



Contract for Excellence

Needs and Strategies Report For School Year 2009-10

PORT JERVIS CITY SD

ACTING SUPERINTENDENT JOHN XANTHIS

Contract Plan: Describe the overall strategy your district will implement under the Contract for Excellence to address the above needs. Detail the new and innovative programs selected and how they will integrate with existing improvement plans.

Contract Plan

We are most fortunate in that our district is no longer a District in Need of Improvement (DINI) and our high school is no longer a School in Corrective Action (CA). Three of our four schools - all except the middle school - have been recognized by New York State as "Schools in Good Standing". This is great progress! Still there is work to be done to improve our K-12 program to serve the needs of all of our students but in particular our students with disabilities.

Thanks to our improved performance, new guidelines allow us to use 50% of the C4E funds for continuing programs. This is crucial to our ability to support the many initiatives derived from year one of C4E funding including more teachers and technology on all levels, more space at the high school and the continuation of our full-day kindergarten program.

Note: All programs listed below as 2008-09 initiatives will be supported in the 2009-10 budget.

The 50% of 2008-09 C4E funds dedicated to new programs will cover a variety of new offerings such as: new teachers to reduce class sizes, new teachers to increase Academic Intervention Services (AIS) to underperforming students and to jump start our "21st Century Skills" initiative. This district-wide initiative will help us transition from a typical 20th century model of schooling to one that will prepare students to compete in a global world.

Elementary Level

At Anna S. Kuhl (ASK) Elementary School, we will add two teachers ζ one to reduce class size in a rather large grade and the other to provide AIS math services. At Hamilton Bicentennial Elementary (HBE), we will add one teacher to reduce kindergarten class size from 26 to 20 students per class. As part of our ζ 21st Century Skills ζ initiative, both schools will add Mandarin Chinese as an elective course for sixth graders as well as enhancements in the areas of literacy (by purchasing books for the media center and classroom libraries) and technology (by purchasing equipment such as Smartboards, projectors and other devices).

Middle Level

At Port Jervis Middle School (PJMS), we will add two teachers - one AIS English teacher and one special education teacher in an effort to have PJMS removed from the School in Need of Improvement (SINI) list. We made AYP in 2007-08 and are confident that this additional staffing will enable us to become a school in good standing by 2009-10. In addition to the new staff to help us focus our efforts on our most needy sub-group, our ζ 21st Century Skills ζ initiative addressing the areas of literacy and technology (as stated above similarly in the elementary section) will take off at this grade level as well.

High School Level

Last year, we added teachers to start the Freshmen Academy, increase electives and decrease class size. This year we will be adding two teachers ζ one mathematics and one English - to help reduce class sizes, add more electives and increase AIS services to students most in need.

Our high school is a school on the move thanks to C4E. The high school's ζ 21st Century Skills ζ initiative will entail purchasing technology equipment for a complete overhaul of the technology education program as well as placing hardware throughout the school. The initiative will also address literacy with books for new courses and the media center.

Conclusion

We believe that C4E has been one of the greatest things to ever arrive in Port Jervis! It has provided for staffing, equipment and supplies to move our district forward at a rapid pace. Our scores are increasing, our schools are being recognized for academic achievement and our offerings are more plentiful and meaningful.



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Maintenance of Effort: Describe how you will continue your previous years' C4E expenditures. Districts are required to maintain total expenditures for C4E allowable programs at the level of their 2007-08 and 2008-09 amounts, as approved by the Commissioner. The total amount to be maintained in 2009-10 therefore is equal to the approved 2008-09 Contract amount, including the 2007-08 MOE amount.

All programs included in the 2007-08 and 2008-09 Contract for Excellence will be funded again in 2009-10.

Reallocation: Specifically describe how you will reallocate any funds which will not continue to support prior year C4E programs. The reallocation of funds must be for new C4E allowable programs and be approved by the Commissioner. Reallocated funds will reduce the prior year's MOE by an equal amount. Describe specific programs and items to be purchased and how the new programs will improve student achievement. Revised Narratives, Programs, Options, Input Metrics, Performance

No reallocation is planned at this time.

Achievement Issues: Describe the overall student achievement need presenting the greatest challenge in your school district which the Contract for Excellence addresses. In particular, describe the needs for those schools in improvement status that qualified your district for the Contract for Excellence.

The greatest challenge in our school district is in improving the performance of our students with disabilities. On the high school level, New York State has identified us for a low graduation rate and high dropout rate for this group. Our middle school is identified for low performance on the New York State English/Language Arts and Mathematics exams for this group of students.

Special Populations: The needs of special populations (LEP, students with disabilities, poverty and students with low achievement) should be assessed, with specific programmatic efforts identified.

Our enhanced programming and increased staffing help all students but in particular students with disabilities and students who underperform on New York State exams. Our children of poverty are assisted in both of these categories as well as our efforts to make curricula more meaningful.

Targeting to Need: Provide evidence that funds are targeted to students with the greatest educational needs. Refer to the Educational Need Matrix e-mailed to each superintendent.

Our C4E funds are targeted toward students with the greatest need in that we are focused on two areas:

1. Adding staff to reduce class sizes, increase AIS services and increase special education offerings/services and
 2. Make our curriculum more meaningful and engaging for all students via our "21st Century Skills" initiative.
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Performance Targets: You will need to complete a detailed Performance Matrix in the application that will capture the specific gap reduction you expect in each school with C4E funds for specific accountability areas and subgroups of students. In this narrative, describe the overall achievement outcomes that you anticipate will result from the C4E programs.

In our application, you will find completed performance matrices for our district. In areas where performance has been good, 2% improvement goals have been established. In areas where performance has been low, goals of closing the gap by 10% between current performance and the performance indicator score of 200 have been established.



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New vs. Continuation of Existing Programs: Describe how funds will supplement and not supplant current programs, except where allowed.

None of the 50% of C4E funds designated for new programs will fund pre-C4E programs. We have dreamed of expanding our academic programs and academic support services but did not possess the financial ability to do so. Now, C4E has done that for us.
