

## 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 (NECSD) is committed to educating and empowering students to build their futures and support their community. The district consists of four PreK – 5 schools, three K-5 schools, two K-8 schools, two 6-8 middle schools and one comprehensive high school with grades 9-12 over three campuses. These schools offer a wide variety of programming and are located across the various municipalities served by the school district. In addition, NECSD partners with a wide variety of community organizations to broaden opportunities and support for students and their families. Partnerships include Pre Kindergarten, Institutes of Higher Learning, as well as local business, not for profits and health care providers.

With Contract for Excellence Funding, the district is positioned to support the Regents Reform Agenda in the following ways:

- Department, grade level, vertical and horizontal professional learning communities at all buildings
- District wide focus on literacy and the science of reading
- Focus on culturally relevant pedagogical practices
- Data driven instruction and targeted support
- Social emotional and academic supports through a Mutli-Tiered System of Supports (MTSS) model
- High school redesign through small learning communities
- Integrating technology into instructional delivery and the ISTE standards into grade level instruction
- Exposure at the middle level to CTE programming
- Pre-Kindergarten in district programs for 4-year old students
- Supporting the language acquisition for English Language Learners

These initiatives, and the positions associated with implementation, are designed to provide the necessary structures and supports in the district's efforts to prepare students for the careers of the future. C4E funding will support health and wellness staff such as psychologists, school counselors, and social workers to continue to promote safety, respect and responsibility among our students. Additionally, structures such as small learning communities for educators, facilitated by assistant principals and directors will focus on data and build ownership of students success. Small learning communities for students will further serve individualized support and a sense of belonging. Library Media Specialists will work alongside classroom teachers to focus on literacy and incorporating culturally relevant materials. ENL teachers will continue to build upon model programs of language acquisition. The district will sustain our PreK programming at district schools and, through an identified need, develop classrooms to serve 4 year old students with special needs. C4E funding will continue to support Career and Technical Education exploration at the middle school and instructional technology facilitators will allow for the continued integration of technology and technology standards into instructional delivery.

**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.

Per SED, 75% of the funds must go to the top 50% of the neediest schools. Newburgh Free Academy and Horizons on the Hudson are identified as Targeted Support and Improvement (TSI) schools, Gidney Avenue Memorial School (GAMS) and Balmville are designated Additional Targeted Support and Improvement (ATSI) schools and South Middle School is designated as a Comprehensive Support and Improvement (CSI) school. These schools are required to submit Heritage Middle School, Fostertown, Gardnertown, New Windsor, Vails Gate, Temple Hill and Meadow Hill are all Local Support and Improvement (LSI) schools. All schools within the district are Title 1 schools.

The performance of subpopulations of students, including English language learners, students with disabilities and economically disadvantaged students continues to lag behind their peers. The district has worked to leverage various funding such as sources in addition to Contract for Excellence to support programming for the most at risk students. Four priorities have been identified in the District Comprehensive plan which are supported through the Contract for Excellence programs as well as School Comprehensive Education Plans.

**Priority 1: The district will create a welcoming and affirming environment throughout the district.**

**Priority 2: Attendance will be improved throughout the district.**

**Priority 3: The district will consistently implement a multi-tiered system of support.**

**Priority 4: The district will recruit and retain administrators, faculty, staff and substitute throughout the district.**

These priorities, which align with both the DCIP and SCEPs, are foundational to the success of both students and staff. Through contract for excellence programming, Assistant Principals, under the direction of building and district leadership, are positioned to lead this work supported by school counselors, social workers and school psychologists. These teams will create small learning communities for both students and teachers with a focus on the above priorities. In addition, through funding sources such as Coaching for Excellence and Title funding, instructional coaches will support curriculum implementation specifically around priority 1. These coaches, in conjunction with library media specialists and English as a new language educators will ensure that curriculum, pedagogy and materials support our neediest students. PreK will continue to serve our youngest scholars in an effort to ensure school readiness.

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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.

**In 2022 the district designed a process to create a new three year strategic plan for the school district. Many recent changes to the educational program in our district necessitated the need for a new plan:**

- As we continue in a post pandemic environment the needs of our students, faculty, staff and families have drastically changed. The Literacy and numeracy readiness of a large percentage of our students has diminished.
- The capacity of our faculty and staff to address social, emotional, mental health and academic readiness is being challenged.
- Based on feedback from community members and families, we must establish a true commitment to transforming our district into one that will be recognized for high academic standards as well as a highly competitive athletics and fine and performing arts program.

**The new strategic plan was created by 72 individuals from each of the following stakeholder groups:**

- The Superintendent and the Executive Team
- Members of the Administrators' Bargaining Unit
- Members of the Civil Service Bargaining Unit
- Members of the Teachers' Bargaining Unit
- Representative parents and guardians solicited by our FACE Department
- Community partners solicited by our Equity and Access Department
- Colleges and Universities solicited by our Superintendent

Based on this work, the following guiding principles were established:

**Standard #1 - We will:**

- Teach a parallel curriculum to general education classrooms in all special class environments.
- Adopt effective practice supported integrated co-teaching models to be implemented across the district.
- Provide professional development to teachers and administrators that will increase capacity to support our English language learners.
- Explore the impact of poverty has on improved student learning and adopt effective practices for lesson planning that will meet our students needs.
- Expand learning opportunities for students who would benefit from accelerated learning opportunities.

**Standard #2 - We will:**

- Recruit highly qualified teachers, staff and administration that reflect the demographic makeup of our student body.
- Assess the quality and implementation of the various performance evaluation systems for all teachers, staff, and administrators and annually review the data generated from each system to inform improvements.
- Sustain effective teachers, staff, and administrators through the provision of professional development focusing on reflective practices, implementation of pipeline opportunities for advancement and new employee mentoring programs.

**Standard #3 - We will:**

- Achieve a 95% attendance rate for all students, teachers, staff, and administrators by implementing improvement strategies and incentives.

**Standard #4 - We will:**

- Focus on engagement defined as strong relationships between students, teachers, families, and schools and create stronger connections between schools and the broader community.
- Focus on safety, defined as school and school-related activities where students are safe from violence, bullying, harassment, and controlled substance use.
- Create a supportive environment defined by: appropriate facilities, classrooms that embrace clear and consistent expectations for behavior and actions to promote positive, prosocial behaviors, available school-based health supports, and a Code of Conduct that eliminates disproportionate treatment of our diverse population.

Additionally, based on the 2024-25 adopted School Comprehensive Education Plans for schools not in good standing, the following targets have identified and will be supported through the Contract for Excellence:

**Balmville:**

- 10% decrease in discipline referrals from the year prior
- Attendance Rate of 95%
- 85-100% of teachers report that the PLC cycle process was helpful to their instructional growth
- 60% of students will be performing at or above grade level in IReady Math. 60% of students will be performing at or above grade level on IRLA and iReady reading.
- 80% of students feel that teacher feedback is helpful to their learning.

**Gidney Avenue:**

- 85-100% of teachers report that the PLC cycle process was helpful to their instructional growth
- Students have mastered 90% of grade level appropriate word lists
- Attendance Rate of 95%
- An increase of at least 15% proficient scores on constructed responses on the ELA State Test for grades 3- 5
- 50% of students performing at or above grade level on the ELA Assessments

- An increase of at least 25% proficient scores on constructed responses on the Math State Test for grades 3-5
- The number of students referred to Multi-Tiered System of Support would decrease by 20% since the previous year

**Horizons:**

- 85-100% of teachers report that the PLC cycle process was helpful to their instructional growth
- Attendance Rate of 95%
- 100% of ICT staff (teachers/support staff) will be trained in the co-teaching models
- 100% of walkthrough data reflects implementation of ICT practices
- Increase of 20% of attendance at planned events for families
- 65% of the parents express they have received an increase in parent communication

**Newburgh Free Academy:**

- Attendance Rate of 95%
- Through PLCs and the analysis of student work, student writing improved based on responses to constructed response questions
- Student behavior referrals will be reduced
- 100% of co-teaching pairs will engage in professional learning and implement learned instructional strategies in their classrooms

**South Middle School:**

- Attendance Rate of 95%
- At least 85% of students will meet expectations on a writing assignment using an ARC CORE, NYSED, or EL provided rubric
- 75% of teachers will be comfortable embedding reading strategies into their lesson plans
- 75% of students will respond to reading at least once per week in each of their content classes, developing a notebook of reading responses
- Reduce chronic absenteeism rate from 32.3% to 24%
- 35% decrease in student referrals resulting in students being removed from class compared to the previous school year
- Every content area will have implemented at least two best practices that align with NYSED's culturally responsive framework