

2024-25 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 C4E set-aside, in part or in whole, to support the following Regents Reform Agenda Aligned Activities:

Time on Task **(\$3,113,075)**

Middle School and High School Restructuring **(\$4,473,986)**

Teacher/Principal Quality **(\$2,626,543)**

Model Programs for English Language Learning **(\$3,918,727)**

Full Day Pre-K and Kindergarten Programs **(\$3,630,351)**

The initiatives for 2025 include:

- Supporting the Next Generation ELA and math standards, K-12 Social Studies Framework and P-12 Science Learning Standards **(Time on Task and Teacher/Principal Quality)**
- Implementation of Core Curriculum in ELA (American Reading Company) and Math (iReady Classroom) **(Time on Task and Teacher/Principal Quality)**
- Department, grade level and K-5 vertical alignment team Professional Learning Communities **(Time on Task)**
- Data Driven Instruction **(Time on Task, High School/Middle School Restructuring and Teacher/Principal Quality)**
- Social emotional and academic track supports **(High School/Middle School Restructuring and Teacher/Principal Quality, Time on Task)**
- Integrating technology into instructional delivery and the ISTE Standards into grade level instruction **(Time on Task)**
- District analytic data dashboards and web based student management systems **(Time on Task and High School/Middle School Restructuring)**
- Exposure at the middle level to CTE programming as alternative path to graduation and supporting high school program selections. **(High School/Middle School Restructuring and Teacher/Principal Quality)**
- iReady diagnostic instruction in ELA for targeted instructional decisions **(Time on Task)**
- Pre-Kindergarten full day program for 4-year-old students **(Full Day K and PreK)**
- Maintain all current faculty, addition of two faculty, to support language acquisition for English Language Learners **(ELL Programs)**

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.

The District and building accountability statuses have changed from the 2023-24 school year. Accountability statuses were assigned for 2024-25 using lagging data from the state assessment results of 2023-24. Fostertown, New Windsor School, Gardnertown, Vails Gate, Meadow Hill, Temple Hill and Heritage are identified as Local Support and Improvement schools, previously known as “schools in good standing.”

As a result of 2023-24 student performance data, South Middle School continues to be identified as Comprehensive Support & Improvement (CSI). Balmville Elementary School and Gidney Avenue Elementary School are identified as Additional Targeted Support & Improvement (ATSI), and Newburgh Free Academy and Horizon on the Hudson are identified as Targeted Support and Improvement (TSI). Schools identified as CSI are schools where All Student group data results fall into the bottom 5% of schools statewide. Schools identified as ATSI are schools that have previously be identified as TSI and require additional support. TSI schools have one or more subgroups whose data results have not demonstrated improvement for two consecutive years.

Each individual CSI and ATSI building previously developed 2023-24 School Comprehensive Education Plans that were approved by the Board of Education in August of 2023. These individual plans will be revised and submitted to the Board of Education for approval for the 2024-25 year. The newly identified TSI schools will be developing School Comprehensive Education Plans in the spring of 2024 and will be submitted to the Board of Education for approval for the 2024-25 year.

The District plans to continue to invest in the following FY24 initiatives for the FY24-25 school year:

- Funding Instructional Teacher Facilitator (ITF) positions in grades K-12 to assist with integrating technology into instructional delivery.
- Funding for Model Programs for English Language Learning in order to maintain all current faculty to support language acquisition for English Language Learners and further the iReady diagnostic instruction in ELA for targeted instructional decisions.
- Funding for Full day Pre-K, including transportation expenses and supplies.
- Scheduled Academic Cabinet and Administrative Council meetings as forums for reviewing student performance data, longitudinal performance trends and identifying corresponding initiatives and professional development at both the administrative and instructional levels.

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 establish school wide growth plans according to subgroup and aggregated performance data and state accountability designations. Building Level Teams conduct data studies in content and grade level meetings to set individual targets. There is a cyclical data review process where building leaders present their progress on meeting data targets to the Superintendent and cabinet members for feedback and suggestions with initiatives.

Schools in Good Standing complete Level 1 Needs Assessments annually. 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 Associate Superintendent for Curriculum and Instruction and the Deputy Superintendent. All plans are posted on the District website.

Experimental or District-wide Programs Narrative - If applicable.

N/A