Contract for Excellence Plan for 2023-24

Albany Elementary
Columbus Elementary
Conkling Elementary
Conkling Elementary
Hughes Elementary
Jefferson Elementary
Jefferson Elementary
Jenes Elementary
Merman Elementary
Marting Luther King Elementary
Watson Williams Elementary
Watson Williams Elementary
Unin F. Kennedy Middle School
Bearing High School BUILDING(S): ALL BUILDINGS
ALL (13) District-Wide Programs Proctor High School **Building Name** listed below: #123-0001-0005 #123-0001-0005 #123-0001-0006 #123-0001-0006 #123-0001-0006 #123-0001-0016 #123-0001-0016 #123-0001-0018 #123-0001-0018 #123-0001-0011 #123-0001-0011 #123-0001-0011 #123-0001-0011 \$ Amount \$272,174 415,264 137,803 199,929 561,982 368,352 368,352 368,353 304,385 172,297 172,297 487,726 552,993 1,670,292 Time on Task \$5,789,127 \$ Amount \$656,856 929,632 485,697 863,045 479,065 Class-Size Reduction \$7,112,659 1,309,998 25,638 608,819 693,867 931,194 128,848 Submit Completed Plan to emscmgts@nysed.gov HS or MS Restructuring \$ Amount \$0 Teacher/Princip Full Day K al Quality or Pre-K \$ Amount

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33,830 \$2,199,349 1,420,682 \$ Amount \$0 **ELL Programs** \$ Amount \$0 Remaining Contract Amount (must equal \$ 0) -Experimental Programs \$ Amount \$0 2023-24 Contract Amount District-wide Programs \$ Amount \$0 **Grand Totals** \$15,101,135.00 \$15,101,135 \$0

2023-24 Contract for Excellence Narratives

Also, describe how activities support the Regents Reform Agenda. Program Narrative - Please address changes in your existing C4E programs, including any redesign or reallocation.

alignment with New York State Standards, Research-based Student Engagement Strategies, Data Driven Instruction, Differentiated ultimately reducing disruptive behavior and increasing productive instructional time. Professional Development will focus on Curriculum counselors, social workers and other related service providers will continue to work with our at-risk students and identified subgroups, and additional time on task. The school district is also addressing student attendance issues and the social emotional needs of all students, students with personalized learning in order to close learning gaps as the result of the COVID-19 global pandemic. identified as being at-risk for TSI designation (i.e., schools designated as PTSI) will enhance their extended day tutorial programs. Guidance help the District meet these Contract for Excellence goals. The District's Targeted Support & Improvement (TSI) School and any school specifically focusing on our at-risk subgroups. The school district intends to sustain staff members that were hired through previous Contract for Excellence funding - to increase time on task and reduce class sizes - while also including new teacher hires who were also selected to The District is striving for all students K-12 to meet annual State and District student performance measures through enhanced programing English Language Learners, Students with Disabilities, and low-income subgroups, in the areas of English Language Arts and Mathematics In addition, there will be a focus on the effective use of technology to support culturally and linguistically sustaining lessons that provide Instruction, positive behavior interventions and research-based strategies to enhance teaching and ultimately increase student performance The Utica City School District will target Contract for Excellence Funding to address the needs of at-risk populations, most particularly

reflected in the attached Targeting Matrix. Explain how the district and school Comprehensive Plan supports the Targeting Narrative - Please address both student educational need and building-level accountability status as

elementary schools and high school according to the Targeting Matrix as well as based on data from the school report card and transparency report which Contract for Excellence funding has been earmarked for our one identified Targeted Support & Improvement (TSI) school, as well each of our LSI district's goals and objectives and those of the New York State Education Department. As a Target district under state school accountability guidelines. our most at-risk students to focus on academics during the school day. Increasing student achievement, increased emphasis on social emotional supports counselors and social workers to provide necessary social emotional supports for students. Social emotional support is an essential ingredient in helping monitoring, supervision and guidance. With respect to time on task, the school district has prioritized additional student support personnel such as principal quality is critical in raising academic achievement through the delivery of high-quality instruction in each and every classroom, along with effective assess student learning and to better target remedial supports, especially in the areas of English Language Arts and Mathematics. Likewise, teacher and with disabilities, English language learners, students from poverty, and other targeted subgroups. Smaller class sizes also enable teachers to formatively Excellence. Class size reduction, especially at the K-6 grade levels, in each school building, will help to ensure that teachers are able to meet the intricate can be found at the link below: Comprehensive Education Plans, and are therefore directly aligned to the Utica City School District Contract for Excellence; thus, reflecting the school for students and increased parental engagement are the priority commitments in the Utica City School District Comprehensive Improvement and School needs of their students. Smaller class sizes enable teachers to better differentiate instruction for the most academically at-risk students, including students The Utica City School District has established class size reduction, principal teacher quality, and time on task as the primary goals of the Contract for

https://data.nysed.gov/profile.php?instid=800000041284

2023-24 Contract for Excellence Narratives

disaggregated groups for those schools within the district not in good standing. Performance Narrative - Describe the district's expected performance targets for the accountability criteria and

by 1-3% in all subgroups, and the suspension rate will decrease for all students. These targets are aligned to the District Comprehensive identified subgroups, with a focus on Students with Disabilities and English Language Learners. The graduation rate is expected to increase funding, students will demonstrate at least a 5-point increase in the unweighted combined ELA and Math Performance Indices for all As a result of increased time on task, class size reduction, and improved teacher quality initiatives provided through Contract for Excellence Improvement Plan, and the School Comprehensive Education Plans; additionally, state and school performance targets will also be met

Experimental or District-wide Programs Narrative - If applicable

to include a K-12 initiative. This initiative will positively impact learning and student performance outcomes. District-wide interventions to support student learning will be implemented, as well as initiatives designed to decrease student suspensions. To increase engagement and to prepare students to be college and career-ready, the school district will be enhancing its CTE programming

District Certification of Requirements for Completion of a Contract for Excellence

8) Submission of Contract to Commissioner for Approval: After 30-day comment period has ended, hearings conducted, public comment record prepared and posted on a district website, the district may submit their plan for approval	7) Public Process - Contract developed through a public process, consulting with parents/caregivers, teachers and administrators - Post on district website all forms comprising the proposed Contract for Excellence after submission to SED District's C4E website address: - 30-day period for public comment on district's proposed Contract for Excellence - Give reasonable notice of the public comment period - Hold at least one public hearing (and in New York City, one hearing per borough/county) - Prepare and make available upon request a record of public comment received	6) Support the Regents Reform Agenda, particularly the areas included under the Race To The Top program (Optional): (i) Develop or implement the Common Core of Standards in instruction; (ii) Improve or redesign assessment policy or practice to increase career and college readiness; (iii) Use data to inform and differentiate instruction and evaluate teachers and principals; and (iv) Take action to turnaround persistently low-achieving schools. (see the New York State RTTT Statement of Work; http://usny.nysed.gov/rit/dacs/statesow.pdf)	4) (NYC Only) Class Size Reduction (CSR) Plan: Aligned with the capital plan of the district; Include reductions for low-performing and overcrowded schools; and Include the means to be used to achieve the proposed reduction in class sizes, such as the creation or construction of more classrooms and buildings, placement of more than one teacher in a classroom, or other methods to reduce the pupil-to-teacher ratio 5) Certify that the district is employing acceptable options for allowable program activities (see C4E Regulations; http://www.regents.nysed.gov/meetings/2008/meetings/July/2008/07/08emsca10 htm for allowable program options)	1) Predominantly benefit students with greatest educational needs, including but not limited to: (i) students with limited English proficiency and/or English language learners; (ii) students in poverty; (iii) students with disabilities; and (iv) students with low academic achievement. 2) Coordinate C4E allowable activities with the district's comprehensive educational plan (CEP) (Optional) 3) Provide allocations of the contract amount by school and program-level (and any district-wide initialives)	District:Utica City School District Contact person: Dr. Kathleen Davis Email address (of contact):kdavis@uticarechook.org Requirement
<u>Yes</u>	Yes	587 768 587 587 587	Yes IN IN IN	168 168 168 168 169 169 169 169 169 169 169 169 169 169	Requirement Met?
<u>8/26/23</u>	715/23 715/23 715/23 715/23 715/23 7126/23				Date Expected
					July 11, 2023 SED Review

will be complied with in carrying out its Contract for Excellence plan for School Year 2023-24.

Mesen

Date 07/11/2023

Acting Superintendent of Schools

Superintendent's Certification:

I certify to the best of my ability, that the district has met the above requirements and that all relevant and applicable State and federal laws and regulations