

# TALENT DEVELOPMENT



*Accelerated Programming for Scholars in Grades K-8*

**CURRICULUM & INSTRUCTION DEPARTMENT**  
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## WHAT IS THE NECSD K-8 TALENT DEVELOPMENT PROGRAM?

All scholars deserve the opportunity to learn in an environment that recognizes their unique strengths. Our District's Talent Development Program provides scholars with classroom settings and additional learning opportunities that develop their special talents and abilities in grades K-8.



## OVERVIEW OF ELEMENTARY LEVEL PROGRAMMING FOR ALL STUDENTS

At the elementary level, the District offers challenging K-5 thematic units of study that combine English reading and writing, mathematics, social studies and science to make learning engaging and fun while scholars make sense of real-life topics and problems to solve. These learning experiences are supported by physical education and arts instruction as well as field trips, all of which expose students to ways of understanding topics and concepts beyond the core classroom.

Academic growth is continually assessed by classroom teachers – through conversations, unit tests, writing samples, Technology, projects and performances. The data that teachers gather in these ways support their conversations with scholars and their families regarding how scholars are progressing with their instruction. This information also helps teachers in making decisions on what specific skills and concepts need to be reinforced to our scholars.

The District offers additional learning opportunities for K-5 scholars through school-based and District-coordinated After-School and Saturday School activities. Below, please find a listing of the District-coordinated opportunities:

Program Name	Location	Type of Program	Contact Person
<b>21<sup>st</sup> Century After-School Program</b>	<ul style="list-style-type: none"> <li>Balmville</li> <li>Gardnertown</li> <li>Gidney Avenue (GAMS)</li> <li>Vails Gate</li> <li>Horizons-on-the-Hudson</li> </ul>	Enrichment Program <ul style="list-style-type: none"> <li>Arts</li> <li>Project Lead the Way (Science)</li> <li>Math &amp; Movement</li> <li>After-School and Weekend Field Trips</li> </ul>	<b>Susan Torres-Bender</b> Program Facilitator 845-568-6674
<b>English Language Learner (ELL) Saturday Academy</b>	<ul style="list-style-type: none"> <li>Gidney Avenue (GAMS)</li> </ul>	Language Enrichment for English Language Learners	<b>Chastity Beato</b> Director of Language Acquisition & World Languages 845-563-3478

Please reach out to your child's elementary school to find out more about additional After-School and Saturday School programs which may be available.



## UNLIMITED HORIZONS (UH) IN GRADES K-5

Scholars who consistently demonstrate that they require challenge beyond the levels of their peers may be eligible for the Unlimited Horizons (UH) program which is housed at Horizons-on-the-Hudson. Candidates are expected to take a cognitive abilities test (COGAT) in June as well as undergo an interview with District representatives to determine eligibility. Educator recommendation will also be considered. In preparation for the the 2019-20 school year, the District will test all new applicants who are interested. The District expects to notify qualifying scholars of their placement at the onset of summer recess. (See the table below.)

### Timeline for Unlimited Horizons (UH) Communications, Testing & Placement

May 28 - May 31, 2019	District advertises testing and interview process online and via Robocall
June 2019	District holds school-based information sessions for families of all interested candidates
June 10 - 20, 2019	Parents inform the Division of Curriculum & Instruction of their interest in having their children tested and interviewed
June 22, 2019	Candidates are tested and interviewed for grades K-5
June 27 - July 3, 2019 (Tentative Dates)	Families notified of Unlimited Horizons placement
July 8 - 12, 2019	Appeal period

Any family that is not satisfied with the District's decision regarding Unlimited Horizons placement may appeal the decision by writing directly to the Superintendent of Schools. The letter should explain why the family does not agree with the District's decision. *Please note that appeals received after the appeal period will not be considered.*







## OVERVIEW OF MIDDLE SCHOOL LEVEL PROGRAMMING FOR ALL STUDENTS

Similar to the educational opportunities that the District offers to its younger age-group, middle school scholars engage in a rigorous, Standards-aligned curriculum, which includes the four essential core subjects of English, mathematics, science and social studies. In addition, physical education, assorted arts classes, home and technical careers, world languages and health classes help prepare our middle schoolers before they transition off to high school. Field trips at the middle school level are also extremely important to the learning of our scholars since these experiences often reinforce what they have learned in their classrooms.

Academic growth is continually assessed by subject area teachers – through conversations, unit tests, writing samples, projects and performances. The data that teachers gather at the middle school level also support their conversations with each other as well as with scholars and their families regarding how scholars are doing with their daily instruction. This information also helps teachers in making decisions on what specific skills and concepts need to be taught more than once to our scholars.

The District also offers additional learning opportunities for scholars in grades 6-8 through school-based and District-coordinated After-School and Saturday School activities. Below, please find a listing of the District-coordinated opportunities:

Program Name	Location	Type of Program	Contact Person
<b>Empire State After-School Program</b>	<ul style="list-style-type: none"><li>• Heritage</li><li>• Meadow Hill</li><li>• South Middle School</li><li>• Temple Hill</li></ul>	Enrichment Program <ul style="list-style-type: none"><li>• STEM Black Rock</li><li>• Newburgh Performing Arts Academy (NPAA)</li><li>• Project Lead the Way<ul style="list-style-type: none"><li>o App Creators</li><li>o Computer Science for Innovators &amp; Makers</li></ul></li><li>• Hudson Valley Writing Project (TH only)</li><li>• Drumline</li><li>• Mural Design (MH only)</li><li>• Focus on the Arts</li><li>• ----Summer Musical</li><li>• ----Ceramics</li><li>• ----Drumline</li><li>• ----Steel Pan</li><li>• Mount St. Mary College</li><li>• ----Forensic Science</li><li>• ----Let's Circulate</li><li>• ----Scholars and Scrubs</li><li>• ----Economics</li></ul>	<b>Anthony Grice</b> Program Facilitator 845-563-3434
<b>English Language Learner (ELL) Saturday Academy</b>	<ul style="list-style-type: none"><li>• Meadow Hill</li></ul>	Language Enrichment for English Language Learners	<b>Chastity Beato</b> Director of Lang. Acquisition & World Languages 845-563-3478

Please reach out to your child's middle school to find out more about additional After-School and Saturday School programs which may be available.



## ACCELERATED COURSES PROGRAM IN GRADES 6-8

In order to meet the needs of all learners, the Accelerated Program at the middle school level has been revised into the Accelerated Courses Program so that students can be in one or all of the available courses if they meet the criteria. Accelerated courses in grades 6-8 are offered at the District's two K-8 schools as well as the middle schools. These classes are open to all scholars who meet the eligibility criteria. The goal of the programs is to provide extensions to the grade level course of studies, adding depth, in order to nurture and develop our scholars' advanced academic potential. The middle level Accelerated Courses Program is designed to challenge the minds and meet the needs of high-ability and high-achieving scholars.

Rigor is a critical component of academic excellence and is central to preparing scholars in the middle grades to succeed in advanced coursework in high school and in society. Accelerated courses are characterized by a deeper level of discussion and analysis of topics and issues. Teachers use a variety of instructional practices that generate frequent interchange of ideas among scholars.

The coursework incorporates high-level analytical reasoning, creative thinking and problem solving strategies. Emphasis is placed on deep understanding of important concepts and the development of essential skills. Scholars are encouraged to approach learning in a variety of ways in order to develop a strong foundation for academic and intellectual growth, achievement, and personal success. They are encouraged to self-assess and reflect on their learning and the learning process. Scholars who participate in accelerated courses *are expected* to meet or exceed high academic standards.

The scholars' learning experiences are enhanced through projects and assignments, such as those listed below:

- Extended class and independent reading assignments and research-based writing assignments that connect and extend the course curricula and connect varied disciplines
- Long-term projects or performance tasks – such as oral presentations, debates, performances, displays, or publications – that demonstrate application of learning in one or more discipline areas to relevant or real-world situations and to community concerns
- Open-ended investigations in which the scholar selects the questions and designs the research
- Writing assignments that use a variety of genres for comparative analysis
- Deeper exploration of the culture, values, and history of the disciplines
- Extensive opportunities for problem-solving experiences through imagination, critical analysis, and application
- Development of a collection of student work that contains self-reflection and goal setting
- Students who pass the middle level 8th Grade Accelerated Courses and the accompanying Regents exams will enter 9th Grade with high school course credit for up to three Regents courses (Algebra I, Earth Science and/or US History, LOTE).

Additionally, by passing the Regents exam(s) associated with the course(s), scholars will also earn high school Regents exam credit for Algebra I, Earth Science and/or US History, and/or LOTE.

Continued success in Regents courses and on Regents exams in high school may afford scholars an opportunity to take Advanced Placement courses as early as their sophomore year at Newburgh Free Academy.



# MIDDLE LEVEL ACCELERATED PROGRAM PLAN

For the upcoming school year (2019-20), the District will offer its middle school scholars accelerated courses according to the table below:

Year	Rollout of Accelerated Courses
2019-21	Math - Grades 7 – 8 Science - Grades 7 – 8 Social Studies - Grades 7 - 8 (US History SMS & THA) Foundation Art - Grades 6 and 7 World Languages - Grade 6
2021-22	Students can take up to 5 high school classes: Algebra for all Grade 8: Algebra Accelerated, Algebra Readiness - Gr. 8 US History World Language Foundations of Art Earth Science

The District expects to continue its gradual rollout of accelerated courses, reaching full implementation of five different offerings by the fall 2021.

Timeline for MS Accelerated Courses Program Communications, Testing & Placement	
June 10, 2019	Robocall to teachers of current grade 5 scholars, informing them of 2018 -19 Middle School Accelerated Program Guidance Booklet online
June 10, 2019	District posts the 2018 -19 Middle School Accelerated Program Guidance Booklet (course summary and eligibility criteria) online
June	District holds school-based information sessions for families of prospective candidates (current grade 5 scholars)
July 15, 2019	Schools notified of qualifying scholars for grade 6 SLA 6 (Spanish Language Arts) and Art accelerated courses
July 30, 2019	Offer letters sent to families via US Postal Service
Early August 2018	Schools send programs home to families
September 4 – 14, 2019	Appeal period

Any family that is not satisfied with the District's decision regarding Accelerated Courses Program placement may appeal the decision by meeting with building principal first and filling out an appeal form.

*Please note that appeals received after the Appeal period will not be considered.*



# CRITERIA FOR ENTERING THE ACCELERATED COURSES PROGRAM IN GRADE 6

## Accelerated Grade 6 Foundation Art Course

Current grade 5 scholars must score 13 or above on the matrix below to qualify for Accelerated Grade 6 Foundation Art Coursework:

Points	3	2	1
Attendance	95%+	93%	91%
Art Project Score	3.5-4.0	3.0-3.49	
Art Learning Survey - Teacher	21-24	18-20	
Grade 4 Report Card (Final Trimester - Art)	4	3	2
Grade 5 Report Card (Final Trimester - Art)	4	3	2

All scholars who qualify for Accelerated Courses will be notified by their assigned school in August.

## Accelerated Grade 6 Spanish Language Arts Course

Current grade 5 scholars must score 13 or above on the matrix\* below to qualify for Accelerated Grade 6 Spanish Language Arts Coursework:

Points	3	2	1
Attendance	95%+	93%	91%
SLA 6 Diagnostic Assessment	90+	80-89	70-79
Language Learning Survey - Teacher	21-24	18-20	15-17
Grade 4 Report Card (Final Trimester - ELA)	4	3	2
Grade 5 Report Card (Final Trimester - ELA)	4	3	2

\*Students who qualify and are recommended for SLA 6 must have strong foundational literacy skills in Spanish.

All scholars who qualify for Accelerated Courses will be notified by their assigned school in August.



# CRITERIA FOR ENTERING THE ACCELERATED COURSES PROGRAM IN GRADE 7

## Accelerated Grade 7 Math Course

Current grade 6 scholars that refuse the Math state test must score 10 or above on the matrix below to qualify for Accelerated Grade 7. Current grade 6 scholars that take the Math state test must score 12 or above on the matrix below to qualify for Accelerated Grade 7.

Math Coursework:

Points	3	2	1
Attendance	95%+	93%	91%
Mathematics Learning Survey - Teacher	21-24	18-20	
Grade 6 Final Exam	92+	88-91	85-87
Grade 6 Report Card Average of Four Quarters	95+	92-94	88-91
NYS Math 6 results	4	3	2

## Accelerated Grade 7 Science Course

Current grade 6 scholars must score 10 or above on the matrix below to qualify for Accelerated Grade 7

Science Coursework:

Points	3	2	1
Attendance	95%+	93%	91%
Science Learning Survey - Teacher	21-24	18-20	
Grade 6 Final Exam	92+	88-91	85-87
Grade 6 Report Card Average of Four Quarters	95+	92-94	88-91

## Accelerated Grade 7 Social Studies Course

Current grade 6 scholars that refuse the ELA state test must score 10 or above on the matrix below to qualify for Accelerated Grade 7. Current grade 6 scholars that take the ELA test must score 12 or above on the matrix below to qualify for Accelerated Grade 7.

Social Studies Coursework:

Points	3	2	1
Attendance	95%+	93%	91%
Social Studies Learning Survey - Teacher	21-24	18-20	
Grade 6 Final Exam	92+	88-91	85-87
Grade 6 Report Card Average of Four Quarters	95+	92-94	88-91
NYS ELA 6 results	4	3	2





# CRITERIA FOR ENTERING THE ACCELERATED COURSES PROGRAM IN GRADE 8

## Accelerated Grade 8 Math Course

Current grade 7 scholars that refuse the Math state test must score 10 or above on the matrix below to qualify for Accelerated Grade 8. Current grade 7 scholars that take the Math state test must score 12 or above on the matrix below to qualify for Accelerated Grade 8.

Math Coursework:

Points	3	2	1
Attendance	95%+	93%	91%
Mathematics Learning Survey - Teacher	21-24	18-20	
Grade 6 Final Exam	92+	88-91	85-87
Grade 6 Report Card Average of Four Quarters	95+	92-94	88-91
NYS Math 6 results	4	3	2

## Accelerated Grade 8 Science Course

Current grade 7 scholars must score 10 or above on the matrix below to qualify for Accelerated Grade 7 Science Coursework:

Points	3	2	1
Attendance	95%+	93%	91%
Science Learning Survey - Teacher	21-24	18-20	
Grade 7 Final Exam	92+	88-91	85-87
Grade 7 Report Card Average of Four Quarters	95+	92-94	88-91

## Accelerated Grade 8 Social Studies Course

Current grade 7 scholars that refuse the ELA state test must score 10 or above on the matrix below to qualify for Accelerated Grade 8. Current grade 7 scholars that take the ELA test must score 12 or above on the matrix below to qualify for Accelerated Grade 8.

Social Studies Coursework:

Points	3	2	1
Attendance	95%+	93%	91%
Social Studies Learning Survey - Teacher	21-24	18-20	
Grade 7 Final Exam	92+	88-91	85-87
Grade 7 Report Card Average of Four Quarters	95+	92-94	88-91
NYS ELA 7 results	4	3	2



## CRITERIA FOR REMAINING ENROLLED IN THE ACCELERATED COURSES PROGRAM

Once enrolled in accelerated coursework, a scholar must maintain a minimum of an 85% average for two full quarters to stay in the program.

If the first marking period grade is less than an 85%, a warning letter will be sent to the scholar's parents/guardians by the student's teacher. The warning letter will state that if the scholar continues to perform below an 85% average at the end of the second quarter, the scholar will be removed from the accelerated course for that subject.

If at the end of the second quarter, the scholar has not achieved the 85% average, then the second and final warning letter will be sent to the parents/guardians, by the scholar's teacher. This letter will state that the scholar will be removed from the accelerated course, in that specific subject, and placed in the general program.

There is an appeal form provided through guidance if parents disagree with this decision.

After a student has been dismissed, participation in the Accelerated Courses Program for the subsequent school year may be approved at the discretion of the school principal.



## EXTENDED SCHOOL YEAR PROGRAMS FOR ENRICHMENT

### Focus on Arts: Problem Solving Through the Arts at NFA North Campus

Scholars in grades 6 – 12 participate in project based learning experiences to bring awareness to and address social issues. The end result will be Public Service Announcement created and produced by scholars to be presented to the public on the last day of the program.

In-class discussions involving community members who are currently working in associated career paths as “guest lecturers” will be scheduled. Professionals in the fields of public relations and marketing; graphic design; public speaking; media production and editing will be scheduled. Once scholars have identified the topics for each PSA, appropriate specialists will be involved.

### STEM at Black Rock

Scholars in grade 3-8 will have the opportunity to engage in skills that include but are not limited to: life Sciences (ecosystems, food webs, food chains, wildlife, observation, measurement, weather, soil measurements, and stream measurements). Scholars will be actively engaged in a series of fun, reliable and data-producing experiments which teach independent and dependent variables such as: hypothesis, constants, control and repeated trials. Additionally, scholars will deepen their learning by:

- Writing laboratory experiments
- Collecting scientific data for observation, interpretation, and analysis
- Developing higher level critical thinking skills
- Developing cooperative learning and independent learning skills
- Engaging in team problem solving activities
- Gaining experience with use of scientific apparatus
- Promoting enjoyable science research and problem solving
- Creating an atmosphere where metrics and accurate measurement are both absorbed and put into practice
- Collecting, recording, displaying, analyzing, interpreting and making predictions using scientific data from real-world situations and applications
- Graphing and analyzing data, constructing and interpolating charts.
- Promote mathematics skills and concepts that target those skills necessary for success on the NYS grade 6, grade 7 and grade 8 math assessments
- Provide opportunities to use mathematics in real-life environments and applications
- Provide opportunities to reinforce basic math skills while exploring real-life phenomena outside a typical mathematics classroom

Scholars will be able to select from the following options to engage in their hands on learning experience:

- A. Forest Ecosystems:** This is an interdisciplinary unit with separate write-ups for plant life, wildlife, geology and soils, human impacts, and environmental measurements, which can be pursued together or separately. A hike leading from the Center for Science and Education to the White Oak Tree includes ten stops, each representing a different habitat found in the forest. At each stop, forest staff have collected information about wildlife, plant life, geology and soils, environmental measurements, and human impacts. The theme of the hike should be chosen by instructors based on the class level and interest. That theme can then be continued through the hike. Generally, the wildlife and plant life classes are suggested for younger grades and the others are for more advanced classes. The time needed to complete each class is about 3-4 hours.

- B. **Turtles:** Black Rock Forest is home to turtles that live on land and in the water. Years of study of aquatic painted turtles have produced much information pertaining to behavior, population size, sex ratio, and age structure. Turtles, most already electronically tagged, can be captured alive in turtle-safe hoop traps. Scholars can scan for tags, learn life histories, and perform measurements to assist in the ongoing turtle research.
- C. **Aquatic Invertebrates:** A stream's condition and health can be evaluated by studying the amount and types of aquatic invertebrates living in it. In this class, scholars sample the stream to collect a selection of the invertebrates using proper placement of leaf packs. They then identify the organisms and assess the condition of the stream.

## Empire State STEM at Mount St. Mary College

### Forensic Science

Students will learn fingerprint analysis, spectroscopy and other techniques used by scientists to solve mysteries. Student will learn to collect evidence, generate data, and draw conclusions based on the scientific interpretation of the data, while using their knowledge of forensic science and deductive reasoning to solve specific crime scenarios.

### Scholar in Scrubs

Through this innovative two-week program, we inspire middle school students to develop an interest in health, wellness, and science while exploring the healthcare fields. Students participate in hands-on activities that enhance their interpersonal skills and inspire them to consider careers in health and developing their own understanding of health and wellness. Under the guidance of a health science educator, community healthcare professionals, health science focused high school and college students, participating students get an early introduction to career skills and activities to foster healthy lifestyle.

Aspects of the Scholars in Scrubs curriculum used at the Newburgh Armory Unity Center, the Saturday K-6 program, will be enhanced for middle school students. Students will focus on overall health and the human body (brain, heart, lungs, gastrointestinal system, musculoskeletal system, immune system). Assessment of body systems will be explored through enrichment and hands-on activities utilizing the MSMC School of Nursing laboratories and equipment. Activities will include: learning about the human body, organs and their function; learning about human growth and development in a systematic, head-to-toe approach; using infant/child/adult manikins /simulation equipment to enhance knowledge and practice assessment skills; learning hands-on skills including measurement of vital signs and health assessment; learning basic nursing skills; and learning and practicing basic first aid skills. Students will produce hand-made models using recyclable materials to depict various body systems. Students will display their projects and demonstrate vital signs during presentation of their learning on the last day of the summer workshop.

### Empire Economics: Where would you like to live?

This summer workshop explores the economic foundations of selected major countries in the world to see their similarities and differences. We develop a comparison chart displaying their basic characteristics including size, population, income, health, consumption, production, exports, imports, and work opportunities. We then try to find if there is a way to compare these countries' standards of living. Based on what you find you will try to order them starting from the most preferred country to live to least. Will involve drawing maps, sketch for iconic symbols, and colorful posters and charts.

### Empire Let's Circulate Cardiac!

This session will concentrate on the cardiovascular system. Students will use models, preserved materials, and computer simulations to study blood, the heart, and the circulatory system. Students will: identify the formed elements of the blood, state their function, and learn normal ranges for each; perform basic laboratory tests such as Hematocrit, Hemoglobin, Coagulation, and Blood typing; learn the anatomy of the heart using heart models and by dissecting a sheep heart; learn the circulation of blood through the heart; identify various heart sounds; perform and interpret an ECG (electrocardiogram), identify the major blood vessels of the human (torso models) and a representative mammal (fetal pig); measure blood pressure at rest and during exercise; and correlate all of the components of the cardiac cycle.

### 21<sup>st</sup> Century Summer Academy at Temple Hill Academy

The 2019 CCLC Summer Academy will be available to a total of 60 scholars (from GAMS, Gardnertown, HOH, Vails Gate and Balmville) who participated in the 21<sup>st</sup> Century After-School Program during the 2018-19 school year. The program will run Monday-Thursday, from July 8, 2019 - July 25, 2019, for four (4) hours each day (8:30 am - 12:30 pm). Scholars will work with Lego sets and Lego Education's WeDo 2.0 Curriculum on STEM-based projects with embedded English language arts exercises aligned to the science and technology State learning standards. Scholars will present their projects on the last Wednesday of the program, and a culminating field day with life-size LEGOS at the conclusion of the program will give scholars the opportunity to explore the properties of STEM on a grand scale.



## **NOTICE OF NON-DISCRIMINATION**

The Newburgh Enlarged City School District does not discriminate on the basis of an individual's actual or perceived race, color, religion, creed, ethnicity, national origin, citizenship status, age, marital status, partnership status, disability, predisposing genetic characteristics, sexual orientation, gender (sex), military status, veteran status, domestic violence victim status or political affiliation, and additionally does not discriminate against students on the basis of weight, gender identity, gender expression, and religious practices or any other basis prohibited by New York State and/or federal non-discrimination laws in employment or its programs and activities. The District provides equal access to community and youth organizations. If one has questions or wants to make an inquiry regarding discrimination, including harassment, contact any one of the following: Mr. Michael McLymore, Dr. Pedro Roman or Mary Ellen Leimer at 124 Grand St., Newburgh, NY 12550, telephone 845-563-3460, or email [mmclymor@necsd.net](mailto:mmclymor@necsd.net).