



Contract for Excellence

Needs and Strategies Report For School Year 2009-10

OSSINING UFSD

SUPERINTENDENT PHYLLIS GLASSMAN

Contract Plan: Describe the overall strategy your district will implement under the Contract for Excellence to address the above needs. Detail the new and innovative programs selected and how they will integrate with existing improvement plans.

The proposed C4E initiatives listed below for the 2008-2009 school year will provide all students and targeted populations with the necessary support and enrichment to ensure academic success.

o Class Size Reduction

Two Kindergarten teachers will continue to be assigned to Park School to reduce class size.

In an effort to provide additional support to the targeted population in Science at Ossining High School, an additional Chemistry teacher will be assigned to reduce class size.

o Increased Time on Task

The Earth Science for All: Summer Expansion Program will be provided during the summer for AMD Middle School students requiring additional academic support. Special education and LEP students will be targeted to attend this extended year program.

Teacher and Principal Quality Initiative

Two teacher mentors provide guidance and support to first and second year teachers. The mentors provide in-class support, technical assistance, and assist teachers with the implementation of researched-based strategies for increasing student achievement. Teachers have the opportunity to enhance their instructional practices while participating in a supportive experience.

o Middle and High School Restructuring

The addition of a .4 F.T.E. American Sign Language Teacher will be assigned to Ossining High School to enhance the overall World Language Program and provide additional opportunities for High School students. Our high school data indicates that our students with disabilities struggle with the traditional second language courses. This American Sign Language course will provide students with another option for high school second language credit.

At Ossining High School, a World Language teacher was hired to provide Spanish instruction to targeted students. This additional support to the targeted population will assist them in being successful in attaining the necessary World Language credit for High School graduation.

At Ossining High School teachers will participate in curriculum development and/or instructional design in Social Studies, Mathematics, and Science.

In an effort to enhance the Earth Science curriculum, additional support provided to the targeted student populations as teachers will participate in the development and implementation of a grades 6-8 Sustainability Curriculum. Teachers will learn about the principles of sustainability and will begin to infuse sustainability standards into the grade level curriculum. An interdisciplinary, web-based curriculum will be developed to integrate vocabulary and background knowledge in Social Studies, Math, English, and Earth Science. This interdisciplinary curriculum will provide our English Language Learners and our students with disabilities the opportunity to be successful as a result of the integration of Sustainability is infused in the different content areas.

o Model Programs for English Language Learners

Several school years the District has begun a Two-Way Bilingual/Dual Program beginning with our pre-kindergarten and kindergarten programs. The Two-Way Bilingual/Dual Program has proven to be very effective in the teaching of a second language to English speaking students while at the same time being particularly effective in enhancing the instruction for English language learners, and in particular our Spanish speaking English language learners. The additional two full time Two-Way Bilingual Program teachers will enable the District to expand our Two-Way Bilingual Program both horizontally and vertically. The Two-Way Bilingual/ Dual Language Program will provide Spanish and English instruction to second grade students at Brookside School and fourth grade students at Claremont School, in addition to students in grades Pre K ; 4.



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Maintenance of Effort: Describe how you will continue your previous years' C4E expenditures. Districts are required to maintain total expenditures for C4E allowable programs at the level of their 2007-08 and 2008-09 amounts, as approved by the Commissioner. The total amount to be maintained in 2009-10 therefore is equal to the approved 2008-09 Contract amount, including the 2007-08 MOE amount.

As a result of new C4E program expenditure requirements, the Ossining School District will use 50% of it's allocation to support several C4E programs that were implemented during the 2007-2008 school year. The following programs implemented, which were implemented last year, will continue with C4E funds or local funding:

A secondary literacy coach to work with teachers across the curriculum at the middle and high school,
The ESL teacher hired for Park School last year will continue to provide support to our LEP students,
The 8th grade Earth Science teachers will continue to provide high quality instruction to the targeted populations. One teacher will continue to be funded through C4E program expenditures and the second teacher will be supported with local funding.

The teachers hired for the first and third grades Two Way Bilingual/Dual Language Program will continue to support our initiatives for English Language Learners.

Reallocation: Specifically describe how you will reallocate any funds which will not continue to support prior year C4E programs. The reallocation of funds must be for new C4E allowable programs and be approved by the Commissioner. Reallocated funds will reduce the prior year's MOE by an equal amount. Describe specific programs and items to be purchased and how the new programs will improve student achievement. Revised Narratives, Programs, Options, Input Metrics, Performance

CE4 funds were not reallocated.

Achievement Issues: Describe the overall student achievement need presenting the greatest challenge in your school district which the Contract for Excellence addresses. In particular, describe the needs for those schools in improvement status that qualified your district for the Contract for Excellence.

The Ossining School District is a public school located 30 miles north of New York City. It is often described as the suburban village with urban needs. As a school district, we face many challenges. After looking at our achievement data for students, the challenge that we face is the obvious achievement gap that exists between our Caucasian students and our students of color.

At Ossining High School (OHS) the achievement gap also exists between our high and low socioeconomic SES students and for students with and without disabilities. At Anne M. Dorner Middle School (AMD), which serves students in grades 6, 7, and 8, the main concern regarding the achievement gap is between general and special education students and LEP students.

The 2005-2006 school report card indicated that AMD had not met Annual Yearly Progress targets in English Language Arts. At Brookside school, which serves our second and third graders, the overall results of the New York State Education Department ELA test indicate a positive trend in the performance of all students tested in grade 3, however, aggregated results for students with disabilities indicate that their performance is unstable.

At Claremont School which serves grades four and five, the main concern continues to be the achievement gap between our general and special education students. All of our students in our special education programs are required to take the New York State Assessments unless otherwise noted on their IEP. While the overall results of the New York State Education Department ELA Assessment indicate a positive trend in the performance of all students tested in grade 4, aggregated results for special education students indicate that their performance is unstable.



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Special Populations: The needs of special populations (LEP, students with disabilities, poverty and students with low achievement) should be assessed, with specific programmatic efforts identified.

The Ossining School District is faced with the challenge of eradicating the achievement gap that exists between our Caucasian students and our students of color. Our disaggregated data indicates that on the NYS ELA and Math tests, Black and Latino students are not performing at the same level as our Caucasian students. Specific Academic Intervention Programs are being implemented in ELA and mathematics to address the specific needs of the targeted population. We acknowledge that there is a need to continue to clarify and to rearticulate the direction that our ELA instruction is going in, not only at the High School but Districtwide. In the past, our professional development can be best described as "drive-by development", meaning that we tend to introduce several initiatives simultaneously with the best intentions. However, with the support of our literacy and math coaches, professional development will provide more authentic support to teachers.

As a result of an increase in LEP students and recent immigrants, we will continue to support instructional practices and strategies that are geared toward those students and will assist them in meeting state and local benchmarks.

The needs of our students with disabilities are being addressed districtwide with the increase number of inclusion classes and a decrease number of students assigned to self-contained classes. A districtwide Special Education Work Group has focused on recommendations for literacy instruction, RTI initiatives, English Language Learners, and referrals, which will be implemented during the 2008-2009 school year.

As a school district we believe that it takes districtwide support and initiatives to address the education of all of our students and we will continue to make efforts to eradicate the achievement gap.



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Targeting to Need: Provide evidence that funds are targeted to students with the greatest educational needs. Refer to the Educational Need Matrix e-mailed to each superintendent.

In an effort to address the academic needs of the targeted population, a Chemistry teacher will be able to provide support to students as a result of reducing class size. As a result, the teachers will be able to focus on individual students on a more frequent basis in a content area that most students experience difficulty.

Increased time on task at AMD will also support our students with disabilities and our LEP students by providing an Earth Science Summer Expansion Program. Professional development for teachers will address literacy in the content areas.

Our Middle School and High School Restructuring efforts will address the needs of all targeted populations. Consistent with the BOE goal to offer high expectations and rigorous instruction for all of our children, the Board of Education has supported over the years an earth science component for a limited number of students at the Middle School in grade 8 as part of an accelerated program. Within the restructuring of our Middle School is our plan to implement the Regents Earth Science Program requirement for all grade 8 students. The interdisciplinary Sustainability curriculum will enable targeted students to experience the vocabulary and background knowledge in multiple content areas that will lead to their success. This curriculum will enhance the Earth Science program.

Park School serves our children in kindergarten and grade 1. The Ossining SD has an ever increasing number of ESL students who are in need of instructional support. The positions funded through C4E will enable the Ossining SD to accommodate the increased enrollment of the recent immigrant children at Park School and assist in reducing class size.

During the past several years the District has begun a Two-Way Bilingual Program beginning with our pre-kindergarten and kindergarten programs. The Two-Way Bilingual Program has proven to be very effective in the teaching of a second language to English speaking students while at the same time being particularly effective in enhancing the instruction for English language learners, and in particular our Spanish speaking English language learners. The additional two full time Two-Way Bilingual Program teachers will enable the District to expand our Two-Way Bilingual Program both horizontally and vertically into grades 2 and 4.

We feel that the programs and activities being supported through C4E funds will provide high quality sustained staff development focusing on content pedagogy to help improve the capacity of our building principals and teachers. It will ensure that students across the grade levels will continue to improve and be challenged. This plan, while also addressing the needs of all students, will help and support the specific targeted population outlined above, specifically LEP and students with disabilities. Staff development will help to build their repertoire of strategies to continue to find ways to assist them in meeting the standard.

Performance Targets: You will need to complete a detailed Performance Matrix in the application that will capture the specific gap reduction you expect in each school with C4E funds for specific accountability areas and subgroups of students. In this narrative, describe the overall achievement outcomes that you anticipate will result from the C4E programs.

The overall achievement outcomes that we anticipate will result from the C4E programs are an increase in grades 3-8 ELA scores, grade 8 Earth Science Regents scores, grade 11 English Regents scores, and an increase in targeted students' academic achievement in all subject areas. The performance targets for all students are to raise grades 3-8 ELA scores, grade 11 English Regents scores, and to increase students' academic achievement in all subject areas.

Specifically, we anticipate a:

10% achievement gap reduction for low income students on the English 11 and Chemistry Regents exams

10% achievement gap reduction for all students on the Earth Science Regents exam, and the grades 6-8 New York State ELA test and Math tests

10% achievement gap reduction for LEP and students with disabilities on the grades 3 - 5 New York State ELA and Math tests



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New vs. Continuation of Existing Programs: Describe how funds will supplement and not supplant current programs, except where allowed.

The following funds will supplement our current programs:

Class Size Reduction: One additional first grade teacher and one additional Kindergarten teacher will be assigned to Park School to reduce class size.

One high school Chemistry teacher will be assigned to Ossining High School to reduce class size.

Teacher and Principal Quality Initiative: At OHS, two teacher mentors will provide guidance and support to first and second year teachers. Working intensively with the new teachers, the mentors will provide in-classroom support, technical assistance, and will help teachers implement research based, proven design principles for increasing student achievement. Teachers will have the opportunity to enhance their instructional practices while participating in a supportive experience.

Increased Time on Task: The Earth Science for All: Summer Expansion Program for AMD middle school students will be targeted for all student populations and will provide additional academic support during the summer.

Middle and High School Restructuring: The addition of a .4FTE American Sign Language Teacher will be assigned to Ossining High School to enhance the overall World Language Program and will provide additional opportunities for the targeted populations.

A .5FTE Spanish teacher will provide additional support and opportunities to Native Language Speakers at Ossining High School.

Professional development for meeting the needs of struggling students will be provided to teachers.

The new interdisciplinary Grades 6-8 Sustainability Curriculum and instructional program will integrate the different content areas, thereby providing additional support in Earth Science, specifically in vocabulary development and background knowledge, two areas that our targeted population struggle with and need additional support. This curriculum will enhance the Earth Science program at AMD Middle School.

Model Programs for English Language Learners: The Two Way Bilingual/Dual Language Program will provide Spanish and English instruction to second grade students at Brookside School and fourth grade students at Claremont School.
