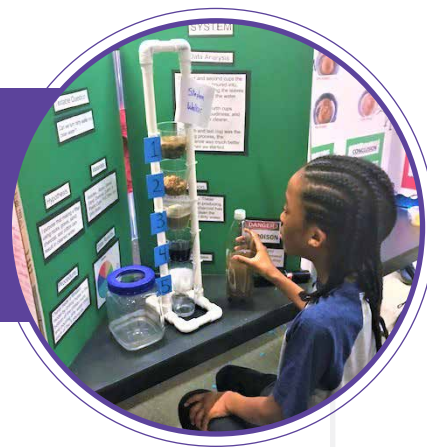
**Educational Strategies**

PILLAR A: Equitable Access to Rigorous, Culturally Responsive Teaching & Learning	PILLAR B: Safe Culture and Strong Relationships with Staff, Families, and Community	PILLAR C: High Expectations for Professional Learning, Collaboration and Supports for Staff	PILLAR D: Data-Informed Continuous Improvement
<p>Institute developmentally appropriate assessments aligned with standards for literacy, numeracy, social emotional skills and physical skills.</p> <p>Implement specialized practices that support early literacy and target underperforming students and struggling schools.</p> <p>Provide instruction that is customized and culturally relevant for students.</p>	<p>Provide ongoing learning opportunities to parents and caregivers to support students' language and math development.</p> <p>Provide ongoing learning opportunities and two-way communication to parents, families and community in their primary language.</p> <p>Create a safe environment that celebrates diversity and fosters culturally inclusive practices.</p>	<p>Provide ongoing professional development regarding developmentally appropriate and research-based instructional practices to support early-learning achievement in literacy, numeracy, social emotional skills and physical skills.</p> <p>Provide regular and frequent opportunities for teachers to engage in data-informed collaboration in support of improved professional practices and student outcomes.</p> <p>Set professional standards, evaluate all employees and provide timely intervention for struggling teachers and staff.</p>	<p>Plan and implement regular formal and informal evaluations of early learning programs.</p> <p>Assess and address literacy, numeracy, social-emotional skills and physical skills needs of students before they start Kindergarten.</p> <p>Involve parents and students in data discussions.</p>

EDUCATIONAL STRATEGIES FOR GOAL 2:

Critical Thinking, Problem Solving, and Tech-Literacy

Every student will be empowered with ownership of their education to become critical and creative thinkers, solution-seekers, and advocates for social justice, and will function day-to-day as a tech-savvy, tech-literate citizen connected to the real world.



Educational Strategies

PILLAR A: Equitable Access to Rigorous, Culturally Responsive Teaching & Learning	PILLAR B: Safe Culture and Strong Relationships with Staff, Families, and Community	PILLAR C: High Expectations for Professional Learning, Collaboration and Supports for Staff	PILLAR D: Data-Informed Continuous Improvement
<p>Provide opportunities for grade-level and department teacher-teams to collaboratively develop lessons that incorporate question progressions and foster critical thinking and problem-solving skills in their students.</p> <p>Develop critical thinking guides and other instructional materials to support culturally-responsive teaching and learning.</p> <p>Strengthen School Media Specialists' capacity and maintain robust and up-to-date online library resources to complement instructional practices in student-relevant ways.</p>	<p>Implement a series of "family nights" events to teach parents how to use technology to support their children's academic success in reading, math, and science.</p> <p>Engage students in internships with professionals, businesses, local libraries, community agencies, and civic groups to learn, first-hand, the importance of critical thinking and problem solving.</p> <p>Empower students and families to become a part of the process of creating and maintaining safe and healthy schools.</p>	<p>Provide professional development on constructivist thinking and culturally-responsive teaching practices.</p> <p>Promote cross-department and grade level teams in using and implementing common approaches to critical thinking and problem solving.</p> <p>Provide continuous professional development for teachers, leaders and staff to strengthen seamless integration of technology-driven approaches and to build internal capacity.</p>	<p>Ensure that core professional development offerings incorporate blended learning opportunities and enhanced use of technology to improve professional practices and student outcomes.</p> <p>Collaborate with staff and students to use data to self-assess their own learning, to determine learning goals, and to monitor progress over time.</p> <p>Implement a comprehensive assessment continuum to provide timely and authentic feedback to students regarding their progress on critical thinking, problem solving, and tech literacy from year to year.</p>

EDUCATIONAL STRATEGIES FOR GOAL 3:

Proficient in Core Academic Standards and Skills

Every student will receive equitable opportunities for success and will acquire the skills and attain the standards of performance in the core subjects at key transitional grade levels.



Educational Strategies

PILLAR A: Equitable Access to Rigorous, Culturally Responsive Teaching & Learning	PILLAR B: Safe Culture and Strong Relationships with Staff, Families, and Community	PILLAR C: High Expectations for Professional Learning, Collaboration and Supports for Staff	PILLAR D: Data-Informed Continuous Improvement
<p>Align curriculum, assessment, and grading systems to state and district skills and standards.</p> <p>Develop and implement with fidelity a culturally responsive, standards-aligned, guaranteed and viable curriculum in all subjects, in every school, and in every classroom.</p> <p>Provide opportunities for students to use data to self-assess, determine learning goals, and monitor progress over time, with guidance provided by their teacher and family.</p>	<p>Nurture an open, welcoming, and inclusive culture at the school and district levels, based on mutual respect and proactive communication among stakeholders.</p> <p>Establish Family Academies to strengthen authentic, two-way partnerships between schools and families, focused on students' achievement of grade-level skills standards.</p> <p>Connect parents and caregivers to school and community agencies to support each student's academic, health & wellness, social-emotional development, and life success.</p>	<p>Implement a sustainable, job-embedded professional learning plan that supports teachers and leaders in analyzing student data, developing content knowledge, and implementing district-specified core instructional practices that facilitate students' mastery of skills and standards.</p> <p>Create and sustain a cadre of teacher-leaders to guide instructional planning, professional collaboration, and evidence-based cycles of inquiry at each school and across all schools.</p> <p>Create a competency-based Leadership in Action Network of teachers, school leaders, and district administrators focused on personal mastery, team learning, and leadership for results at school and district levels.</p>	<p>Create data collection and reporting systems to increase the effective use of data to drive instructional decisions at the district, school, classroom, and student levels.</p> <p>Promote a culture of service excellence that includes: annual goal-setting; monitoring a dashboard of key metrics for each school and district-level unit; conducting annual surveys to assess the quality of services; and annual recognition of progress.</p>

EDUCATIONAL STRATEGIES FOR GOAL 4:

Elimination of Disproportionalities

Every student will receive fair and equitable treatment regarding discipline and access to rigorous instructional programs.



Educational Strategies

PILLAR A: Equitable Access to Rigorous, Culturally Responsive Teaching & Learning	PILLAR B: Safe Culture and Strong Relationships with Staff, Families, and Community	PILLAR C: High Expectations for Professional Learning, Collaboration and Supports for Staff	PILLAR D: Data-Informed Continuous Improvement
<p>Implement research-based strategies that explicitly reinforce a culture of high expectations for each student, regardless of their current level of performance, race/ethnicity, cultural and linguistic background, socioeconomic status, or special needs designation.</p> <p>Accelerate learning across the curriculum for English Learners and underperforming students by providing equitable access to differentiated instruction, ongoing formative assessment with timely intervention; and out-of-school-time strategies to enhance learning.</p>	<p>Strengthen parent/family engagement and trust through programs such as Manners Matter, parent liaisons, parent university, visual representation of the diversity within the community, and access to translators.</p> <p>Implement trauma-sensitive behavior models that fit the needs of the students and families at each school and address health-related and social-emotional barriers to learning.</p> <p>Ensure that staff meet with students and families at least twice each year to dialog about the student's academic and social-emotional progress, using district-wide developmentally appropriate protocol to ensure consistency and coherence.</p>	<p>Provide all-staff professional development and ongoing support regarding positive relationships with students, addressing root causes of students' behavior, and maintaining open, proactive communication with parents and caregivers.</p> <p>Strengthen cultural competence of teachers, leaders, and staff by providing cultural competence training aimed at effective practices, deep knowledge of content, and collaborative professional inquiry.</p> <p>Attract, develop, and retain a highly qualified workforce that appreciates the diversity of the community and is committed to practices that are responsive to the needs of all students and families.</p>	<p>Conduct surveys/forums with stakeholders – including students, staff, families and community –to evaluate effectiveness and responsiveness of the school system.</p> <p>Provide an information management system that generates accessible, timely reports that allows educators to monitor and adjust practices and communicate progress with parents and caregivers.</p> <p>Allocate resources (i.e., people, time, and money) based on data-supported needs of students, staff, and schools.</p>

EDUCATIONAL STRATEGIES FOR GOAL 5:

Readiness for College, Career and Life

Every student will successfully navigate the critical transitions in their schooling, and will graduate from high school ready for college, career, and post-secondary experiences.



Educational Strategies

PILLAR A: Equitable Access to Rigorous, Culturally Responsive Teaching & Learning	PILLAR B: Safe Culture and Strong Relationships with Staff, Families, and Community	PILLAR C: High Expectations for Professional Learning, Collaboration and Supports for Staff	PILLAR D: Data-Informed Continuous Improvement
<p>Increase student engagement through interest-driven programs, culturally-responsive practices, personalized intervention, and timely feedback.</p> <p>Create alternative pathways for meeting graduation requirements (e.g., competency-based portfolio, credit recovery), along with an early-warning system to help students stay on track.</p> <p>Implement a comprehensive system for monitoring the progress of English Learners and Students with Disabilities ensuring they stay on track for successful graduation.</p> <p>Explore opportunities with local colleges to engage students in pursuing college-level courses that will eliminate the need for remediation upon entering college.</p>	<p>Ensure all staff regularly use a variety of approaches and languages to communicate with students and their families about each student's progress toward college and career readiness, especially during the critical transition years.</p> <p>Provide every student with community service experiences or work-based internships prior to graduating from high school.</p> <p>Provide professional development for school staff about effective strategies for creating safe environments for learning and equitable enforcement of disciplinary guidelines.</p>	<p>Connect teachers, leaders, and staff with effective strategies and professional resources for facilitating academic and socio-emotional growth of high school students.</p> <p>Set professional standards, evaluate all employees and provide timely intervention for struggling teachers, leaders, and staff.</p> <p>Strengthen new-employee induction by offering orientation, training and mentor-teacher support.</p>	<p>Ensure that the master schedule provides clear pathways for students to stay on track for graduation.</p> <p>Support teams to recognize and celebrate improvements in student successful transitions and on-time graduation.</p> <p>Create a data dashboard to inform the public of district performance and conduct annual satisfaction surveys regarding quality of teaching, leadership, and support services.</p>

District-wide Infrastructure for Equity and Performance

Effective instruction, the strongest lever for student learning, does not happen “by chance.” It must be purposefully cultivated in order for it to thrive. School and system leaders must be intentional about creating the conditions for responsive, equitable services, and supports that will empower high-quality teaching & learning.

The Board and Superintendent’s embrace of the concept of building **systemic stamina** is a key for making those conditions the norm in Roosevelt Union Free School District.

The COVID-19 pandemic brought the grit and dedication of Roosevelt students, educators, parents, and community into sharper focus. All segments of our school system exercised great restraint when necessary in order to keep all of us safe. And all segments responded with enthusiasm whenever our schools and community needed to pull together. Those are traits to build on as we implement our Strategic Plan during the next few years!

The pandemic also daylighted some of the inequities in our nation’s educational system, in general, and Roosevelt schools, in particular. At Roosevelt, “equity” demands that we pay attention to every student. And, for us, educating the whole child is the pinnacle of equity! We intend to provide equitable opportunities and resources that ensure affirming, personalized experiences and achievement for every student. Our success depends on the following shifts in thought, action, and results:

- Maintain the emphasis on the whole child: healthy, safe, supported, engaged, and challenged.
- Raise the bar by championing high expectations in core academics, co-curricular, and extra-curricular areas.
- Invest in continuous professional learning of our teachers, leaders, and staff, because their competence and confidence are preconditions for improved outcomes for students.
- Advocate proactively for more State and local resources to educate all students effectively.
- Eliminate preferential treatment by ensuring that differences among students based on their background, condition, and circumstances do not inhibit their access to opportunities for learning, growth, and achievement.
- Embrace families and community more intentionally in all areas that impact their children’s education.
- Replace “walls and fragmentation” in some areas of our district with openness, collaboration, and alignment.
- Adopt system-thinking in every area of our operations.



District-wide Infrastructure for Equity and Performance

Building Roosevelt's **systemic stamina** demands attention to the district-wide infrastructural priorities that follow. Those priorities will strengthen equity and performance at every level of our school system.

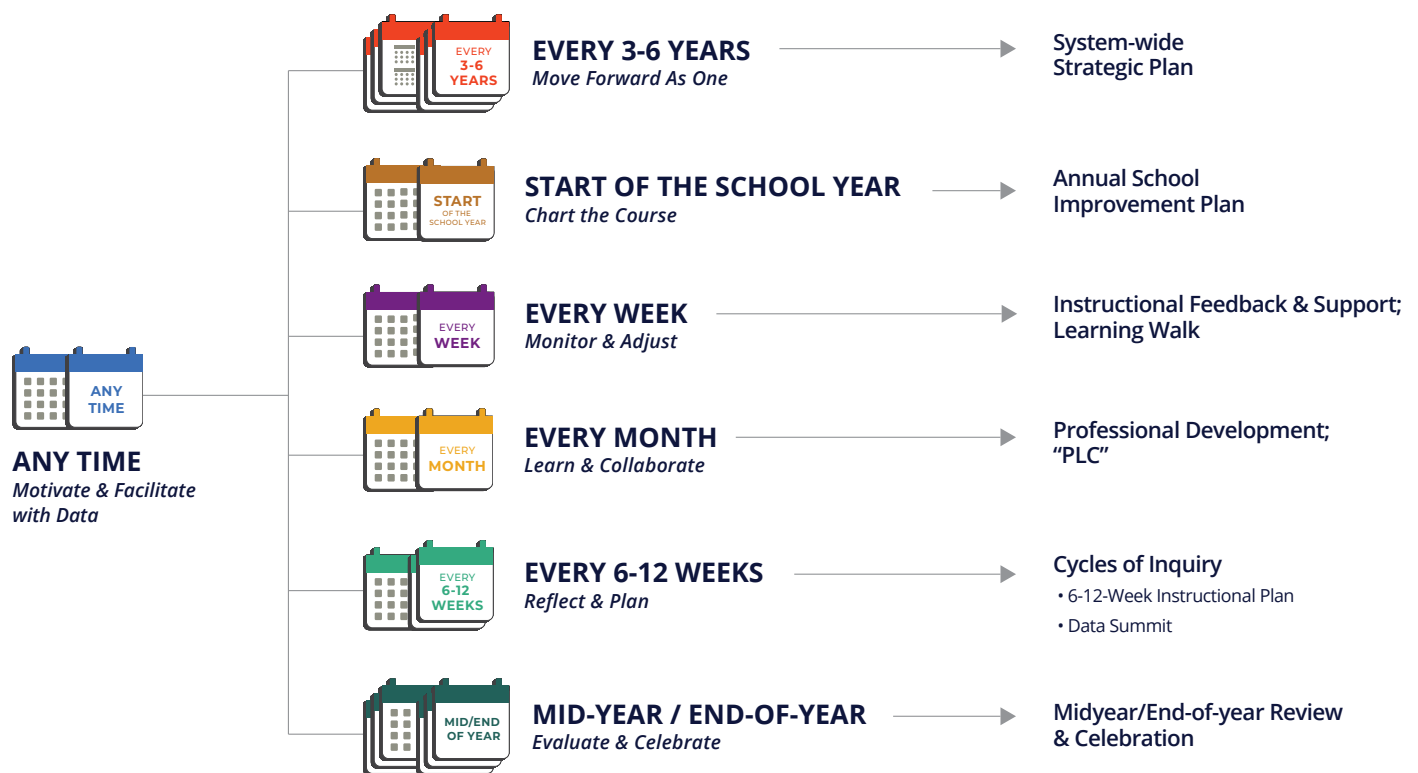


4. Ensuring Disciplined Implementation

The Roadmap Process

A results-focused plan is the first step toward accomplishing the aspirational goals outlined in the Strategic Plan. However, without disciplined implementation, the plan will flounder and may not live up to its promise. After you “plan the work,” then, you must “work the plan” to achieve desired outcomes.

Turning good intentions into stronger results for students demands disciplined implementation at every level: every classroom, every school, every department, at home and in the community. The primary responsibility for making sure that everything comes together to produce sustainable results rests primarily with leadership at the Board, Cabinet, district, and school levels.



Roadmap for Disciplined Implementation methodology offers a step-by-step, calendar-driven approach to disciplined implementation of a strategic plan.

The Roadmap process and its associated tools can be customized to support mobilization, alignment, leadership capacity building, and accountability for results at all levels.

By paying consistent attention to disciplined implementation, the schools will be well-positioned to live up to the intentions articulated in the community's goals for student success.

Key Leadership Actions

The Key Leadership Actions articulate the core work that leaders and their teams must attend to in order to produce desired outcomes predictably and consistently. That possibility becomes more likely if each Key Action is implemented *on time* and with fidelity, thereby providing continuous feedback to guide adjustments and continuous improvement.

The Key Leadership Actions are organized according to the components of the Roadmap described in the previous section. While some of the specific actions may vary across schools or districts, what matters most is fidelity to the intent and design of each component of the Roadmap.

EVERY 3-6 YEARS	Move Forward as One
RUFSD's Strategic Plan	In collaboration with school and community stakeholders, develop a long-term strategic plan that clarifies the educational vision; goals and measures for student success, strategies for achieving the goals, and an implementation roadmap to ensure sustained follow-through and commitment.
START OF SCHOOL YEAR	Chart the Course
Annual School Improvement Plan	Develop an annual continuous improvement plan, aligned to the long-term strategic plan, outlining student achievement targets, practices and strategies, and professional development and collaboration themes for the year.
Master Schedule / Teacher Placement	Finalize the Master Schedule (including teacher assignments and student placement).
Master Calendar	Prepare a consolidated calendar of major activities and deliverables for the school year, shared with and accessible by teachers, staff, and stakeholders.
EVERY WEEK	Monitor and Adjust
Learning Walk / Instructional Monitoring	Track the quality and effectiveness of day-to-day instruction using instructional monitoring tools framed around the professional practices and educational strategies in the district's strategic plan. Use data from the observations to inform feedback, coaching, and support for teachers and staff.
Team Learning and Collaboration ("PLC")	Provide practitioners opportunities to align their focus, support each other's growth, and collaborate in ways that will lift the effectiveness of individual and collective practice. The time is best used for team or collaborative activities, not for individual priorities.
Student Data Review: Academic & SEL	Review student metrics, including attendance, discipline referral, formative assessments, insights from classroom observations, and intervention programs for students. Ensure that intervention programs for students are planned, implemented, monitored, evaluated and adjusted in a timely manner.

Key Leadership Actions (Continued.)

EVERY MONTH	Learn and Collaborate
School Leadership Teams: Monthly Data Dive	Review critical data about student learning and professional practices at least once each month. The review includes status reports on the school improvement plans, focus projects, and other continuous improvement efforts.
Department / Faculty Learning	Provide opportunities for ongoing professional development for teachers and staff. Structure PD to address whole-school continuous learning as well as the professional growth needs of targeted groups (for example, by departments; “focus teachers”).
Leadership-in-Action Network	Participate in proficiency-based continuous leadership learning through the Leadership-in-Action Network sessions each month, with participation by a team of administrators and teachers from each school, as well as district-level leaders and managers. The Leadership-in-Action Network serves as a cadre of facilitators who can guide dissemination and coherence across the entire school system.
EVERY 6-12 WEEKS	Reflect and Plan
6-12-Week Instructional Plan	Prepare 6-12-Week Instructional Plan at the start of each assessment cycle. Encourage instructional planning by team/subject, including in non-core areas.
Data Summit	At the end of each 6-12-week cycle, compile data about student learning and professional practices, based on the priorities identified in the instructional plan for the cycle. Data sources for the Data Summit include instructional monitoring logs, formative/benchmark assessments, CPR Card and Vital Signs Scorecard.
Superintendent's Review	Prepare quarterly or trimester status reports to be reviewed with the Superintendent and district leaders. Each review will be held at a location designated by the Superintendent and following protocols established by the Superintendent.
Parent Learning Forum	Facilitate at least one parent engagement event each quarter. Focus the event on continuous learning for the parents themselves; i.e., on topics/strategies that would enable parents to be more effective advocates for and partners in their child's learning, growth, and success.



Key Leadership Actions (Continued.)

MID-YEAR/END OF YEAR	Evaluate and Celebrate
Progress Review & Celebration	Evaluate progress and celebrate student, team and school progress at the midpoint and end-of-year, relative to the priorities in your school improvement plan.
Getting A Win	Develop and implement a GETTING A WIN plan to prepare students for success on the State assessments. Focus the plan on narrowing the gap between your students' current level of performance and the priority standards on the State assessments.
Staff Hiring	Using the preliminary Master Schedule as a resource, begin the proactive process of hiring teachers, staff, and other personnel for the next school year.
Student Surveys	Conduct at least one survey of a representative sampling of students, focused on questions that would elicit students' opinion and satisfaction about their educational experiences.
ANY TIME	Motivate and Facilitate with Data
Vital Signs Scorecard™	Develop a Vital Signs Scorecard, or a dashboard of key indicators of progress regarding student learning, teaching practices, leadership practices, and organizational practices. The Vital Signs Scorecard offers timely, evidence-based feedback about adult practices (i.e., cause) and student progress (i.e., effect). Review/update your Vital Signs Scorecard at least once each month.
CPR Card™	<p>Use the CPR Card™ (or Continuous Progress Report Card) to monitor the timeliness and quality of implementation of your day-to-day activities as well as long-term projects and priorities. With the CPR Card, you can:</p> <ul style="list-style-type: none"> • Sequence your work and monitor it continuously. • Communicate progress to all stakeholders. • Hold everyone accountable for follow-through. • Keep transparent records of your accomplishments and challenges. • Align day-to-day work to your long-term objectives.
4-Lens Analysis of Student Data	<p>Data shows us symptoms – but may not offer insight into the underlying problem(s). Transforming data into information is what makes it useful. By looking at the data through four lenses, practitioners will acquire a richer understanding of “what the data says.”</p> <ul style="list-style-type: none"> • Lens 1. GROWTH focuses on “value-adds” in learning and achievement for identical student groups or cohorts. • Lens 2. CONSISTENCY investigates learning and achievement for different groups of students, or non-cohorts. • Lens 3. EQUITY provides insights into the learning and achievement by students by subgroup. • Lens 4. STANDARDS tells us about student mastery of the academic standards that would prepare them for success at the next level. <p>The 4-Lens protocols can be used to probe all kinds of student data, including data from benchmark assessments, state tests, survey data, attendance and disciplinary referrals.</p>

Roosevelt Rising!

Centennial Avenue School Points of Pride

- MLK Tribute and Black History Month Projects: Theme “The Beloved Community”
- Grade Level Book Assignments
- “Children in the Civil Rights Movement” and MLK Six Principles of Non-Violence
- Strong Side Challenge Black History World Changers
- Annual African American Read-In Partnership with RHS NHS
- Grade Level class site created in Google Classroom with quick resources for parents
- Mrs. Mott’s Grade 2nd Class “Friday Family Read Aloud” virtually
- Professional Development Collective Teacher Efficacy
- Principal’s Daily Inspirational YouTube Message – Efficacy for Students

Roosevelt Middle School Points of Pride

- African American History Virtual Celebration (Students & Staff)
- Black History Jeopardy (2/25)
- Curriculum Strategy meetings with Departments
- Student generated digital Valentine’s day messages through the Art Department
- Principal’s Feedback Survey (QR Code)
- RMS student Writing and Publishing Program

Roosevelt High School Points of Pride

- Superintendent’s Student Circle launched with leadership experiences for student voice
- Athletics have returned to the HS. Wrestling is currently in first place.
- Several students received scholarships and acceptance letters to colleges and universities at our on-site college admissions day
- National Honor Society has a reading initiative with Centennial Elementary
- National Honor Society does peer tutoring to assist their colleagues in academic success
- Several of our Advanced Placement Research students have been approved to conduct their research

Ulysses Byas School Points of Pride

- Black History Month interdisciplinary collaboration with 6th Grade ELA students and Art
- Glows and Grows Gatherings conducted with staff on a monthly basis
- U. B. Briefing electronic newsletter sent out every Friday. This has been a consistent avenue for staff to celebrate each other as well as receive pertinent information that is building positive morale and school culture.
- Project Based Learning in the upper grades with culminating projects such as: fourth grade virtual field trip and Dream Catcher Unit highlighting the culture of Indigenous People and fifth grade Black History virtual presentations.

Washington Rose Points of Pride

- Mrs. Langer, Ms. Massenburg, Mrs. Matias, Ms. Bernard, Ms. Beno, Mrs. Aguilar’s students’ Black History presentations were a part of the Superintendent’s morning message spotlight.
- Mrs. Romero, Kindergarten Bilingual teacher, on her own time, delivered breakfast and lunch to a family who was in desperate need.
- Our fourth-grade team of Mrs. Stanley and Mrs. Pieragostini delivered desks to students in their classes made by Rebuilding Long Island, Inc.
- Staff Spotlight: Ms. Bernard is leading the women’s history program with staff performing dance routines.



Roosevelt

Union Free School District

3,213 Students Enrolled

53% Male
47% Female

56% Hispanic/Latino/Latinx
44% Black/African American
<1% Other Races/Ethnicities

80% Economically Disadvantaged
14% Special Education

Superintendent

Dr. Deborah Wortham

Board of Education

Charlena Croutch – *President*
Rose Gietschier – *1st Vice President*
Susan Gooding – *2nd Vice President*
Belinda Monroe – *Trustee*
Dr. Emily Moore – *Trustee*
Noreen Greene – *District Clerk*

Our Schools

Centennial Elementary School

140 West Centennial Avenue Roosevelt, NY 11575

Ulysses Byas Elementary School

60 Underhill Ave Roosevelt, NY 11575

Washington Rose Elementary School

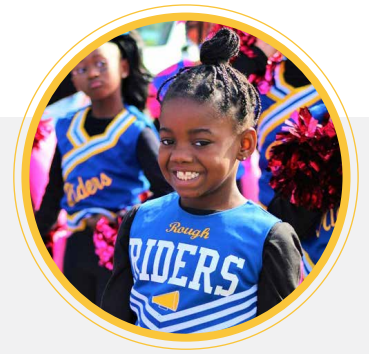
2 Rose Ave Roosevelt, NY 11575

Roosevelt Middle School

335 E. Clinton Ave Roosevelt, NY 11575

Roosevelt High School

1 Wagner Ave, Roosevelt, NY 11575



ROOSEVELT UNION FREE SCHOOL DISTRICT

240 Denton Place, Roosevelt, NY 11575

Phone: 516.345.7000