

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.

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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.

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.