Contract for Excellence Plan for 2023-24

DISTRICT: Elmira City School District

BUILDING(S): ALL BUILDINGS 2023-24 Contract Amount \$6,753,010

				Class-Size	HS or MS	Teacher/Princip	Full Day K		Experimental		
			Time on Task	Reduction	Restructuring	al Quality	or Pre-K	ELL Programs	Programs	District-wide Programs	Grand Totals
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Building Name	BEDS Code	Status	\$ Amount	\$ Amount	\$ Amount	\$ Amount	\$ Amount	\$ Amount	\$ Amount	\$ Amount	\$ Amount
Diven	070600010006	TSI		\$292,644			\$76,211				\$368,855
Fassett	070600010007	TSI		180,076			65,717				\$245,793
Pine City	070600010014	GS		253,955			129,083				\$383,038
Riverside	070600010015	GS		338,237			142,989				\$481,226
Beecher	070600010016	CSI		458,511							\$458,511
Coburn	070600010013	TSI		548,882							\$548,882
Hendy	070600010010	GS		438,487							\$438,487
Broadway El	070600010022	GS		484,858							\$484,858
Ernie Davis Academy	070600010021	TSI	189,822			961,634					\$1,151,456
Elmira High School	070600010020	TSI	175,045			1,546,596					\$1,721,642
Broadway Academy	070600010019	GS	349,806			120,457					\$470,262
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District-Wide Programs listed below:											
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			\$714,673	\$2,995,650	\$0	\$2,628,687	\$414,000	\$0	\$0	\$0	\$6,753,010
					-			-		ntract Amount (must equal \$ 0) -	\$0

2023-24 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 has continued to expand and refine an extended day/ year model for credit recovery and first-time credit. Given the diverse and changing needs of our student population our Academy model has been a benefit to students and supports our goal of increasing our graduation rate. Teacher and administrative coaching continue to be a focus for ECSD. Our DCIP work has allowed us to have focused conversation about each of our 3 priority. The plans are the bedrock of our work. The coaching model has proven to be an effective tool to support educators in a more direct, but responsive fashion.

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 each building SCEP, are aligned to provide consolidation of work with out overlapping efforts. Our plans, and planning, center on students' need in several areas. Social emotional well being is addressed as part of each of our 3 DCIP priorities. Instructional coach's (DCC's) are used in every building to support teachers in addressing our DCIP priorities.

2023-24 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.

Quantitative data will include:

- An increase in student daily attendance rates.
- A decrease in classroom referrals.
- An increase on student passing rates (grades 7 − 12)
- Attendance at professional learning sessions.
- The number of times teachers can visit one another's classrooms.
- Observation scores from the 2022 Danielson Framework for Teaching rubric.

Qualitative data will include:

- Feedback to teachers from informal learning walks and formal classroom observations.
- Feedback from teachers at the conclusion of professional learning sessions.
- Feedback from students on their experiences inside and outside of school that impacts them.

Experimental or District-wide Programs Narrative - If applicable.								