

Contract for Excellence Plan for 2024-25

DISTRICT: SYRACUSE CITY SCHOOL DISTRICT

BUILDING(S):

Submit Completed Plan to emscmgts@nysed.gov

2024-25 Contract Amount	\$23,587,269
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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
BELLEVUE ELEMENTARY SCHOOL	421800010004	CSI	\$ 164,138	\$ -	\$ -	\$ -	\$ 92,423	\$ 108,143	\$ -	\$ -	\$ 364,704
BRIGHTON ACADEMY	421800010075	CSI	153,721	-	-	312,949	-	95,513	-	-	562,183
CLARY MIDDLE SCHOOL	421800010003	CSI	241,605	-	-	-	-	-	-	-	241,605
CORCORAN HIGH SCHOOL	421800010033	LSI	664,142	-	150,034	273,571	-	574,773	-	-	1,662,520
DELAWARE PRIMARY SCHOOL	421800010072	CSI	295,378	-	-	-	185,034	-	-	-	480,412
DR WEEKS ELEMENTARY SCHOOL	421800010052	CSI	186,397	-	-	-	524,796	394,272	-	-	1,105,465
EDWARD SMITH K-8 SCHOOL	421800010008	ATSI	468,081	-	-	-	127,272	285,538	-	-	880,891
EXPEDITIONARY LEARNING MIDDLE SCHOOL	421800010058	LSI	165,769	-	198,109	-	-	-	-	-	363,878
FRANKLIN ELEMENTARY SCHOOL	421800010021	TSI	235,858	-	-	-	254,849	591,180	-	-	1,081,887
FRAZER K-8 SCHOOL	421800010022	CSI	647,948	-	-	121,442	207,198	291,175	-	-	1,267,763
GRANT MIDDLE SCHOOL	421800010035	CSI	240,070	-	-	431,788	-	252,536	-	-	924,394
HENNINGER HIGH SCHOOL	421800010040	ATSI	637,171	-	150,034	552,798	-	631,559	-	-	1,971,562
HUNTINGTON K-8 SCHOOL	421800010015	LSI	539,951	-	-	116,194	286,266	288,039	-	-	1,230,450
HURLBUT W SMITH K-8 SCHOOL	421800010031	LSI	361,798	-	-	-	286,184	491,315	-	-	1,139,297
INSTITUTE OF TECHNOLOGY AT SYRACUSE CENTRAL	421800010047	LSI	218,721	-	75,017	-	-	102,523	-	-	396,261
LEMOYNE ELEMENTARY SCHOOL	421800010012	LSI	308,695	-	-	-	-	113,342	-	-	422,037
LINCOLN MIDDLE SCHOOL	421800010048	CSI	310,859	-	-	163,911	-	281,913	-	-	756,683
MCKINLEY-BRIGHTON ELEMENTARY SCHOOL	421800010042	CSI	200,880	-	-	-	238,687	-	-	-	439,567
MEACHEM ELEMENTARY SCHOOL	421800010011	LSI	222,714	-	-	-	123,713	-	-	-	346,427
NOTTINGHAM HIGH SCHOOL	421800010039	ATSI	644,484	-	150,034	296,777	-	519,293	-	-	1,610,588
PORTER ELEMENTARY SCHOOL	421800010027	ATSI	184,466	-	-	-	98,725	-	-	-	283,191
PUBLIC SERVICE LEADERSHIP ACADEMY AT FOWLER	421800010071	CSI	680,783	-	75,017	207,279	-	465,443	-	-	1,428,522
ROBERTS K-8 SCHOOL	421800010010	CSI	452,508	-	-	158,174	128,293	176,862	-	-	915,837
SALEM HYDE ELEMENTARY SCHOOL	421800010013	TSI	121,794	-	-	-	-	186,735	-	-	308,529
SEYMOUR DUAL LANGUAGE ACADEMY	421800010028	CSI	246,174	-	-	102,336	310,541	129,316	-	-	788,367
STEAM AT DR KING ELEMENTARY	421800010074	CSI	185,518	-	-	-	176,641	71,486	-	-	433,645
SYRACUSE LATIN SCHOOL	421800010070	LSI	295,378	-	-	-	185,034	-	-	-	480,412
SYRACUSE STEM AT BLODGETT	421800010073	CSI	106,207	-	-	-	-	165,965	-	-	272,172
VAN DUYN ELEMENTARY SCHOOL	421800010006	CSI	154,503	-	-	-	347,291	-	-	-	501,794
WEBSTER ELEMENTARY SCHOOL	421800010043	CSI	267,363	-	-	155,547	313,526	189,790	-	-	926,226
			\$ 9,603,074	\$ -	\$ 798,245	\$ 2,892,766	\$ 3,886,473	\$ 6,406,711	\$ -	\$ -	\$ 23,587,269
Remaining Contract Amount (must equal \$ 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.

The District will maintain Time on Task efforts by focusing on aspects of the instructional core and providing targeted instruction and intervention to students. Teaching assistants will continue to enhance our ability to provide targeted small group tutoring as well as individual instruction, and we will continue to support literacy and numeracy skills for students who are underperforming in all middle schools via ELA, mathematics, and reading teachers. This will also include supports provided to us through the implementation of Say Yes to Education.

Full-day Kindergarten and PreK programs will be maintained. We are adjusting our kindergarten model of specialized support to provide enhanced ratios of teaching assistants as preschoolers transition to school-age programs. This additional staffing allows for a more inclusive model for kindergarten students who were unable to access services in preschool.

The District is implementing a full dual language bilingual education model at Seymour, including a new bilingual special education strand. We opened Delaware Primary school at Delaware's campus to offer sheltered ENL instructional programming for students, and this year we are continuing the phase in of Montessori programming, to be grown grade by grade for the next six years until the entire school is implementing Montessori. These schools both feed into Syracuse STEM at Blodgett, where secondary bilingual programming support continues. In addition, our sheltered approach to ESL instruction will provide more support to students in need of English language development so that we are graduating a higher percentage of our English Language Learners.

We have also restructured Fowler High School to open a school focused on challenging academic content and learning opportunities through career and technical education (CTE) programs. The Public Service Leadership Academy at Fowler serves students in grades nine through twelve, and new special education and ENL staff have been added to support ELLs and students with disabilities engaged in the 14 different CTE programs in the school.

2024-25 will be the first year for implementation of an Academy model at all high schools in the District. This plan will address disparities and achievement gaps for our high school students. The District believes that the Academy model will effectively increase our graduation outcomes and student performance based on the observations in other districts, as well as creating stronger school and community connections.

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.

All C4E funds have been targeted to C4E identified schools following the Educational Need Matrix. We are targeting ELL students and literacy and numeracy initiatives with school-based instructional coaches and additional ELA and math teachers. We are targeting PreK-12 students with the implementation of our Say Yes to Education program to address social-emotional needs and wraparound supports in all quadrants of the District. In addition, we will still maintain full-day PreK classes added since 2007. Additional staff to support students with disabilities and ELLs have also been placed in our high schools to support CTE program success.

2024-25 Contract for Excellence Narratives

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 Syracuse City School District was identified in 2004 as a District in Need of Improvement for English Language Arts achievement for the student with disabilities (SWDs) and English language learners (ELLs) subgroups. Since the Elementary and Secondary Education Act Every Student Succeeds Act (ESSA) was approved, our district has been identified as a Target District with sixteen schools identified as Comprehensive Support and Improvement Schools (CSI), four schools identified as Additional Targeted Support and Improvement Schools (ATSI), two schools identified as Targeted Support and Improvement Schools (TSI), and two State-determined Receivership Schools. We are working to put systemic improvements in place to address the large numbers of students with disabilities not graduating in four or five years and/or dropping out, including adjusting our continuum of services at the high school level and supporting a continuum model by quadrant for grades PreK-12. We are working to increase four and five-year graduation rates for students with disabilities by five percentage points in 2024-25.

The percentage of students living in poverty continues to increase each year with nearly 80% of our students qualifying for free or reduced meals during the 2023-24 year. More than 20% of our K-12 students are identified as students with disabilities and over 16% of our students are English Language Learners. These high-risk factors are challenges faced by all of our schools and our community as a whole. As a result, many interventions or initiatives that are implemented are done so Districtwide to improve student achievement in all classrooms. In addition to the systematic effort, additional supports are provided to our most underperforming schools where there are high percentages of struggling students.

Our schools in highest academic need also have a high level of poverty and in many cases high numbers of ELLs and students with disabilities, who at times account for more than a third of a school's overall student population. Our struggling students need more time and intervention to close achievement gaps through after school programs, summer school, specialized ELA and math courses designed to catch students up, and individual and small group tutoring and instruction. The increase of ELA and math teachers who use differentiated instruction to meet the needs of these at-risk students, including those with disabilities and ELLs, will better support all students toward graduating from high school to be college and career ready. SCSD utilizes the NWEA assessment three times a year to measure student growth and progress, are we are looking to reduce the number of students (including students with disabilities and ELLs) scoring Level 1 in math and ELA by ten percentage points.

Our Say Yes to Education Project will assist in supporting afterschool programs, summer programs, tutorials, and higher education incentives to encourage students to stay in school, graduate and go on to college. Say Yes will also provide social-emotional supports for students in the primary grades as well as legal services for families, mentoring for our middle level students, mental health services, increased social workers in our buildings and a new student assessment system. We are working to increase student sense of belonging based on questions in our Panorama survey by five percentage points in 2023-24.

Experimental or District-wide Programs Narrative - If applicable.

N/A