

Contract for Excellence Plan for 2024-2025

DISTRICT: Yonkers City School District

BUILDING: Museum School 25, School, Barack Obama School, and Enrico Fermi School, Cross Hill Academy and School 5

Submit Completed Plan to emscmgts@mail.nysed

2024-25 Contract Amount \$25,322,097

Building Name	BEDS Code	Accountability Status	Time on Task	Class-Size Reduction	HS or MS Restructuring	Teacher/Principal Quality	Full Day K or Pre-K	ELL Programs	Experimental Programs	District-wide Programs	Grand Totals
			\$ Amount	\$ Amount	\$ Amount	\$ Amount	\$ Amount	\$ Amount	\$ Amount	\$ Amount	\$ Amount
ROBERT C DODSON SCHOOL	662300-01-0001	Good Standing	\$0								\$0
FAMILY SCHOOL 32	662300-01-0002	Good Standing	\$0								\$0
MONTESSORI SCHOOL 31	662300-01-0004	Good Standing	\$0								\$0
SCHOOL 5	662300-01-0005	Targeted Support Improvement (TSI)	\$4,397,918								\$4,397,918
WILLIAM BOYCE THOMPSON SCHOOL	662300-01-0007	Good Standing	\$0								\$0
PATRICIA A DICHIARO SCHOOL	662300-01-0008	Good Standing	\$0								\$0
SCHOOL 9	662300-01-0009	Good Standing	\$0								\$0
LAS HERMANAS MIRABAL COMMUNITY	662300-01-0013	Good Standing	\$0								\$0
ROSEMARIE ANN SIRAGUSA SCHOOL	662300-01-0014	Good Standing	\$0								\$0
PAIDEIA SCHOOL 15	662300-01-0015	Good Standing	\$0								\$0
SCHOOL 16	662300-01-0016	Good Standing	\$0								\$0
SCHOOL 17	662300-01-0017	Good Standing	\$0								\$0
ELLA FITZGERALD ACADEMY	662300-01-0018	Good Standing	\$0								\$0
EUGENIO MARIA DE HOSTOS MICROSOCIETY	662300-01-0019	Good Standing	\$0								\$0
SCHOOL 21	662300-01-0021	Good Standing	\$0								\$0
SCHOOL 22	662300-01-0022	Good Standing	\$0								\$0
SCHOOL 23	662300-01-0023	Good Standing	\$0								\$0
PAIDEIA SCHOOL 24	662300-01-0024	Good Standing	\$0								\$0
MUSEUM SCHOOL 25	662300-01-0025	Comprehensive Support and Improvement Receivership (CSI-R)	\$2,476,170								\$2,476,170
CASIMIR PULASKI SCHOOL	662300-01-0026	Good Standing	\$0								\$0
MONTESSORI SCHOOL 27	662300-01-0027	Good Standing	\$0								\$0
KAHLIL GIBRAN SCHOOL	662300-01-0028	Good Standing	\$0								\$0
SCHOOL 29	662300-01-0029	Good Standing	\$0								\$0
SCHOOL 30	662300-01-0030	Good Standing	\$0								\$0
ENRICO FERMI SCHOOL-PERF ARTS	662300-01-0033	Targeted Support and Improvement (TSI)	\$5,654,691								\$5,654,691
CROSS HILL ACADEMY	662300-01-0036	Comprehensive Support and Improvement Receivership (CSI-R)	\$2,919,879								\$2,919,879
GORTON HIGH SCHOOL	662300-01-0037	Good Standing	\$0								\$0
LINCOLN HIGH SCHOOL	662300-01-0038	Good Standing	\$0								\$0
SAUNDERS TRADES & TECH SR HIGH SCH	662300-01-0040	Good Standing	\$0								\$0
ROOSEVELT HIGH SCHOOL - EARLY COLLEGE	662300-01-0043	Good Standing	\$0								\$0
YONKERS MONTESSORI ACADEMY	662300-01-0044	Good Standing	\$0								\$0
CESAR E CHAVEZ SCHOOL	662300-01-0045	Good Standing	\$0								\$0
MLK JR HIGH TECH & COMPUTER MAGNET	662300-01-0046	Good Standing	\$0								\$0
PEARLS HAWTHORNE SCHOOL	662300-01-0047	Good Standing	\$0								\$0
YONKERS HIGH SCHOOL	662300-01-0048	Good Standing	\$0								\$0
RIVERSIDE HIGH SCHOOL	662300-01-0050	Good Standing	\$0								\$0
YONKERS MIDDLE SCHOOL	662300-01-0055	Good Standing	\$0								\$0
BARACK OBAMA SCHOOL	662300-01-0056	Comprehensive Support and Improvement (CSI)	\$9,873,439								\$9,873,439
THOMAS CORNELL ACADEMY	662300-01-0057	Good Standing	\$0								\$0
YONKERS EARLY CHILDHOOD ACADEMY	662300-01-0058	Good Standing	\$0								\$0
Totals			\$25,322,097	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$25,322,097
Remaining Contract Amount (if any)											\$0

2024-25 Contract for Excellence Narratives

Program Narrative - Please address changes in your existing C4E programs, including any redesign or reallocation. Also describe how activities support the Regents Reform Agenda.

Yonkers Public School (hereinafter, “the District”) is committed to equity in access and outcomes for all students in all District schools. The District’s thirty-two elementary schools are organized in grade-level cohorts and welcome children in Prekindergarten to grades five and six. Another cohort welcomes Prekindergarten to grade eight. One school focuses on Prekindergarten to grade two, thereby serving as an Early Childhood Center. Each school is associated with a specific instructional theme around which student academic, social and cultural experiences are focused. In addition, a rigorous curriculum infused with technology encourages children to embrace the District’s mantra, “College Is My Future.”

A remarkable range of secondary educational choices are available to develop one’s knowledge, skills and character and promote success in college, career and beyond. The District’s eight comprehensive high schools offer challenging coursework, including Advanced Placement and college-level classes, as well as career training and certification.

The final New York State Education Department accountability status report for Yonkers Public Schools 24-25 indicated the following schools in need of improvement: -- **Comprehensive Support and Improvement R (CSI)**: Museum School 25; **Comprehensive Support and Improvement (CSI)**: Barack Obama School for Social Justice, Museum School 25; --**Targeted Support and Improvement (ATSI)**- School 5.

With Contract for Excellence funding, the District will support the Regents Reform Agenda in the following ways. Efforts will focus on increased time on task with instructional programs incorporating professional learning communities (PLC) for teachers, thereby promoting a data informed, continuous improvement culture. The District will also establish and/or enhance school specific research-based philosophies/models. Priority will also be given to ensuring professionals support students’ social and emotional needs, including Multilingual Learners (MLLs), Bilingual students and students with disabilities enrolled in the aforementioned state identified schools. This structure will better support the schools’ efforts to prepare youth for the jobs of the future: especially jobs focused on design, innovation, and emerging fields leveraging higher level applications of digital technology. The District’s Three-Year Strategic Plan, Comprehensive Improvement Plan (DCIP) and School Comprehensive Plans (SCEP) will reflect initiatives/programs funded through the Contract for Excellence. These plans will be periodically reviewed for alignment and consistency by District Administration.

Museum School 25, School 5 and the Barack Obama School for Social Justice are acquiring resources to become Community Schools with comprehensive services. Community Schools have a climate and culture that enable students to develop cognitive, social, emotional, physical, civic, and ethical competencies, and the resilience to flourish in college, career, and life as informed and engaged participants in our democracy. C4E funding will support health and wellness staff such as psychologists, school counselors, social workers, and physical education teachers to continue the development of the Community School Model.

The CSI school, Barack Obama School for Social Justice (Grades 7-12), through new and existing course offerings with partnership support continues to develop a strong STEAM career focus. Cross Hill Academy, another CSI school, promotes STEAM learning across grades 3-8. The demand for STEAM professionals in the general labor force remains very high. There is a need for additional teachers specializing in specific content areas. Funding will be utilized for science, technology, music, art and mathematics teachers at these schools to provide more time on task by primarily targeting students who are at risk. The teachers will also be encouraged to facilitate classes in the Barack Obama Forensics Academy, which supports in school instruction and provides an enhanced curriculum for students.

In addition Cross Hill Academy, Fermi School, Museum School 25 have a population of students with special needs. These students require supports from resource room teachers, ENL, library, certified mainstream, teachers of students with Autism Spectrum Disorders speech and therapeutic intervention specialists. Moreover, these students also need to become proficient in the use of technology. They require health and science teachers to prepare them for secondary education and future careers. C4E funding will allow for professionals with the requisite expertise to serve these students in (push-in services) and outside (pull out services) their classrooms. This funding source will also support the teachers required for technology, art and music programming development.

Funds will be allocated for ENL teachers to provide services to the increased newcomer/ Students with Interrupted Formal Education (SIFE) population in the District. These teachers will facilitate targeted, differentiated instruction to English Language Learners as described in each school's CEP.

Targeting Narrative - Please address both student educational need and building-level accountability status as reflected in the attached Targeting Matrix. Explain how the district and school Comprehensive Plan supports the program.

The DCIP and School CEPs incorporate recommendations from stakeholders and needs assessment results, as well as feedback from NYSED targeted support school and District visits in SY 2024-25. Additionally, each CSI and ATSI school received ongoing support from a District-based PLC team as well as from content specialists. Recommendations have been incorporated into the SY 2024-25 plans. C4E funding will support the following programs/initiatives based on identified student academic and social/emotional needs:

1) ENL Teachers - District data analysis of BEDS, NYSESLAT results and new student registration evaluations revealed a need for additional certified ENL teachers to provide direct services to the increased population of newcomer Multi-lingual learners (MLLs) and Students with Interrupted Formal Education (SIFE) during and after the school day.

2) STEAM Model – Cross Hill Academy and the Barack Obama School for Social Justice will expand the offerings within current STEAM models in school and Extended Learning Time Programs. This decision was based on feedback from student focus groups, NYSED Math assessment data and the results on each of the ESSA indicators. School 17, a CSI school, will address the student Math and Technology needs based on the ESSA indicators.

3) Pupil Support Teams (PST) - In order to improve attendance, decrease chronic absenteeism, decrease suspension rates and support students' social and emotional development, C4E funds will be utilized to create Pupil Support Teams based on the identified needs at the Receivership, CSI and Community schools. Goals and activities for these teams are stated in each school's CEP. To further improve community through civic readiness in high need schools, a foreign language teacher will be placed at CHA and School 23.

4) Special Needs Student Group - To address the needs of students with disabilities, including students on the Autistic Spectrum at CHA, School 23, School 17 and Museum School 25, C4E funding will support additional staff such as: resource room teachers, ENL, certified mainstream, teachers, librarians and therapeutic intervention specialists. Moreover, these students need technology, health and science teachers to prepare them for secondary education and future careers. This decision is based on NYSED test results, ESSA indicators, school needs assessments and BEDS Data.

All school plans were reviewed by District administration. Meetings were held with school-based leaders to ensure resources are in place to address student needs as highlighted in school needs assessments. Cycles were developed for data analysis, progress monitoring and program evaluation/adjustments. School plans are aligned with the DCIP and Three-Year Strategic Plan.

Performance Narrative - Describe the district's expected performance targets for the accountability criteria and disaggregated groups for those schools within the district not in good standing.

The District has set goals to be met or exceeded by June 2025...

- By June 2025, students in grades 3-8 will demonstrate growth on the NYSED assessments for English Language Arts (ELA) and math, so that the overall proportion of students who score at Levels 3 and 4 will rise from 32% to 42% in ELA, and from 35% to 45% in Math.
 - Under this objective, we have two targeted sub-objectives that focus on specific sub-populations within our student body.
- By June 2025, multilingual learners in grades 3-8 will demonstrate growth on the NYSED assessments for English Language Arts (ELA) and math, so that the proportion of students who score at Levels 3 and 4 will rise from 9% to 15% in ELA, and from 9% to 15% in Math.
- By June 2025, students with disabilities in grades 3-8 will demonstrate growth on the NYSED assessments for English Language Arts (ELA) and math, so that the proportion of students who score at Levels 3 and 4 will rise from 13% to 20% in ELA, and from 9% to 15% in Math.
- By June 2025, 90% of schools will establish a community that supports students with diverse social and emotional needs and will have effective teams that conduct ongoing, collaborative analysis of qualitative and quantitative Plan-Do-Study-Act (PDSA) inquiry cycles on student learning, through a continuous-improvement approach.
- By June 2025, the proportion of teachers responding in the 5Essentials survey that they have: "...participated in quality professional-development" and "trust their teacher colleagues," will each rise 14 points to 57%, and "participated in collaborative practices" will increase 12 points to 40%.
- By June 2025, administrators and teachers in all YPS schools will use data to inform instruction and guide practice with input from their Data Liaisons, as evidenced by schools establishing rigorous systems of accountability.
- By the end of 2025, under the guidance of an instructional Central Office Administrator, in collaboration with Pupil Support Services, all District schools will have established an MTSS Team of diverse stakeholders, with a framework that includes clear expectations and protocols for promoting diversity, equity and inclusion (DEI), informing their tiered student-support processes.
 - School-based MTSS Teams will systematically monitor the academic and behavioral progress of their students and make course corrections as appropriate.
- By June 2025, the District will provide multiple pathways for communication with families to increase family engagement in all aspects of the school community including PTA and PTSA chapters, as evidenced by a 22-point increase to 98% of our students with an associated Parent Portal account, and a 30-point increase in the proportion of parents responding to the 5Essentials School Survey, from 29% to 59%.