

2017-18 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, Heritage, Meadow Hill, and Temple Hill), 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 focus status (Balmville, GAMS, Gardnertown, Horizons, South and Vails Gate) and our LAP status school (Newburgh Free Academy) through the investments in leadership and through the placement of additional Rtl 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.

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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.

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.

Contract for Excellence Plan for 2017-18

DISTRICT: NEWBURGH ENLARGED CITY SCHOOL

BUILDING:

Submit Completed Plan to emscmgts@mail.nysed.gov

2016-17 Contract Amount

\$9,376,087

The district continues to deepen the design of its data-based inquiry model that will guide the analysis of data to inform instructional decisions.

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 for academic intervention

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 II 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 how your C4E programs meet student educational needs and building-level accountability 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) <http://www.p12.nysed.gov/accountability/ESEADesignations.html>

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 disaggregated groups for which the school has failed to make Adequate Yearly Progress (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.