2018-2019

NECSD TALENT DEVELOPMENT

Accelerated Programming for Scholars in Grades K-8

Curriculum and Instruction

NEWBURGH
ENLARGED CITY SCHOOL DISTRICT

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
21st Century After-School Program	• Balmville • Gardnertown Leadership Academy • Gidney Avenue Memorial School (GAMS) • Horizons-on-the-Hudson	Enrichment Program • Arts • Project Lead the Way (Science) • Math & Movement • After-School and Weekend Field Trips	**Susan Torres-Bender** Program Facilitator 845-568-6674
English Language Learner (ELL) Saturday Academy	• Meadow Hill	Language Enrichment for English Language Learners	**Chastity Beato** 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 early June as well as undergo an interview with District representatives to determine eligibility. Educator recommendation will also be considered. During the 2018-19 school year, the District will test all new applicants who are interested. The District expects to notify qualifying scholars of their placement in the program by mid-June. (See the table below.)

Timeline for Unlimited Horizons (UH) Communications, Testing & Placement	
April 25 – May 16, 2018	District advertises testing and interview process online and via Robocall
April – May 2018	District holds school-based information sessions for families of all interested candidates
April 18 – May 25, 2018	Parents inform the Division of Curriculum & Instruction of their interest in having their children tested and interviewed
May 14 – 31, 2018	GBW Reminder: Candidates are tested for grades K-5
June 11 – 15, 2018 (Tentative Dates)	Families notified of Unlimited Horizons placement
June 18 – 22, 2018	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
Empire State After-School Program	• Heritage • Meadow Hill • South • Temple Hill	Enrichment Program • Newburgh Performing Arts Academy (NPAA) • Project Lead the Way (H, MH & S only) o App Creators o Computer Science for Innovators & Makers • Hudson Valley Writing Project (TH only) • Drumline • Mural Design (MH only)	**Anthony Grice** Program Facilitator 845-563-3434
English Language Learner (ELL) Saturday Academy	• Meadow Hill	Language Enrichment for English Language Learners	**Chastity Beato** Director of Language 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 Honors 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).

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.

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 junior year at Newburgh Free Academy.

6-YEAR ACCELERATED PROGRAM ROLL-OUT PLAN

In the fall of 2016, the NECSD began the implementation of its Accelerated Courses Program with math and science courses in grade 6 only. Since then, we have gradually phased out the former Honors Program and phased in additional new courses. For the upcoming school year (2018-19), the District will offer its middle school scholars accelerated courses according to the table below (highlighted in gold):

Year	Rollout of Accelerated Courses
Year One (2016-17)	Math - Grade 6 Science - Grade 6
Year Two (2017-18)	Math - Grades 6 and 7 Science - Grades 6 and 7
Year Three (2018-19)	Math - Grades 6 – 8 Science - Grades 6 – 8 Social Studies - Grade 6 Foundation Art - Grade 6
Year Four (2019-20)	Math - Grades 6 – 8 Science - Grades 6 – 8 Social Studies - Grades 6 and 7 Foundation Art - Grades 6 and 7 World Languages - Grade 6
Year Five (2020-21)	Math - Grades 6 – 8 Science - Grades 6 – 8 Social Studies - Grades 6 – 8 Foundation Art - Grades 6 – 8 World Languages - Grade 6 and 7
Year Six (2021-22)	Math - Grades 6 – 8 Science - Grades 6 – 8 Social Studies - Grades 6 – 8 Foundation Art - Grades 6 – 8 World Languages - Grade 6 – 8

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

Criteria for Entering the Accelerated Courses Program in Grade 6

Accelerated Grade 6 Math Course

Current grade 5 scholars must score 17 or above on the matrix below to qualify for Accelerated Grade 6 Math Coursework:

Points	3	2	1
Attendance	95%+	94%	93%
iReady Math Proficiency on the End of Year Test	Exceeds	Proficient	
Learning Behaviors Survey – Principal	21-24	18-20	
Mathematics Learning Survey – Teacher	21-24	18-20	
Grade 4 Report Card (Final Trimester - Math)	4	3	2
Grade 5 Report Card (Final Trimester - Math)	4	3	2

Accelerated Grade 6 Science Course

Current grade 5 scholars must score 17 or above on the matrix below to qualify for Accelerated Grade 6 Science Coursework:

Points	3	2	1
Attendance	95%+	94%	93%
Science Final Score	3.5-4.0	3.0-3.49	
Learning Behaviors Survey – Principal	21-24	18-20	
Science Learning Survey – Teacher	21-24	18-20	
Grade 4 Report Card (Final Trimester - Science)	4	3	2
Grade 5 Report Card (Final Trimester - Science)	4	3	2

Accelerated Grade 6 Social Studies Course

Current grade 5 scholars must score 17 or above on the matrix below to qualify for Accelerated Grade 6 Social Studies Coursework:

Points	3	2	1
Attendance	95%+	94%	93%
Social Studies Final Score	3.5-4.0	3.0-3.49	
Learning Behaviors Survey – Principal	21-24	18-20	
Social Studies Learning Survey – Teacher	21-24	18-20	
Grade 4 Report Card (Final Trimester – Social Studies)	4	3	2
Grade 5 Report Card (Final Trimester – Social Studies)	4	3	2

Accelerated Grade 6 Foundation Art Course

Current grade 5 scholars must score 17 or above on the matrix below to qualify for Accelerated Grade 6 Foundation Art Coursework:

Points	3	2	1
Attendance	95%+	94%	93%
Art Project Score	3.5-4.0	3.0-3.49	
Learning Behaviors Survey – Principal	21-24	18-20	
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.

Timeline for MS Accelerated Courses Program Communications, Testing & Placement	
April 18 – 23, 2018	Robocall to teachers of current grade 5 scholars, informing them of 2018 -19 Middle School Accelerated Program Guidance Booklet online
April 23, 2018	District posts the 2018 -19 Middle School Accelerated Program Guidance Booklet (course summary and eligibility criteria) online
April 25 – May 31, 2018	District holds school-based information sessions for families of prospective candidates (current grade 5 scholars)
May 2	Talent Development Surveys shipped to schools with instructions for school leaders and teachers
May 7 – June 21, 2018	Talent Development Surveys completed by schools and delivered to the Division of Curriculum & Instruction by June 21st
May 2018	Robocall to parents of current grade 5 scholars, informing them of eligibility criteria and test schedule as well as online guidance booklet
May 21 – June 8, 2018	End of Year iReady Math Assessments
July 1, 2018	Schools notified of qualifying scholars for grade 6 Science, Math, Social Studies and Art accelerated courses
July 18, 2018	Offer letters sent to families via US Postal Service
Early August 2018	Schools send programs home to families
September 4 – 14, 2018	Appeal period

Any family that is not satisfied with the District's decision regarding Accelerated Courses Program 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.*

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 that 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.

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.

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

First Session: July 9 – 20

Tree Identification at Snake Hill, Newburgh's Emerald
Snake Hill is a 95-acre tract of land situated in the center of Newburgh. This wooded area is accessed via the parking at the San Giacomo Park. Once on this land one feels a true sense of "wilderness" in the heart of our urban city. The forest is host to a very diverse vegetation community with easy access for study. Extended days for work in the field July 11 and 17.

Scholars participating in this course will learn:

1. to identify woody trees and produce a dichotomous key for identification
2. the basics of using a map and compass
3. the basics of using a handheld GPS unit for navigating off road
4. how to conduct a vegetation analysis
    a. record and organize data
    b. analyze data using Excel (utilize formulas for repetitive calculations)
    c. present data in graphic form using Excel

Forensic Science
MSMC Instructor: Dr. Lynn Maelia
In this program, scholars will learn DNA, blood spatter, and fingerprint analysis, as well as other techniques as part of the laboratory component. Scholars will learn to interpret data and draw conclusions on the data, while using their knowledge of forensic science and deductive reasoning to solve specific crime scenarios.

Second Session: July 23 – Aug 3

Taking Good Care…Health and Wellness for the Pre-Teen Body
MSMC Instructor: Dr. Elizabeth Harper
This class will focus on good practices for supporting healthy pre-teen bodies. It will include hands-on activities to identify body structures, activities to explore nutrition and encourage healthy eating, activity sessions to support muscle and bone strength, as well as personal self-care.

Understanding Global Business Environment through Quest for Foreign Direct Investment
MSMC Instructor: Dr. Reza Hossain

In this summer program, scholars will form groups of two or three and assume the role of a "finance ministry" in a developing country. A finance ministry is similar to U.S. Department of Commerce or Treasury. The groups will be responsible to promote Foreign Direct Investment (FDI) by encouraging foreign firms of developed countries to locate some of their operations into their respective countries. As part of the marketing campaign and quest for FDI, groups will need to produce and present to the class a PowerPoint presentation describing their country's history, demographics, culture, political and economic environment. In the real world, such campaigns might only highlight the positive. However, in this presentation, the groups will also disclose the risks and give an overall recommendation as to whether they believe this is an attractive country for foreign investors.

Walk in the Woods: A Study of Nature and Its Role in Chemistry
MSMC Instructors: Dr. Douglas Robinson and Dr. Jodie Fahey

Scholars will learn about the trees and flowers in a local forest, how to use ecological survey techniques to quantify their populations, and analyze their chemical properties. Scholars will visit the forest site (20 min from MSMC) on Tuesdays and Thursdays and work in MSMC chemistry labs as part of the learning experience.

Scholars will be introduced to basic chemistry structures, and molecules, that are of biological and ecological importance. The scholars will also learn how chemistry and biology work together, and complement each other, especially in the natural world. After learning about various plants and trees, scholars will gather materials from the woods and meadows that they will use in a simple steam distillation to isolate the oils. Scholars will also have the opportunity to steam distill some common flowers, herbs, and fruits. Discussions about various chemicals found in the flora and their usefulness in biology will help enrich the relationship between chemistry and biology. These discussions will center around the medicinal and common uses of various plants, and the biochemical components (i.e. starch, protein, etc.), that make certain plants desired edibles in nature.

As part of the biological experience, scholars will have the opportunity to learn how to identify locally-common tree and plant species and how those organisms are distributed in a forest plot. We will learn how to use dichotomous keys, practice with specimens in the lab, then explore the forest for the species we identified in the lab, as well as others. Scholars will also learn how to collect population-level data on the different tree species using methods such as the point-quarter method and quadrant sampling method. While in the 'field', we also look for birds and mammals that call the forest their home!

21st Century Summer Academy at Meadow Hill School

The 2018 Summer Academy will be available to a total of 60 scholars (from GAMS, Gardnertown, HOH, and Balmville) who participated in the 21st Century After-School Program during the 2017-18 school year. The program will run Monday-Thursday, from July 9, 2018 - July 26, 2018, 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 trip to Lego Land 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 .