

## 2021-22 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.

Given that this is a maintenance of effort year, with no new C4E funds distributed, the DOE is largely supporting the continuation of programs initiated in FY09, FY10 and FY11. However, in the small number of cases where existing funds have been reallocated to different schools or programs, the DOE is following all C4E requirements, including the requirement that funds must supplement, not supplant local funds.

New York City took the following approach to distributing its proposed 2021-22 Contracts for Excellence allocations:

**Discretionary Funds:** The Department used an allocation formula developed in conjunction with SED to distribute these funds, with 75% of all discretionary funds going to schools in the top 50% of need as designated by SED

**Targeted Funds:** For each of the proposed targeted initiatives, the Department allocated Contracts funds based on individual schools' demonstration of need (e.g., growing population of special education students with IEPs calling for integrated settings, high population of ELLs with low academic performance) and capacity to carry out a program (e.g., space to open a new CTT classroom, community demand for a full-day Pre-K program).

These allocations will be used to support allowable C4E programs as follows:

**Full-Day Pre-Kindergarten Program** - \$9.22 million in support of the integration of special needs students into existing full-day pre-kindergarten programs.

**Student Time on Task** – \$110.94 million providing summer school programming, dedicated instruction, and before and after school programs focusing on learning standards required for graduation.

**Model Programs for Multilingual Language Learners** - \$35.43 million focusing on parental involvement, teacher recruitment and professional development.

**Teacher and Principal Quality Initiatives** - \$17.15 million to support the recruitment and retention of Highly Qualified Teachers, professional mentoring for beginning teachers and principals and instructional coaches for teachers.

**Class Size Reduction** - \$172.93 million in support of initiatives supporting class size reduction; \$160 million for teachers to reduce class size at the aggregate level of FY21 and \$12 million to add additional teachers to an existing classroom to reduce pupil to teacher ratios over FY2 class size calculations.

**Middle and High School Restructuring** - \$2.3 million to implement instructional changes designed to improve student achievement through challenging academic opportunities and academic intervention programs.

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**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.

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The Department is committed to continuing to remove the barriers that have traditionally stood in the way of struggling students. Contracts for Excellence (C4E) funds - along with other strategic, supplemental funding sources including Title I-A and Title III funds - represent an opportunity for the Department to build upon its fundamental investment in our highest-need students. It is our goal to integrate C4E mandates seamlessly into our ongoing reform efforts and to deploy funding in support of school- and district-level initiatives that have a direct impact on achievement

The purpose of the School Comprehensive Education Plan (SCEP) is to:

- Detail a schools' comprehensive improvement plan that specifies how the schools plans to improve instruction
- Delineate their plans for annually increasing student performance through comprehensive instructional program and services
- Enhance schools' plans for teacher and leader effectiveness
- Align funding allocations to program activities that have proven to be effective

Based on our most recent needs assessment the data shows that many of our highest needs schools are continuing to struggle with implementing systems and structures that uses data to monitor school-wide improvement efforts. To address these needs, school are continuing to develop and build capacity in implementing collaborative inquiry process to inform curricula development and modification that impacts teacher effectiveness in planning and preparation practices, and that are aligned with the school's instructional priorities that meet the academic and social-emotional needs of all students.

The Chancellor's Priority and the Framework for Great schools moves us to an approach that focuses on collaboration. This model looks at how districts and schools can improve, and students can achieve more, when all members of the district community work together. The NYCDOE encourages parents, educators, school communities, and external stakeholders to work together to improve student achievement. This collaborative focus will ensure that every child is consistently ready for the next grade, level, and set of challenges.

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**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.

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Aligned with ESSA, NYCDOE initiatives and district educational planning is committed to providing every child with access to the highest level of educational opportunities, the development of policies, programs, and structures that support the values of social-economic, racial and cultural diversity that promote educational equity. Through the NYCDOE approach to school support and expectations that result in:

- Access for all to a rigorous standards-based curriculum
- Reduce persistent achievement gaps through equitable allocation of resources
- Support educator excellence throughout the careers of teachers and school leaders
- Accountability based academic and non-academic measures, and annual student growth to find root causes
- Support efforts to improve school environments
- Ensure student access to support for social-emotional well-being
- Access to extracurricular opportunities that include internships, school and community service, sports and the arts
- Supports and services for students with disabilities consistent with the Blueprint for Improved Results for Students with Disabilities
- Supports and services for all students that maximize inclusion in general education classes

Additionally, Central offices in collaboration with the Executive Superintendents, Borough Offices and Superintendents' Offices will support our highest needs Districts and schools by providing integrated and cohesive support to schools across areas of instruction, student services including health resources and counseling, support to English Language Learners, and support to students with disabilities. Also, our highest need schools must implement improvement strategies reflected in their School Comprehensive Educational Plan such as:

- Use of a Multidimensional Principal Performance Rubric (MPPR) whereby the Superintendent, Deputy Superintendent or Central designee use the MPPR to support a balanced and purposeful professional assessment system and supply feedback to promote the development of quality principal practice and leadership.
- Build capacity to improve student outcomes.

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- Investigate root causes or contributing factors for low student achievement.
- Utilize a Multi-Tiered system (MTSS) of support to address student needs
- Specifically detail the Development of. Quality IEPs
- Strengthening the Schools instructional program based on student needs and ensuring that the instructional program is evidence-based, rigorous, and supports the highest needs schools.
- Using data to inform instruction and for continual improvement, including the provision of time for collaboration on the use of data.
- Providing ongoing mechanisms for family and community empowerment.
- Extended Learning Time opportunities for students in all schools.
- Implement systems and curricula that address the needs of the whole child
- Improve technology-based informational system to empower families/communities and strengthen communications
- Use of data systems to monitor school-wide improvement efforts and decision-making