### **2018-19 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 Newburgh Enlarged City School District continues to align and modify curricula, based on the New York State Common Core Learning Standards for English Language Arts and Mathematics, the Social Studies Inquiry Framework, and the New York State Learning Science Standards.

District-level administrators collaborate with school-based administrators to systematically deliver district-coordinated professional development to teachers and other pedagogues in alignment with our locally-approved District Professional Development Plan. Professional learning includes supports to ensure that all teachers become adept with teaching across the four core subject areas to our English Language Learners (ELLs) as well as our Students with Disabilities (SWDs), using state-of-the-art technology resources, such as Promethean boards, in addition to our more traditional instructional books and manipulatives for learning.

The district continues to include the addition of a portion of the local share of the extended full-day Pre-kindergarten program.

The C4E program also includes increased staffing and contracted services to support Phase III implementation of the revised Part 154-3 and Part 154-4 regulations for bilingual general education students and bilingual students with special needs.

**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. (See 2018-19 Accountability Status:

#### http://www.p12.nysed.gov/accountability/ESEADesignations.html

At the District's schools in good standing (Fostertown, New Windsor School, Gardnertown, Heritage, Horizons on the Hudson, Meadow Hill, Temple Hill, and Newburgh Free Academy), significant investments continue to further effective instructional leadership cultures at those schools. The retention of high-quality leaders as well the provision of ongoing relevant professional learning both play a role in the District's ongoing efforts to close the achievement gaps between the general population and our ELL and Special Education sub-groups. Similar work has taken place at our schools in TSI status (Balmville and Gidney Avenue) as well as our CSI status schools (Vails Gate and South) through the investments in leadership and through the placement of additional Rtl/AIS personnel to increase the frequency and depth of ELA and mathematics services to students who are functioning far below grade level. We are steadily observing a reduction in the high volume of students requiring long-term Rtl progress monitoring as well as referral for Special Education services.

C4E funding has also played a significant role in securing the right number of ENL teachers across all of our schools, K-12, so that ELLs regularly receive the appropriate units of English instruction in alignment with their NYSITELL and NYSESLAT outcomes.

## **2018-19 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 District expects to reap an estimated 3% increase in overall ELA achievement on the NYSTP assessments for grades 3-8 as it has steadily done in recent years for our Focus schools. Similarly, the overall math achievement outcomes for grades 3-8 are projected to increase by 3% for this subset of sites currently not in good standing. For the ELL and SWD sub-populations, the District seeks to close the achievement gap with the all students group by 3%.

At the high school level, the District is paying particular attention to the Regents math outcomes in Algebra and Geometry, which continue to demonstrate significantly low proficiency outcomes as well as a wide gap between the all students sub-group and ELLs.

#### Experimental or District-wide Programs Narrative - If applicable.

BUILDING:			Submit Comple	ted Plan to emscmgts@i	mail.nysed.gov				2016-17 Contract Amount	\$9,376,087
		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
Building Name	BEDS Code	Accountability Status \$ Amount	\$ Amount	\$ Amount	\$ Amount	\$ Amount	\$ Amount	\$ Amount	\$ Amount	\$ Amount
Newburgh Free Academy	441600010017	local assistance 751,2	18	785,241	268,753		251,865			\$2,057,107
Temple Hill School	441600010020	Good Standing 458,1		307,894	358,461		23,803			\$1,148,285
Meadow Hill Global Explorations Magnet School	441600010021	Good Standing 265,8		296,897	268,956		122,550			\$954,297
GAMS High Tech Magnet School	441600010006	Focus School 268,9	75		289,462	205,561	10,774			\$774,772
Horizons-On-The-Hudson Magnet School	441600010009	Focus School 198,5	33		126,548	74,748	112,277			\$512,136
Heritage Middle School	441600010003	Good Standing 285,6	95	120,356	78,256		113,781			\$598,088
South Middle School	44160010016	Focus School 249,2	51	293,710	156,423		118,792			\$818,176
Vails Gate Steam Academy	441600010012	Focus School 248,7	53		257,941		17,038			\$523,732
Gardnertown Fundamental Magnet School	441600010005	Focus School 202,3	56		195,625	74,748	112,528			\$585,257
Balmville School	441600010001	Focus School \$182,5	8		\$187,334		\$111,024			\$480,926
New Windsor School	441600010010	Good Standing 189,4	75		311,114		13,530			\$514,119
Fostertown ETC Magnet School	441600010004	Good Standing 134,6	39		157,465		117,038			\$409,192
										\$0
		\$3,435,5	94	\$1,804,098	\$2,656,338	\$355,057	\$1,125,000			\$9,376,087
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		37	%	19%	28%	4%	12%			\$1
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Totals		\$6,871,1	38 \$0	\$3,608,196	\$5,312,676	\$710,114	\$2,250,000		\$0 \$C	
				· • •				emaining Contrac	t Amount (must equal \$ 0) -	-\$9,376,088

Program Narrative - Please describe how your C4E programs, including how activities support the Regents Reform Agenda.

The Newburgh Enlarged City School District continues to align and modify curricula, based on the New York State Common Core Learning Standards for English Language Arts and Mathematics, the Social Studies Inquiry Framework, and the Next Generation Science Standards.

## Contract for Excellence Plan for 2018-19

# Contract for Excellence Plan for 2018-19

DISTRICT: NEWBURGH ENLARGED CITY SCHOOL				
BUILDING:	Submit Completed Plan to emscmgts@mail.nysed.gov	20	16-17 Contract Amount \$9,3	376,087
The district continues to deepen the design of its data-based inquiry model that will guide the analysis of data to inform instr	ructional decisions.			
District-level administrators collaborate with school-based administrators to systematically deliver district-coordinated profes	ssional development to teachers and other pedagogues in alignment with	our locally-approved District Professional Development Plan. Professional I	earning includes supports for academic inte	erventior
The district continues to include the addition of a portion of the local share of the extended full-day Pre Kindergarten progra	am.			
The C4E program also includes increased staffing and contracted services to support Phase II implementation of the revised Part 154-3 and Part 154-4	I regulations for bilingual general education students and bilingual students with special r	needs.		
Targeting Narrative - Please address how your C4E programs meet student educational needs and building-level accounta	ability status. Use the Targeting Matrix as a guide. Explain how the district	and school Comprehensive Plan supports the program.		
(See 2016-17 Accountability Status by School) <u>http://www.p12.nysed.gov/accountability/ESEADesignations.html</u>				
Balmville school Focus School				
Heritage Middle School - Good Standing				
Fostertown ETC Magnet School - Good Standing				
Gardnertown fundamental Magnet School - Focus School				
Gams High Tech Magnet School - Focus School				
Horizon on the Hudson Magnet School - Focus School				
New Windsor School - Focus School				
Vails Gate High Tech Magnet School - Focus School				
South Middle School - Focus School				
Newburgh Free Academy - Local Assistance				
Temple Hill School - Good Standing				
Meadow Hill Global Explorations Magnet School - Good Standing				
Performance Narrative - Describe the district's expected performance targets for the accountability criteria and disaggrega	ted groups for which the school has failed to make Adequate Yearly Prog	ress (AYP) in the past year.		
N/A				
Experimental or District-wide Programs Narrative - If applicable.				

\*Note: You may choose instead to submit the Narratives above in Word format. A template is provided on the C4E website where this Excel template was located. It is called 2014-15 Contract for Excellence Narratives.doc.