

2021-2022 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 use the general fund, in part or in whole, to support the following: Time on Task, High School Restructuring, Teacher/Principal Quality and Pre-K Programs. The following initiatives that were begun in 2019 and 2020 are continued:

- development of grade level curriculum maps with common assessments K-12,
- implementation of the Next Generation ELA and math standards, K-12 Social Studies Framework and P-12 Science Learning Standards,
- implementation of Core Curriculum in ELA (American Reading Company) and math (Go Math),
- department, grade level and K-5 vertical team Professional Learning Communities,
- Response to Intervention student review processes,
- district wide professional development in Culturally Responsive Pedagogy, Learning and Language,
- Data Driven Instruction,
- social emotional learning supports including a “Street Team” of professionals to work with families,
- integrating technology into instructional delivery in virtual , hybrid and brick and mortar instructional settings and the ISTE Standards into grade level instruction,
- District analytic data dashboards and web based student management systems,
- and Multi-Tiered Systems of Support (MTSS) for students including schoolwide positive behavioral approaches and restorative practices,
- iReady formative assessments in ELA and math a tool for teachers to make targeted instructional decisions,
- Night School for under-credited students,
- Language Labs for English and a New Language Students and
- Pre-Kindergarten programs for 4 year old students.

New general fund initiatives that did not require program restructuring include:

- development of Instructional Road Maps,
- implementing Transformative Literacy and Constructivist Approaches to Instruction
- professional development in the Workshop Model and Guided Reading in grades K-5,
- funding two School Transformation Specialists for ELA and math to work with TSI/CSI buildings,
- and implementing a Dual Capacity-Building Framework for family school partnerships,
- planned release of the Panorama School Climate Survey to parents, teachers and administrators

Targeting Narrative - Please address both student educational needs 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 and building accountability statuses remain unchanged from 2021. Accountability statuses were assigned in 2019-2020 using lagging data from the state assessment results of 2018-2019. Fostertown, New Windsor School, Gardnertown, Horizons on the Hudson, Meadow Hill, Temple Hill, and Newburgh Free Academy Schools remain as schools in good standing. Heritage Middle School, Gidney Avenue and Balmville Elementary Schools were identified as TSI, as a result of 2018 student performance data, and Vails Gate, and South Middle Schools as CSI during this same time period. The District Comprehensive Improvement Plan for 2022 was approved by the Board of Education in July of 2021. Each CSI building developed 2022 School Comprehensive Education Plans that were approved by the Board of Education in July of 2021. The District continued to invest in the following 2021 initiatives for the 2022 school year:

- implementing a core math program (Illustrative Math 6-8) and a core ELA program (American Reading Company) with aligned professional development.
- funding Instructional Teacher Facilitator (ITF) positions in grade K-12 to assist with integrating technology into instructional delivery and
- funding the Night School for over aged under credited high school students and
- scheduled Academic Cabinet and Administrative Council as forums for reviewing student performance data, longitudinal performance trends and identifying corresponding initiatives and professional development at both the administrative and instructional levels.

The Teacher Summer Institute is developed in partnership by central office administrators and the Teacher Resource Center funded by the general fund. Resource Center activities are governed by a board of higher education partners, community based organization representatives, NECSD Board of Education, teacher and administrator representatives. These annual professional development offerings respond to student performance data and district needs identified in the District Professional Development Plan (PDP) that is approved by the Board of Education.

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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 in 2020-2021. Targeted Support and Improvement (TSI) Schools and Comprehensive Support and Improvement Schools (CSI) develop School Comprehensive Education Plans using formative and common student assessment 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

