

## 2011-12 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.

As a result of closing some schools our strategy of class size reduction has been impacted. Other areas that were impacted were extended school year programs for K-2, the elimination of math and literacy coaches, the elimination of young parents program and leadership coaches.

Newly developed initiatives as a result of the Regents Reform Agenda and reduction in funding: Implementation of RtTT Initiatives (training in Common core Learning Standards, inquiry and data driven instruction teams, performance evaluations for teachers and administrators). The district will continue to implement Response to Intervention (K-5 ELA/Reading) and AIS in grades K-12 Math and other core subjects and 6-12 ELA.

**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 2011 Accountability Status: <http://www.p12.nysed.gov/irs/accountability/designations/home.html>)

NECSD In Need of Improvement Yr 5 ELA Heritage MS Restructuring Year2 Focused ELA  
NFA Restructuring Year 2 Comprehensive Math South MS Restructuring Advanced Focused ELA Temple Hill  
School Restructuring Year 1 Comprehensive ELA Remaining schools in good standing

The District's RtTT application supports a district-wide effort to align curriculum to the common core standards, to develop a culture of data based inquiry, and to implement the APPR regulations for teachers and administrators. Specific areas were identified through the JIT review process and the CEP reflects the district's response to the recommendations. Each CEP is available upon request.

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**Performance Narrative** - Describe the district's expected performance targets for the accountability criteria and disaggregated groups for which the school has failed to make Adequate Yearly Progress (AYP) in the past year.

The district will be using the performance targets established by and indicated in the RtTT application. The disaggregated groups include Black and Hispanic students, students with disabilities, English language learners, and economically disadvantaged students. Our goal is to improve the performance for each of these groups from 4-7 percentage points gain in those students demonstrating proficiency on the state assessments. Our goal for high school performance is an increase of 5-10 percentage points for the cohort and an increase of 4% increase in graduation rate for all students.

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