

## **Contracts for Excellence - District 18 Sep 14, 2009**

### **Contracts for Excellence**

**Brooklyn Public Meeting, 9/14/09  
CEC 18**

**1106 E. 95th St.**

**Brooklyn, NY 11236**

**SUPERINTENDENT WILKINS:**

So planning to spend on their discretionary funds within the allowable six programs, and I'll talk to you about those programs, how the DOE, the city-wide planning has been done for these monies and how the targeted contracts will fund particular initiatives in our schools.

I also want you to listen for how the DOE is allocating funds for support services to schools. Think about one category, class size reduction, and what the contract offers and how those monies should be spent. And, also, just public comment about the process itself.

Very important to us that we are engaging the public. We're hearing from our community councils, and we're taking that feedback and using it to move forward in terms of engagement, involvement and parents really having decision making power. I was at a presentation this afternoon with the chancellor, and one thing he impressed upon us was the need to have accountability, empowerment and leadership. So I'm looking forward to this school year. Most of you spoke about the importance of parent engagement and leadership. I'm looking forward to sort of bridging the work that we've done so far and continuing to build the relationships that support teaching and learning, because it's not until we can actually address the needs of every particular child in our schools that we are on our way to really touching upon the goals and the ideals of education.

So C4E contrast is where I'm going to take you tonight. We're going to move through, and let me just say. Contracts for Excellence funding comes from the State. This money has to be distributed to schools so that students benefit. Students with the greatest educational needs will benefit from these particular fundings in six specific categories or program areas.

(Trying to run presentation)

It doesn't work. It really doesn't work. But you should have -- CEC members, in your folder, you should have a copy of the PowerPoint.

Now, just to keep talking, the monies that flow into the city under the Contracts for Excellence allocations are also monies that the state has

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defined in terms of who are the students with the greatest educational needs. Those students are my English language learners, students in poverty, students with disabilities as well as those students who have low academic achievement or are at risk of not graduating. Those are the weights by which money flows into particular schools, according to the populations that you see here.

The specific program initiatives are outlined for all schools across the city. Class size reduction. You know that we talk a lot about having a smaller ratio of children in a classroom per teacher and the effects of small group and smaller class size on learning in general.

Time on Task. Time on Task are those programs which allow students to actually engage in very targeted learning according to their specific educational as well as social and emotional needs. These programs can take place before and after school. They can also take place during the regular school day. And I'll talk a little more about that as we go through.

Teacher and principal quality initiatives. You know, in order for students to learn you have to have highly qualified teachers standing before them, and they have to understand best practices. We also need good leaders. We need to have a pool of leaders ready, just so that we can actually fill our schools with the most competent school leaders as teachers, as principals retire, so that's a very important piece for us.

Middle school and high school restructuring. In District 18 the monies are here, and they're being used, and what I see happening is at the middle school level we're getting those academies. Schools are actually organizing themselves into smaller learning communities with specific themes to address the interests, talents and abilities of students, as well as our having pretty much across the city schools that have divided themselves into houses. So they may have a theme as well as our academies do, but within that they may be focusing on ecology or they may focus on the arts or they may focus on technology. But, again, middle school and high school restructuring; the monies are used in that way. At the high school level you may see these monies also being used in terms of advisories and programs that support students in terms of counseling and guidance.

And you jump in anytime.

MS. SPEAKER:

You'd be just great.

SUPERINTENDENT WILKINS:

Angela is the grand expert here. Okay.

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Full day pre-kindergarten programs. In District 18 we have three schools who have received monies that are targeted area monies that go into our schools for full day pre-K. We have a full day pre-K at 66, full day pre-K at 208, full day pre-K 16 PS 276.

Model programs for English language learners. Those are the dual-language programs. In District 18 we do a lot of that money through our ESL, English as a Second Language. Monies are used in that way.

Contracts for Excellence 2009-10. No new monies have come into the city this year with respect to Contracts for Excellence. We're in our third year. First and second year we did see increases. This year, given our severe economic downturn, we're not seeing new monies, and what we are seeing is that schools are continuing with the plans that they proposed last year. And we have a maintenance of effort going on so that we are actually building continuity in the way we support and service our students.

Please note that all proposed allocations described in this plan are preliminary and contingent upon further analysis of school based conditions. Meaning that using the six buckets that I described a little earlier very quickly, principals and schools are able to look at their data to analyze school needs again and to make adjustments according to those six specific areas. So if you're finding that in your school you need to have more professional development for teachers, you're able to do that. Class size reduction, if you had space and you're able to hire a teacher for that particular class, you can use the monies in those ways. So schools do have what we call discretion in the way in which they use the monies, but that discretion is limited to those six specific program areas.

So here's the graph. The New York City 2009-10 city-wide C4E plan, and it says city-wide. This is across the entire city. The city receives 387 million dollars. As you can see how the pie has been split it shows how the pieces have been sort of sliced in terms of support and services to school.

Targeted allocations. We have 76 million, and I'll talk to you a little bit about that. The maintenance of effort, 30 million, and district-wide initiatives, 39 million, and the discretionary allocations to schools are the monies that go into schools across the city. This is not just District 18. This is across the city, so that they can make decisions how to best support those students with the greatest educational needs.

So we're going to look a little bit at target allocations to schools. These monies are nondiscretionary, meaning that once they go into the school the city has a plan, and if you go back you can actually see what that plan looks like, that twenty percent will be spent targeted allocations, eight percent maintenance of effort, ten percent in terms of district-wide initiatives.

When you look at this particular slide what you're seeing is exactly how

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that 76 million has been divided up across the city. So schools across the city are receiving monies for collaborative team teaching classrooms, and two schools in our district this year have received that Central allocation. M.S. 588 and M.S. 598. Art and Philosophy and Marketing and Legal Studies. They received the money because they had an additional collaborative team teaching class. That's where you have our students with special needs learning alongside students in general education, and the model is told that you socialize the intelligence and that they are actually learning and building upon one other's strengths and challenges and working together on areas of need.

Pre-K, told you those three schools. 208, 66, 276 in our district, and then the only school in our district which has received Autism Spectrum Disorder monies, and, remember, these are targeted monies from Central for the programs, is PS 244, because this is a school, it's a non-barrier school, and it has a very high number, a preponderance of students with special needs.

And then we have the ELL Summer School, in which across the city our English language learners were afforded the opportunity to attend summer school based on the monies that were received at their particular schools because of how they're weighted. A high number of ELLs in that particular school.

Please know that, again, as long as they retain the population necessary they retain the money. You lose students, you lose funding. And that's the way it works.

City wide, the district-wide initiatives that you see here really go to schools across the city. It benefits all schools. But just know that because of the weights we look at those schools which have the greater population in those four categories, whether it be poverty, ELL learners. Come on, help me, because know it's your quiz. What's the other category? Come on. It's our ELL learners. It's our students with poverty, at a high poverty level outside of one's schools. It's also our students with low academic achievement, and there's one more.

MS. SPEAKER:

It's students with disabilities.

MS. SPEAKER:

Disabilities.

MS. SPEAKER:

Special needs.

MS. SPEAKER:

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Disabilities.

SUPERINTENDENT WILKINS:

There you go. I just want to know if you're listening.

MS. SPEAKER:

Yup.

SUPERINTENDENT WILKINS:

Stay with me. Okay. So, and looking at the district-wide initiative's piece you're going to see multiple pathways to graduation. Those are programs that are in place for our overage students across the city who would like another opportunity to reinvent and to reenter the educational system for the betterment of oneself.

We have the principal training initiatives, which go into leadership programs across the city so that we're building that pool of very effective, very competent leaders.

We have school restructuring initiatives for new schools, schools that are starting up, schools that wish to engage in grade reconfigurations, and the 7 million goes to either ELL success programs, and that's looking at best practices and programs for our ELLs, as well as middle school success grants and, in District 18, IS 68, Alex Fralin, his school has received a quarter of a million dollars to actually implement his very, very rigorous proposal that was approved, and those monies are there, and they come from Central. And these are sort of the monies that are targeted for specific instruction and specific services.

Maintenance of effort, like I said to you before, maintains our summer school, our before-school, our after-school programs. We have many schools in our district which have after-school programs, have before-school programs, and summer school within our district went very well this year. We actually were able to work with our Level 1 students, and we did have a very high promotion rate at the end of the school year, and then we also were able to use monies to really, sort of, keep the learning going so that there would be little regression for our Level 2 students.

What you see here are the discretionary monies by program that you saw on Slide 5, that big blue area, these are the monies. And the monies here, it's 242 million dollars across the city. And this is the city plan for how both monies would be used. So the city is really focusing in on class size reduction, because we know smaller class environments contribute to students learning at a faster rate or with more rigor. There's more one-to-one instruction. We're able to, as I say, cup it in our hands when we have a smaller class community with which to work.

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Time on Task, again, there are the programs that are in place for AIS, Academic Intervention Services, our career technical education programs. Time on Task will allow us also to look at social/emotional programs and services that we're giving to our students, as well as have us during the regular school day be able to push in and pull out students for additional support.

Again, we spoke about teacher and principal quality, and we know how important that is to learning. And then the smaller slices of this particular pie, in these six buckets, goes to our ELLs, pre-K and middle and high school restructuring.

All proposed discretionary spending by program area, these are the discretionary monies that the city has been allocated, and they go directly into classrooms. And we talked about each slice of the pie and what the definition and how those monies will support our learners.

Again, discretionary monies go into schools. Schools decide how those monies will be used. Principals work with the SLT, with the PTA, with their cabinets in sharing the information after they have done their in-depth analysis of what the school's needs are. And, no, needs may change from year to year. So these are discretionary funds, yet they can only be used in those six specific areas.

So now we look at District 18. And if you look at District 18 you will see -- where are we putting most of our allocation? Where is most of our money going?

MS. SPEAKER:

Time on Task.

MS. SPEAKER:

Time on Task.

SUPERINTENDENT WILKINS:

Time on Task. AIS. Programs that are instructionally target. Wilson, Foundations, Achieve3000. We're actually using our money for push-in and pull-out, small group instruction, tutorial sort of initiatives for particular children, addressing their needs. So that's where the bulk of our money is going, and, then, we're also looking to increase the level of leadership, because all of our principals in District 18 are learners, and continue to look towards seeking how to sort of enhance and build their own leadership and professional knowledge so that they can lead a school effectively.

And you'll look and you'll see where those little dashes are, which means that the schools themselves are not using discretionary monies in that way. However, city wide Central is filtering in that support to particular schools.

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Now, you look here and you say oh, wow, look at all that money coming in to District 18. If you just look at class size, reduction is 1.1 million. And we get very excited. Know that these are discretionary monies that come from Central into our schools as well as nondiscretionary funds, and I see principal faces like oh, we just wish. Only if. Okay? And the nondiscretionary funds. So all of these monies are now in one pot, and you're looking at District 18 class size reduction, and for here we have schools where they may have, let's say, on a grade five classes of twenty -- four classes of twenty-five. Class size reduction would mean if they were to use the monies in that way they can have five classes of twenty.

Did you get that mathematical problem there, because I'm going to go through it again? Good. Yes. Yeah, yeah. I sort of tripped all over that.

Here we go. Here's the illustration. A school may have five classes of twenty-five. No, they have four classes of twenty-five.

MS. SPEAKER:

Yes.

SUPERINTENDENT WILKINS:

You can tell I was so not a math person. Okay? They have four classes of twenty-five. Class size reduction would allow them to have five classes of twenty. See it? Okay. I have to see it here. I have to visualize this.

So thank you. Thank you.

And I talked to you about the Time on Task, the before and after-school programs. We know that they're up and running in several of our buildings. Summer school. Principals in schools were able to comingle and to cluster, but all schools had the funds for summer school. That's the maintenance of effort money. Dedicated instructional time. Pull-in, push-in, pull-out, focus programs, AIS programs for particular students and then individualized tutoring as well.

Teacher quality. Many of our teachers have, in their first year, definitely, mentors. In particular, professional development based on the school's goals and objectives, their mission and teacher needs. Teachers are in different places on the continuum. So principals are matching professional development so that they can bolster and match it up. So to help teachers hone their skills in terms of what their professional and personal needs may be

As I go through, we're looking at middle school and high school restructuring. Again, we spoke about the academies. And for our academies no new monies came in, because our principals are very, very creative and innovative in the way that they've used the monies that they

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have, but in [sic] particular district they do house schools, and they may need additional monies if they have a focus on technology. Even for our academies, if there's a focus on technology then monies can be used in that way. And it can also pay for lead teachers.

Pre-K we spoke about, and model programs for our ELLs. In District 18 our primary program is ESL, and we do not have a preponderance or a high proportion of ELL learners so that it would dictate our having additional, sort of, models or programs for ELL learners.

Okay. Class notes. There's a special note here on class size reduction. And what this all says is that even though we got the same monies that we did in '09 and '10 we may not be able to do the same things with them with respect to class size reduction because teacher's salaries have gone up.

So not only must the school have space capacity with respect to class size reduction, we can't reduce classes if we don't have classroom space, but they also must be able to afford a teacher for that particular group of students. So that's some of the adjustments that have been made and may be made according to salary increases. Remember, we did not receive any additional funds through Contracts for Excellence for the '09-10 school year.

Now we come to the part that you've all been waiting for, and this is public comment. At this particular time we'll open the floor for Q&A. About five minutes, but, also, you can jot down questions that you may have that, in particular, that you don't want to field at this time. We will collect that feedback, because we value it, and we'll use it in terms of our looking at, because all of this is preliminary. These are proposed projections for the way schools would use money. We want to hear from you with respect to the purpose that I set earlier, how the discretionary funds are being used, how the targeted monies are coming out of Central, as well as our district-wide initiatives and where Central is actually focusing for District 18. Looking at our class size reduction plan and for CEC members, in your folders, you actually have the proposed spending plan for all thirty-seven schools. It's a separate sheet. It's not attached to your PowerPoint, but you have the spending. For the audience, if you're interested in knowing what your particular school's allocations look like and how monies are being used to support our students with the greatest educational needs, Angela, myself, Joanne, at the end of this session we'll be glad to share with you specific numbers for your schools, but at this time I open up the floor to hear from you, as well as know there's a Contract for Excellence at [schools.nyc.gov](http://schools.nyc.gov). That's the address to which you can also e-mail your comments, your feedback, your concerns.

On the table here, if you did not pick up, there's actually a press release that gives you the address as well, the website address. So at this time I open up the floor for questions. Yes, sir?

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### **Public Comment**

MR. WILLIAMS:

Good evening. My name is Merve Williams. I'm one of the assistant principals at IS 68.

SUPERINTENDENT WILKINS:

Hi, Mr. Williams.

MR. WILLIAMS:

Hi.

SUPERINTENDENT WILKINS:

I've heard your name.

MR. WILLIAMS:

Nice meeting you.

SUPERINTENDENT WILKINS:

Yes, nice to meet you.

MR. WILLIAMS:

I'm here on behalf of Alex Fralin, who couldn't make it here tonight. I have a question about the middle school grants you spoke about. We did receive that grant. And I guess my question is are the Contract for Excellence funds the same as the Middle School Grant funds? Are they one and the same or are they two separate funding allocations?

**MS. SCHOWENGERDT:**

No. Your Middle School Grant, it's a separate allocation from C4E. C4E is our acronym for Contracts for Excellence. Contracts for Excellence is, as Ms. Wilkins said, the same allocation as it was last year. It was not decreased. It was not increased. The good thing is it was not decreased in this time of economic downturn. But you do have a separate allocation for middle school success.

SUPERINTENDENT WILKINS:

Any other questions? Yes, Mr. D --

MR. SPEAKER:

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On page 12, I was just wondering, for CEC 18, where it says here you have 285,000 for parent involvement, but none coming to 18. I'm just wondering why? Or is it the amount is so low it's not even a percentage?

SUPERINTENDENT WILKINS:

Okay. Because remember the buckets? You're looking at one of the buckets, model programs for ELLs. In District 18 we do not have a preponderance of ELL students that would need additional support outside of what we're giving them, so we do not have a dual-language program. We do not have a bilingual transitional program. So that's why you don't see any funding there.

MR. SPEAKER:

All right. Thank you very much.

SUPERINTENDENT WILKINS:

Yes. Mr. Wilka (ph.)?

MR. WILKA:

Page 5, the circle graph. You said this is just a proposal, so this is not written in stone that that's the ratio that it will be, where discretionary funds is the largest of the slice of the pie. Me, personally, and my principals that are here, you know, you guys aren't included, but I have a problem with so much discretionary funds being given to the school and not to the target part of the graph.

And I'm going to tell you why. I have children that are in public school. I have four left in public school right now. And I look at my fifth grader and my fourth grader program card. And on the program card I don't see anything that says English. I have sons who are taking art, dance. Art, dance and music is throughout the whole week. And then I said well, where's the English? Where's the English? And the reason why English is really a bug to me, because in college the biggest courses that the community colleges have are remedial Englishes. Reading and writing. Zero credit courses.

So I said if the kids don't get the English at this level, or at the middle school level, when do they get the English? Are they subjected to go do the remedials in the colleges, and waste time and everything with it, when they should have got this in the elementary level?

So my sons say Dad, Dad, Dad. The humanities. The humanities. That's the English. I say last time I checked humanities and English was a little bit different. Humanities encompasses philosophy, literature, philosophy and all other good stuff. But it's not the core English where we have grammar, punctuation, spelling and everything like that.

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Now, my thing is that if we leave the discretionary thing to the schools, and I'm looking at just one school, and I'm looking at a fifth grader program. I'm looking at a fourth grader program. I see no core English. And I want to see English. Just like I see math, and I see science, I want to see a course, especially at this young age. I want them to know prepositions and everything like that. That's my --

SUPERINTENDENT WILKINS:

Okay. So let me address the last thing that you said. Although you may not be seeing it listed as English, literacy encompasses all that you just spoke about in terms of grammar, syntax, semantics, writing, all of that is --

MR. WILKA:

Excuse? Synta --

SUPERINTENDENT WILKINS:

Literacy.

MR. WILKA:

But there's no literacy on the program. It's just humanities.

SUPERINTENDENT WILKINS:

Okay. Are you talking about a middle school program?

MR. WILKA:

I'm talking about elementary, because that's -- our governance is pre-K to 8.

SUPERINTENDENT WILKINS:

Yes, so that's middle school also. So on our child's, at the elementary school level, you're not seeing reading and writing.

MR. WILKA:

I'm not seeing the core English, like, when I came up. Not English.

SUPERINTENDENT WILKINS:

And that's because it's coming under a different label and a different umbrella. We're not calling it English per se, and I'm going to ask my elementary school principals and my middle school principals to jump in.

MR. WILKA:

Thanks.

SUPERINTENDENT WILKINS:

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But it falls into our literacy blocks, and that is our ninety minutes in most of our schools that is dedicated, sacred time, to teaching reading, writing, speaking and listening.

MR. WILKA:

Principal Greenwich. I know you have fifth grade, right? You go to fifth grade.

MS. GREENWICH:

Yes. Yes.

MR. WILKA:

Is your English core under humanities also?

MS. GREENWICH:

No. It's in the literacy block, and it does take in speaking and writing. Well, there are types. It also encompasses the balanced literacy approach. And so that means that the children get several opportunities. They're read to, they read with the teacher, and they have to read by themselves, because what we're trying to develop in the long run is independence of reading and stamina to read.

English, now, in my particular school this month is being dedicated to those skills, because next month we're starting genre writing, meaning my children have to write memoirs. That's going to be October's genre. And then there will be nonfiction. And every month, and I collect the writing for two grades. All of my APs collect writing, because we want to see the progress, and we provide feedback to the teachers. But this month we have to get the core and the basics done, so when I walked around I saw capitalization happening in certain classes and so forth. That gets revisited throughout the year, but the emphasis is not that great. It's revisited within the content of the writing itself. So that's my school, though, all right? And I presume a lot of my colleagues are doing the same thing, especially on the elementary level. They may call it something different. But that's a conversation, maybe, to, you know, you should have with the principal. Just ask --

MR. WILKA:

I just want to know.

SUPERINTENDENT WILKINS:

Because --

MR. WILKA:

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I just want to find out if it's going on in the district. So I'll be at the different schools if that's what you're doing.

**SUPERINTENDENT WILKINS:**

It is the art of writing that's embedded in our genre studies. Now, at a particular school they may be calling it under a different name, and just for the sake of what you said to me, they may be called humanities on their class schedule, on their flow of the day. But, indeed, that's where their reading and writing, and the mechanics and conventions of reading and writing, should be taught.

Yes? Mr. Dandrich (ph.)?

**MR. DANDRICH:**

Just for points of clarification for my understanding. And I do know we do have new council members on the council now. The Contract for Excellence monies that we're talking about, is that in addition to the basic budget --

**MS. SCHOWENGERDT:**

Yes.

**MR. DANDRICH:**

-- that the schools are supposed to be allocating? So that we're not confused as to thinking that this is all the money the schools are getting?

**MS. SCHOWENGERDT:**

You're absolutely correct.

**MR. DANDRICH:**

This is additional funding. Am I correct?

**MS. SCHOWENGERDT:**

That's the supplemental --

**SUPERINTENDENT WILKINS:**

Absolutely. It's the supplement.

**MR. DANDRICH:**

I do not remember -- or I do remember, maybe, but wrong, but at the end of the last term we were supposed to get some information on the basic budget, which we haven't received yet because it wasn't finished when we left in June. Will we be getting that at any time? Because this --

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**MS. SPEAKER:**

Now, when you say the basic budget, do you want to be a little more specific?

**MR. DANDRICH:**

I mean, just like you breaking down to additional monies that's supposed to be going to our schools, when are we going to get the information, and not to take away from this presentation, but on the basic budget. Because this is additional. So I don't want, you know, the council members to be thinking that this is all the monies that are going to the school. This is additional monies. So we don't even have the basic budgets yet as far as what the schools are allocated, because I'm serving on the School Leadership Team from 66. When we left in June the budgets were not filed by us. So here we are now in September, and as council members, as parents, we still don't know what the basic budget is. That's just to open up my statement. All right? So we don't know the basic budget, but now we're talking about a presentation on additional funding that's going into the schools.

My question in regards to this area is that the monies, you're saying, are coming from Central, coming to the districts. The districts are then proposing that these monies are going to be allocated to the different schools and that there's going to be input from parents on the school leadership teams and parent associations.

Past history dictates that any time decisions were made by the Department of Education, whether it be funding or anything else, we get the information after the decision is already made. So this proposal, is it for next year? This year?

**SUPERINTENDENT WILKINS:**

No, this is this year's proposal.

**MS. SCHOWENGERDT:**

This proposal is what is in place for this year.

**MR. DANDRICH:**

The same place?

**MS. SCHOWENGERDT:**

Right.

**MR. DANDRICH:**

So where's the --

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**MS. SCHOWENGERDT:**

However --

**MR. DANDRICH:**

-- current input?

**MS. SCHOWENGERDT:**

Okay. When the budgets are established, when the CEP is established, the Comprehensive Educational Plan in each school is established, the parents sit on the School Leadership Team and are a part of the approval of that document. That --

**MR. DANDRICH:**

Supposedly.

**MS. SCHOWENGERDT:**

Well, the parents have to sign off on it. So that document is a collaboration of the different constituencies of a school. Of course with the leadership of the principal it's going to show the direction they want the school to go in instructionally.

**MR. DANDRICH:**

Okay.

**MS. SCHOWENGERDT:**

The budget is going to support that forward trend. Okay? You have a basic budget in every school that provides to every child a teacher, a desk, a chair, etcetera. The core necessities of a school day. Then you have supplemental dollars, such as your C4E, that's going to provide additional services. If your children in your school are not doing well in literacy or in mathematics this is going to support that area for those children who are not doing as well as the others.

**MR. DANDRICH:**

Right.

**MS. SCHOWENGERDT:**

Okay? The parents do have a say in the direction, educationally, that they want the school to go in, what they support, what they don't support. The funds are used to support that direction. It's not where you're going to say well, I want to use this money for that. The instructional plan is created as a whole, and then whatever funds the school receives, and, unfortunately, this year we've really had a tremendous challenge, but what funds the

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schools do receive are used to support that plan that has been decided upon by the group.

**MR. DANDRICH:**

And that's the Comprehensive Educational Plan for this, for each school, which is the school leadership teams?

**MS. SCHOWENGERDT:**

Yes, the School Leadership Team signs off on the comprehensive educational plan in each school.

**MR. DANDRICH:**

So the parent input and the monies that are allocated for each school is based on the decisions of the School Leadership Team? Basically, I mean, because I just want to break it down. I'm not think --

**MS. SCHOWENGERDT:**

Okay. The money that the school receives --

**MR. DANDRICH:**

I know the DOE does a very intense report, but I'm just trying to keep it basic so that I can understand it.

**MS. SCHOWENGERDT:**

Okay.

**MR. DANDRICH:**

And, now, you may be --

**MS. SCHOWENGERDT:**

The funds --

**MR. DANDRICH:**

-- a little bit better than me.

**MS. SCHOWENGERDT:**

These funds are allocated by Central. Okay? It's not as it was --

**MR. DANDRICH:**

Based on --

**MS. SCHOWENGERDT:**

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-- some years ago, when we would say okay, District 18 is getting this much of the pie. The powers that be will decide what schools get what. That's not how it's done. Central says each school is going to receive an allocation based on the needs of the students in the school.

**MR. DANDRICH:**

Based on the data provided by the CEP?

**MS. SCHOWENGERDT:**

Exactly. Well, no, not the CEP.

**MS. SPEAKER:**

No.

**MS. SCHOWENGERDT:**

But the data provided by poverty, ELL, disability and the lowest achievement.

**SUPERINTENDENT WILKINS:**

Level 1 achievement.

**MS. SCHOWENGERDT:**

Okay?

**SUPERINTENDENT WILKINS:**

-- seeking Level 1 --

**MS. SCHOWENGERDT:**

So based on the school's needs in those areas Contract For Excellence funds are given to those schools.

**MR. DANDRICH:**

Okay.

**MS. SCHOWENGERDT:**

This year that allocation did not change from last year.

**MR. DANDRICH:**

Okay.

**MS. SCHOWENGERDT:**

It didn't go up. But it didn't go down, which was very pleasant to see in this

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year. These funds, for the most part, are given to the schools. Discretionary, the schools are allowed to use the funds how they see fit to necessitate the forward movement or to provide forward movement for their children. The targeted are used also in the schools, for specific programs. That money has to be used for pre-K, for ELLs, for specific programs. The maintenance of effort, also, to the schools. This year that money was used primarily for summer programs. The only piece that is not directly going into the schools is the district-wide initiatives. However, that money is completely used in support of the schools. For teacher and principal quality. For mentoring. For graduation programs. All that definitely went into.

So the funds that are given to each school are given very carefully and calculated based on the needs of the school and the population of the school. And those funds are always used to support the trend that the parents, the teachers and the leadership have decided the school will go toward.

**MR. DANDRICH:**

Well, once you say the parents, once again we going back to the School Leadership Team.

**MS. SCHOWENGERDT:**

Right.

**MR. DANDRICH:**

And that's the only parent input I'm hearing.

**MS. SCHOWENGERDT:**

Right. Yes.

**MR. DANDRICH:**

Okay.

**MS. SCHOWENGERDT:**

That's what I hear.

**SUPERINTENDENT WILKINS:**

It starts in every School Leadership Team in terms of your meetings and consultations should be talking about budgets, and budgets should be shared in terms of how the vision and mission of the school and the principal and just making it very transparent as to how those monies are going to be used for the forward movement of the school.

**MR. DANDRICH:**

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So the question I have, then, is that in District 18 how many of the School Leadership Teams are functioning?

SUPERINTENDENT WILKINS:

Well, let me go in my notebook and go back to my notes. Because according to last year most of District 18's School Leadership Teams were functioning. And my DFA is here to correct me if I'm wrong, but two stick out in my head as red flags for the support that they need from my office and from network leaders. And that's two that are sticking out in my head, should there be more. We had functioning SLTs. Whether they functioned in the way you would like for them to function, they were functioning in the way of meeting all of the deadlines, requirements and reporting statures that were put before them. DFA would know more about that. She looks like she's not going to refute what I --

MS. RUBANO:

No.

SUPERINTENDENT WILKINS:

She said --

MS. RUBANO:

Wait.

SUPERINTENDENT WILKINS:

-- whatever you say Superintendent.

MS. RUBANO:

No. There were the two.

SUPERINTENDENT WILKINS:

No.

MS. RUBANO:

There were the two definitely. All the teams reported monthly that they met. A few of them missed one meeting or so. You're supposed to meet once a month. Each team is supposed to meet at least once a month. And I can say most of them met once a month. Now, they send minutes. They send the agendas. They send the sign-in sheets. Does everybody show up every month? No, not every team does. Some teams have a good turnout every month, and some teams don't. But what they do with the parent involvement piece of it, what collaboration they have, is a school to school issue, I think.

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I mean, I don't go to the meetings, so I honestly can't say what happens at the meetings, and --

**MR. DANDRICH:**

What we're concerned that we have as a council, in regards to such complex information, is that we want to be sure, since that's where the parent input is coming in on such -- such a strong area of money is coming into and meeting the needs of our children, we'd like to know which ones are really having input and function other than just signing their names on the sheet of paper saying that they were there. I mean --

**SUPERINTENDENT WILKINS:**

In terms of the SLTs?

**MS. SPEAKER:**

Absolutely.

**MR. DANDRICH:**

Because -- because --

**SUPERINTENDENT WILKINS:**

Okay. So I'm going to just take us back to C4E right now, because we can have a discussion of, really, the functions --

**MR. DANDRICH:**

Don't talk about --

**SUPERINTENDENT WILKINS:**

-- of --

**MR. DANDRICH:**

-- only regards to input in this area.

**SUPERINTENDENT WILKINS:**

That's why we're here tonight. And you, as representatives, some of you sitting on SLTs, parents from the audience, this is where you actually voice and share your comments and your concerns so that we can take them back and it becomes part of the conversation --

**MR. DANDRICH:**

Are you saying we have --

**SUPERINTENDENT WILKINS:**

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-- that we have.

**MR. DANDRICH:**

SLT is here?

**SUPERINTENDENT WILKINS:**

I'm saying I believe some of you sit on your SLTs.

**MR. DANDRICH:**

How many schools do we have? Thirty-seven? Thirty-seven.

**SUPERINTENDENT WILKINS:**

Yes. Well, the audience is the audience. We're providing this information to those who are here.

**MR. DANDRICH:**

Okay.

**SUPERINTENDENT WILKINS:**

So it becomes incumbent upon us to share this information, as we leave this room, with others. So as you're going into your schools and meeting with your principals and members of the PTA, as community education members you can have these sorts of conversations with respect to what you now know about C4E and gather their feedback, because we also have until October 8th to provide this information.

**MR. DANDRICH:**

Superintendent Wilkins, are you saying that you want the council members to go to the SLT members and enlighten them on your presentation?

**SUPERINTENDENT WILKINS:**

I'm saying just enlighten them on the information that you've received and what you understand and don't understand. Because if they had questions that are generated they can actually provide that information by you sharing the Web site address.

**MR. DANDRICH:**

Well, I don't know about the rest of the council members, but I'm not prepared to make this kind of presentation to the School Leadership Team. Will that be done by anybody from the DOE?

**SUPERINTENDENT WILKINS:**

I think just using your own understanding you can actually present and

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have a conversation with your colleagues, your constituents, about what you've learned here and what's still puzzling and troubling you, Mr. Dandrich. I think that you can actually take it back and say I was at a presentation. CEC 18. And the superintendent spoke about Contracts for Excellence. And there are just certain aspects of the presentation on the information I received that I would like to know more about where that's unclear. And that's why we're here tonight, so that we can actually gather that information and then provide feedback and responses. So that's the piece that we're here, and we take that information back. Angela and then, ma'am?

### **MS. SCHOWENGERDT:**

I would also just like to quickly say that all of this information, including how each school is using their funds, is on the DOE Web site.

### **SUPERINTENDENT WILKINS:**

It's all there.

### **MS. SCHOWENGERDT:**

And through that Web site there is a mechanism through which any parent can make a comment about how the funds are being used. Of course, if you went on that Web site and you saw how your school was going to use the funds you would be more than welcome to have a conversation with the School Leadership Team, with your constituency representatives, to find out how that's helping or to get your questions answered. There definitely are forms for you to take part in that kind of a conversation at the school level.

### **MS. SPEAKER:**

This is a whole lot of information. Would this information be available to us? I mean copies of this PowerPoint?

### **SUPERINTENDENT WILKINS:**

Sure. Exactly what, and to share it with you, you can go on the DOE Web site, which I will jot so that you can actually get this information.

### **MS. SPEAKER:**

Also --

### **SUPERINTENDENT WILKINS:**

I'll jot it before we end this evening.

### **MS. SPEAKER:**

Thank you. Also, when does the SLT have to sign off on the budget?

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SUPERINTENDENT WILKINS:

Okay. Now, that's a good question. I'm going to defer to my DFA, because we would say the budget, at the end of June SLTs did not have their complete school budget. They were not in the hands of the principals. As the money has been coming in, and as decisions are being made around school spending and program management needs, the budget should be discussed at SLT meetings along the way until it comes to the juncture where it's sort of finalized, but it's always a living document. So conversation should be ongoing with respect to how we're spending money, what's effective and really working for our learners, what do we need to look at and adjust in terms of dollars and spending. So it's an ongoing conversation, but budget talk should be present at SLT meetings as you sit and meet and you crack your agendas.

MR. SPEAKER:

Can I just add to your question? Normally what happens, and this year I believe it's in mid to late October, is the SLT will sign off on not just the budget but the entire CEP, which is the school's Comprehensive Educational Plan. And this year it'll be sometime in October. It changes, varies, and has varied over the years, but this year it's going to be sometime in October.

MR. SPEAKER:

Stan, it's been June.

MR. SPEAKER:

Yes.

MR. SPEAKER:

Since there's Central.

MR. SPEAKER:

Yeah. And there's been changes in the document and in the formatting and so this year the sign off for the SLT will be in October. Now, there aren't specific budget items in the CEP. But what you will find in the CEP is your particular school's Contract for Excellence proposal. That will be in the CEP along with other budgeting information. For example, if you receive Title I funds that will be in the CEP. So it's not specific to your entire budget, but there are some aspects of your budget in the CEP. And that will be sometime in October at your SLT meeting, because the CEP itself is due the end of October, so they'll have to sign off on that document before then.

MR. SPEAKER:

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So maybe you can explain to the council how we're supposed to understand --

MR. SPEAKER:

Right. And that would be --

MR. SPEAKER:

-- in each of these schools, what their budgets are if there's no compre [sic] budget.

MR. SPEAKER:

So the --

MR. SPEAKER:

I mean, maybe you can explain it.

MR. SPEAKER:

So I just thought school budgets are public information, and I believe they're all posted on the DOE's Web site, so you go in and you go to --

MR. SPEAKER:

But you're saying proposed?

MR. SPEAKER:

I'm saying the concrete budget items.

MR. SPEAKER:

The actual school budget is on --

MR. SPEAKER:

What are you functioning on?

MR. SPEAKER:

It's on the DOE's Web site.

MR. SPEAKER:

Are you saying it's going to be done in October? Because it wasn't finished by June.

MR. SPEAKER:

No. I'm saying it's done and posted now, but I wanted to address your other question, because I understand what you're saying about the SLT, and I

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know you have concerns about it, and I think they're valid. Because a lot of this information, it's very complex. And it's difficult to understand a lot of the aspects of these supplemental funds. So what we try to do at 16 in our SLT is we try to take all the information of the different programs, C4E, Middle School Grant, whatever, and given the needs of the school and the guidelines that are given to us as far as how funds can be used, as she spoke about, we try to take that information and present it in a way to parents so they understand what's happening and what role they can play in making decisions for how dollars are spent. So, for example, with this particular funding there's certain constraints. The funds have to be used for, you know, the highest students in need.

**MR. SPEAKER:**

We understand the process.

**MR. SPEAKER:**

So with those constraints, now, we bring the teacher to the table and the parents to the table and say okay, well, this is how the funding can be spent. Within these constraints, what are the best ways we can allocate these dollars? So this one we are bringing parents to the table.

**MR. SPEAKER:**

Well, we understand the process. What she'd like to understand from the council, with all of our schools, we understand what you're doing. Now, are all the other thirty-five schools doing the same thing?

**MR. SPEAKER:**

That I can't answer.

**MR. SPEAKER:**

Absolutely. And that's our question and our concern. Not about you being here and saying what you're doing, which is great, but our concern is what about the other thirty-five schools? Are they doing the same? Is it on the same level? And that's the concern, because you're talking about monies coming into the district, but we're the district representatives. So we have to be concerned about all the district schools. Are they all functioning on the same level? Are they all getting the same information? Is everybody giving them the same kind of care that you're giving? That's our concern.

**SUPERINTENDENT WILKINS:**

Do you want to add to what AP Williams just said --

**MS. SPEAKER:**

Yes.

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SUPERINTENDENT WILKINS:

-- and then --

**MS. SPEAKER:**

And maybe bring a little, I hope, bring a little clarification.

When principals receive projected registers, the budget is driven by our numbers. That's why when schools are losing children, maybe to the charter schools or maybe a new school opening, redistricting, or resulting, I should say, we lose money. Because it's given per capita. It's tax levy money. Tax levy money is city money. When that money comes, the majority of that is teacher's salary. It really is. We don't have a lot of discretion with tax levy money, because it's basically for secretary, teachers, you know, the essential. School aides. The essential people. So it's really personnel. We do have a little bit left over that you can then use to allocate to buy textbooks, supplies, so forth. The things that help you run your school on a daily basis.

When Campaign for Fiscal Equity, when that lawsuit was won and we were told about this C4E money coming in, we were told, we were given certain constraints and parameters as to where we could spend the money. So this is additional money.

What I do, what Mr. Williams does, I can't speak for every school's SLT, but I have a good relationship with my SLT. We talk. I say this is where I think the need is, because we do not want over -- we get early grade reduction money from K to 3, but my fourth and fifth grade has to be configured at thirty-two in a classroom. Thirty-two is too high for me, and so, therefore, if I say to them I also have Title I money, so I'll use Title I money to maybe reduce one register, but I did use, and you can see, it should be in the report, I did use my C4E money to also reduce registers. You know, meaning open up another class. I had to supplement it, because the teacher's salary increased but that did not increase from last year, so I had to put a little tax levy, I believe, tax levy into it. I don't remember. But I had to put a little extra money to pay a teacher's salary. And so that's how I used it.

My parents agreed. They want lower registers. So I don't get a lot of argument on if I say this is where I think we need to go with it. So I hope that answers some of it.

**MS. SPEAKER:**

I want to add something to that. And the SLT meetings would basically put one of us to their end. We've gone through a process for the past five years of every year stuff has been different in some way or the other. So our SLT, when I was at 232, it was actually, it was a learning experience for all

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of us. It was an education. Okay? When we talk about budgets, the budget where we get, the budget based on the projected registers, you said planning, that budget comes in the end of May into June. And the budget continues to evolve for a period of time, until, sometimes, until January.

With that said, we keep our -- well, let me speak for 232 back then, and, hopefully, now for 366. We kept informing our SLT as soon as monies come in and saying, you know, this is the data. Let's brainstorm as to how it can be used, and we did just that. Brainstorm and then we come to a decision as to how it will be used.

So SLTs, I think, for all schools, will be at different places at different times. And so it's hard to have this blanket statement as to how SLTs are run. I mean, that has been my experience, because it has evolved at 232 from where it was when I got there to when we left our parents were very, very knowledgeable, and our staff members, as to what that document, the CEP that they signed, and the, you know, for the CEP we also have amendments as we go through the year. It isn't just not, you know, that that's in stone. It depends on the needs of our school. As we run through the year, that we will change certain aspects to the CEP.

MR. SPEAKER:

I'm not serving on the SLT last year. I finished serving tonight on the principal achievements. Every single meeting the budget was discussed. So as money comes in he will get our ideas, be sure, like, how the money's going to be funded, how it's going to be spent, and this was continuous throughout the year.

One of the questions I want to ask is in regards to the creation of additional classrooms, which schools in District 18 are going to do that?

SUPERINTENDENT WILKINS:

Additional classrooms have been created at two schools that are coming to my -- MS 588, which is Art & Philosophy Middle School and 598, which is the School for Marketing and Legal Studies. New classes, because they will open up an additional CTT, Collaborative Team Teaching class, on the very next grade. So at Grade 8, because this is a school that's growing and in its third year. I know that Principal Greenwich is also opening up a new class according to what I have here.

MS. GREENWICH:

Right.

SUPERINTENDENT WILKINS:

So, yes, that's the three that comes to mind, and it should be on this paper that you received. All CEC members, yes.

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**MS. SCHOWENGERDT:**

The chart is showing that there are twelve schools in District 18 that chose to use these funds for reduced class size.

**SUPERINTENDENT WILKINS:**

Okay. So you reduce class size at the new class of this.

**MS. SCHOWENGERDT:**

Yes. It's an additional class on the grade or reduced pupil/teacher ratio in the whole school.

**MR. SPEAKER:**

Cool.

**MR. SPEAKER:**

Man.

**MS. SCHOWENGERDT:**

Twelve different schools.

**MR. SPEAKER:**

All right. Thank you.

**SUPERINTENDENT WILKINS:**

Okay. Yes, we're going to Mr. Beaufort and then we'll come here. This has been the longest five minutes of my life.

**MR. BEAUFORT:**

Yes. I'm sorry for taking so long back to this. I didn't want to get off it, because I'm piggybacking off of what James had brought up. Now, I haven't sat at a SLT for some years. But I was surprised that you say that you move the time for the CEP from spring to fall. And I said if you did that, you're getting a new PA.

**MR. SPEAKER:**

No, no. I didn't move it. The C--

**MR. BEAUFORT:**

No, no. I know you didn't move it. But I'm just saying, because I have to advocate for the parents and everything like that. You're getting a new PA. At least if it was left in June or moved further out, at least coming to the meetings and everything like that, the new PA and the parents that's pulled

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from the box to sit on the SLT too, at least they can get their footing so that they can have discussion. But to do it in October, to sign off in October, it really puts the parents at a disadvantage, because all you're going to have is a person that just says okay, I'll go with it. I'll go with it. I'll go with it. That's what I wanted to say?

I want to say one more thing also, with the Time on Task thing.

**MS. SCHOWENGERDT:**

Yes.

**MR. BEAUFORT:**

That's a large number too. That's a large piece also. And I just was curious to know, other than educators, how many other professionals are involved in Time on Task?

**SUPERINTENDENT WILKINS:**

Okay. Time on Task definitely involves educators, because the teachers are providing instructions to students, whether it's academic intervention, whether it's before or after-school programs --

**MR. BEAUFORT:**

And it's just teachers?

**SUPERINTENDENT WILKINS:**

For the most part it's teachers. However schools --

**MR. BEAUFORT:**

It's supposed to, uh, professionals and students.

**SUPERINTENDENT WILKINS:**

-- have used their coaches.

**MR. BEAUFORT:**

They're not teachers.

**SUPERINTENDENT WILKINS:**

They can use their coaches. They can use mentors. They can use consultants. They can use guidance counselors. They can use educational programs like Foundations, Wilson, Read 180. Yes. So all of that is Time on Task.

**MR. BEAUFORT:**

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Thank you.

MS. SPEAKER:

Yes.

SUPERINTENDENT WILKINS:

Yes? And then I'm going to have to close this portion and ask that you really take your comments, your feedback, and all of those burning questions and put them online, or either write them so that I can have written feedback at the end of this session. It's light, but it's there. I used the highlighter because I didn't have a marker, but that is the address so that you can actually go onto the DOE Web site, key in this link. If you go onto the homepage you're actually going to be able to look where it says Grants and Funding and click there and get to this particular link.

So, yes, ma'am?

MS. SPEAKER:

If we have allocations of funds coming into our schools why do our schools have to cut classes like foreign language that is so important to the children?

SUPERINTENDENT WILKINS:

To cut classes from what --

MR. SPEAKER:

Language, language.

MS. SPEAKER:

Language.

SUPERINTENDENT WILKINS:

Okay.

MS. SPEAKER:

Foreign --

SUPERINTENDENT WILKINS:

Like the foreign language?

MR. SPEAKER:

Yeah.

SUPERINTENDENT WILKINS:

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And schools will determine where they will have to sort of pare the educational program due to what the priorities are and the student's needs, and I would not argue or stand here and try to argue the fact that foreign language is needed at a middle school level. Especially that middle school, they have to have a foreign language before they graduate. So somewhere along the line they're going to get foreign language at the middle school level. But it's not only the foreign language. Principals look and then they see a place where, maybe, they can sort of pare down and sort of narrow the arts in the schools. So those are decisions that are made, instructional decisions that are made at that analysis of the schools and what the priorities have to be with respect to meeting the needs of all learners.

But you're absolutely right. With the budget, there's going to be some trimming, and it's not so much of the fat, because it's just what good, sound education should and could be like, but schools are going to have to make those very tough decisions as to where they're going to trim.

Okay. We're going to close the C4E. Remember, I need to have your written comments if you'd like to share them with me, but, definitely, we have until October 8th. That's the deadline for public and CECP. Please let your voices be heard.

I just want to very quickly, and I'm going to run through this because council, as community, I promise you that next month I will come back to it. If you did not receive a sheet that says Grade Reconfiguration, because that's the second piece of my report this --

[END TAPE]