



2023-2024 Contract for Excellence

March 2023

Contract for Excellence Overview

- The Contract for Excellence (C4E) Program was established in 2007 to provide additional accountability for pre-existing State Aid in Yonkers.
- Contract for Excellence funds will be utilized to build upon existing District/school strengths and target the student populations and schools with the greatest need.
- The District supports the Regents Reform Agenda as it focuses on increased time on task with instructional programs incorporating the Next Generation State Standards, the Cultural Responsive-Sustaining Framework, establishing a data driven culture, establishing/enhancing school themes/models and ensuring that all schools in need of improvement house professionals onsite to address student social and emotional needs.
- The District aligns all programs to the Three Year Strategic Plan, District Comprehensive Improvement Plan (DCIP) and School Comprehensive Educational Plans (SCEP).

Programs/Initiatives Supported



District data analysis of BEDS subgroup reports and new student registration evaluations revealed a need for certified ENL teachers to provide direct services to Multi-lingual learners (MLLs) during and after the school day.



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 parent, staff and student focus groups as well as the results on each of the ESSA indicators.



To expand the offerings at Cross Hill Academy and the Barack Obama School for Social Justice to better prepare students for the demands of future education and industry careers, funding will be utilized for certificated staff in the specific STEAM pathways.



In order to improve attendance, decrease chronic absenteeism, decrease suspension rates and support students' social and emotional development, funds will be utilized to create pupil support teams based on the identified needs at the Receivership, CSI, ATSI and Community schools. Goals and activities for these teams are stated in each school's CEP.

Participating Schools

Comprehensive Support and Improvement Receivership Schools (CSI-R)

- Cross Hill Academy

Comprehensive Support and Improvement Schools (CSI)

- Museum School 25
- School 17
- Barack Obama School for Social Justice

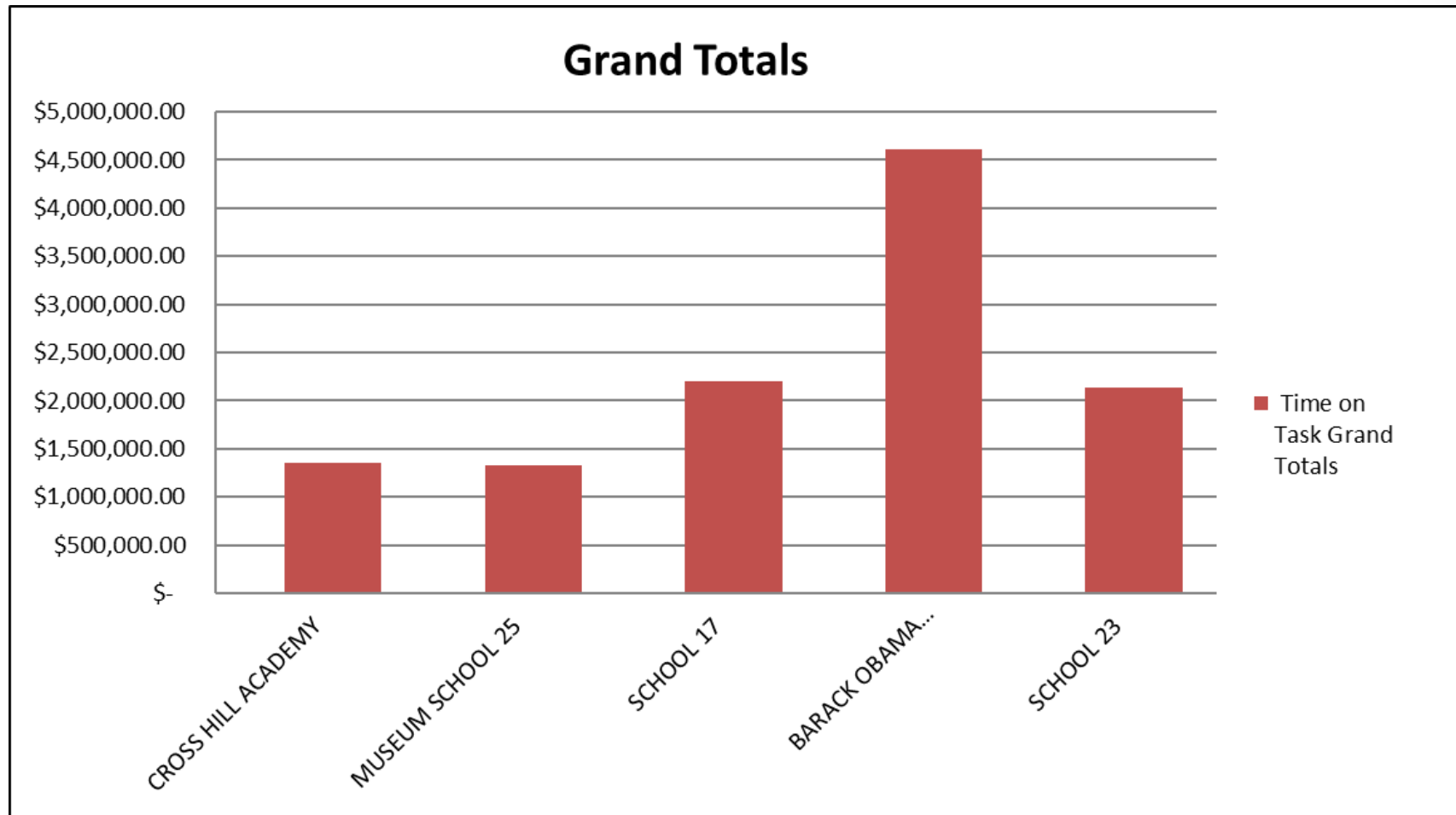
Additional Targeted Support and Improvement Schools(ATSI)

- School 23

How will C4E money be spent?

School	Accountability Status	Time on Task Grand Totals
CROSS HILL ACADEMY	Comprehensive Support and Improvement Receivership (CSI-R)	\$ 1,357,322
MUSEUM SCHOOL 25	Comprehensive Support and Improvement (CSI)	\$ 1,326,869
SCHOOL 17	Comprehensive Support and Improvement (CSI)	\$ 2,195,394
BARACK OBAMA SCHOOL	Comprehensive Support and Improvement (CSI)	\$ 4,607,542
SCHOOL 23	Additional Targeted Support and Improvement (ATSI)	\$ 2,132,639
TOTALS		\$ 11,619,766

C4E Funding Breakdown by School



C4E Full Time Equivalent (FTE) Breakdown by School

School	ESL	Math	Science	Art/ Music	Health	Speech	Spec. Ed	Foreign Lang.	Total FTE
CROSS HILL ACADEMY		1.00	1.00	1.00	0.50	0.20	2.90	1.00	7.60
MUSEUM SCHOOL 25	1.00			0.50		1.20	4.50		7.20
SCHOOL 17	2.00			1.50		2.00	6.50		12.00
BARACK OBAMA SCHOOL	2.00	6.00	6.00	3.60	1.50		8.00	1.00	28.10
SCHOOL 23	1.00	1.00	1.00	1.50	0.50	1.20	4.50	1.00	11.70
	6.00	8.00	8.00	8.10	2.50	4.60	26.40	3.00	66.60

How will C4E money be spent?

Pupil Support Teams

- Include school counselors, psychologists, resource room, speech therapists and/or social workers
- Identify and create action plans to address academic and social/emotional barriers to student success; provide student support as they return to the school buildings
- Participate on the Community Engagement Team (CET)/ Shared Decision Making (SDM) Team
- Develop recommendations for improvement of the school and support families and guardians
- Expand prevention, early warning, and intervention services

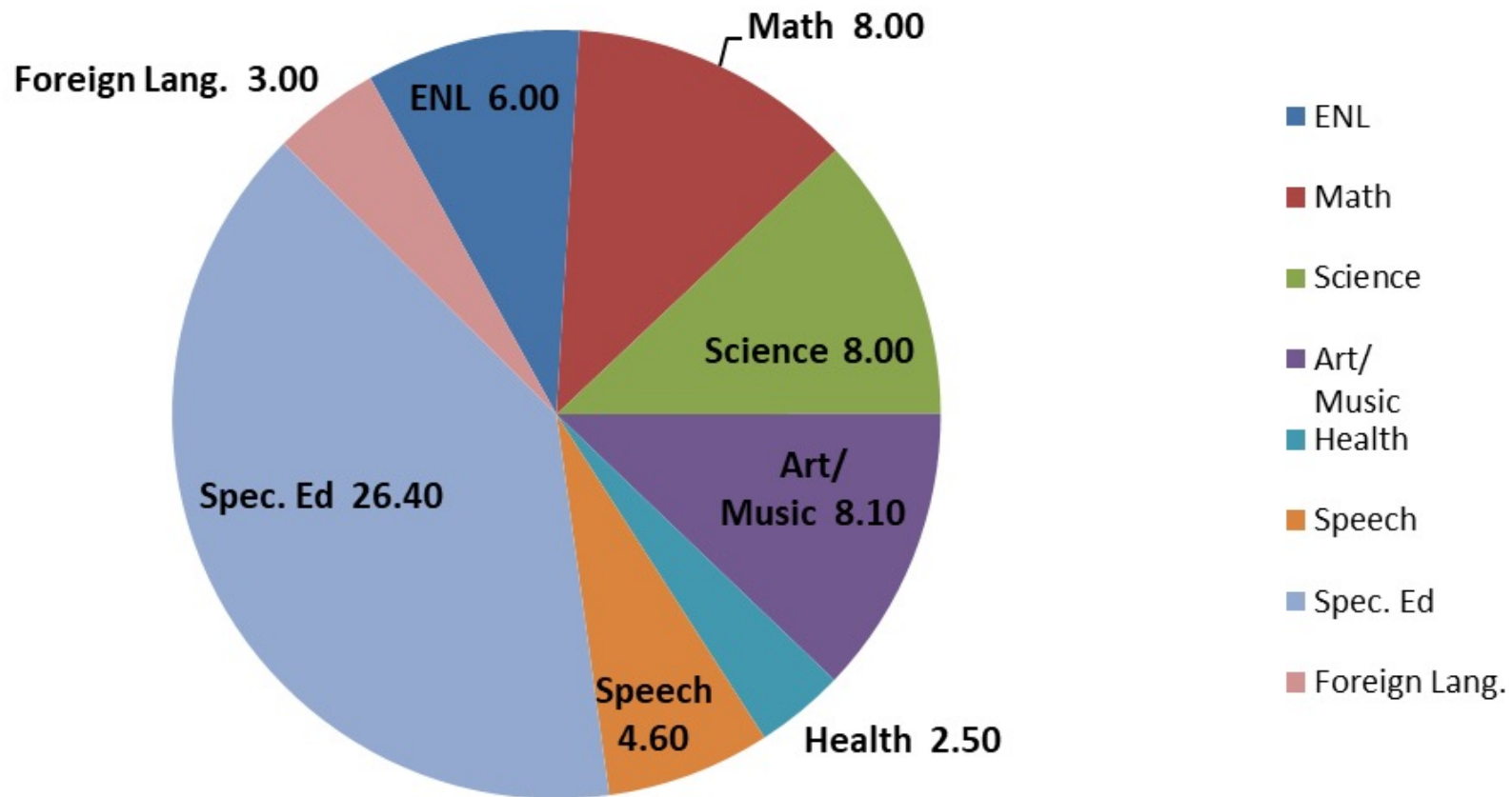
ESOL Teachers

- Provide services to the Multilingual Learners population in the District
- Provide targeted, differentiated instruction to Multilingual Learners/English Language Learners as described in each school's CEP
- Conduct parent workshops
- Facilitate teacher training on strategies to support this subgroup and using differentiated approaches based on academic needs
- Provide instruction during afterschool and Saturday academies for our SIFE students

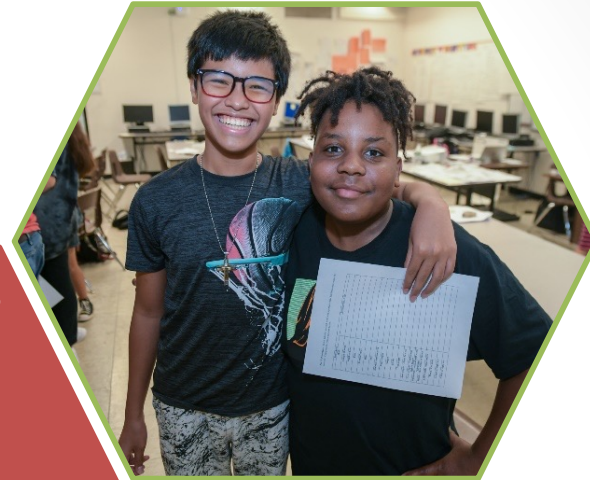
STEAM Academy

- There is a need for additional teachers specializing in specific content areas related to STEAM. Funding will be utilized for science, technology, music, art and mathematics teachers at the CSI/ATSI schools to provide more time on task.

FTE Breakdown by Area



Goals as stated in the District Strategic Plan



By June 2024, 37% of students in Grade 8 will demonstrate mastery in ELA and 30% in mathematics, based on the NYSED assessments. 38% of students with disabilities enrolled in Integrated Co-teaching (ICT) programs will demonstrate mastery in ELA and 25% in mathematics.



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, 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.

2023-2024 Goals

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 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, 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 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%.

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.

