

## 2020-2021 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 with the following general fund initiatives begun during 2020:

Developing district wide grade level content MAPS with shared interim assessments and instructional units aligned to the New York State Next Generation Learning Standards for English Language Arts and mathematics, the K-12 Social Studies Framework and the P-12 Science Learning Standards.

Focus on English as New Learner Students as ENL enrollment increases.

Access to early learning opportunities in the district Universal Pre-Kindergarten and State Funded fall Day Pre-Kindergarten programs.

District collaboration of administrators, content specialist and instructional faculty continued throughout the COVID brick and mortar closing during 2020 in department and grade level professional learning communities in each of the buildings to implement new initiatives and develop programs and interventions for 2021. . Professional development for teachers is aligned with our locally-approved District Professional Development Plan. Targeted professional learning opportunities are responsive to community and professional annual surveys, student performance data and includes supports for our Students with Disabilities.

**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.

<http://www.p12.nysed.gov/accountability/ESEADesignations.html>

The District Accountability statuses remains unchanged from 2020. Fostertown, New Windsor School, Gardnertown, Horizons on the Hudson, Meadow Hill, Temple Hill, and Newburgh Free Academy Schools remain as schools is good standing. Heritage Middle School and Gidney Avenue Elementary School were identified TSI, as a result of 2018 student performance data, and Vails Gate, Balmville and South Middle Schools as CSI during this same time period. The District continued to invested in the following 2020 initiatives for the 2021 school year: Newcomer Language Labs at the secondary level, a core math program (Illustrative Math) and AIS supplemental math materials (Do the Math) and ELA ( Math 180) with aligned professional development; the third year of a Balanced Literacy Program with district funded leveled books rooms, new Instructional Teacher Facilitator (ITs) positions in grade K-12 to assist with integrating technology into instructional delivery, diagnostic assessment software with aligned professional development for grade K-8 teachers to make targeted instructional decision and a Night School for over aged under credited high school students.

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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 requires all school leaders to set building level growth plans according to subgroup and aggregated performance data and state accountability designations. Building Level Teams conducted data studies in content and grade level meetings to set individual targets.

Schools in Good Standing complete Level 1 Needs Assessments using the 2018-2019 K-12 Insights Survey results, student performance data and subgroup gaps. Targeted Support and Improvement (TSI) Schools and Comprehensive Support and Improvement Schools (CSI) develop School Comprehensive Education Plans also using the 2018-2019 K-12 Insights Survey results. Individual targets are set by the building leaders under the guidance of the Assistant Superintendents for Curriculum and Instruction and the Deputy Superintendent.

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

NA

