

Talent Development at NECSD

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WHAT IS TALENT DEVELOPMENT? The Talent Development Program of Newburgh Enlarged City School District seeks to provide programs and teaching methods that develop students' special talents and abilities while meeting the needs of all learners in grades K-8.

PORTRAIT OF A GRADUATE –

The Newburgh Enlarged City School District has created the following goals for students who graduate from our school system. An NECSD student is someone who has the following abilities and values:

- **Seeks Opportunities for growth**
- **Risk-taker – Innovative, out-of-the-box thinker**
- **Globally aware/advocate for others**
- **Leader – Diplomatic listener, collaborator & delegator**
- **Gives back - Community active/grounded in history**
- **Confident in skill set - Learned and educated**

| Talent Development Programs, Courses & Resources | | |
|--|---|---|
| Kindergarten – 2 nd Grade | 3 rd – 5 th Grade | 6 th – 8 th Grade |
| iRead | | |
| iReady | iReady | iReady |
| Content Scope & Sequence | Content Scope & Sequence | Content Scope & Sequence |
| Literacy Framework | Literacy Framework | Literacy Framework |
| Expanded Project Based Learning | Expanded Project Based Learning | Expanded Project Based Learning |
| Unlimited Horizons | Unlimited Horizons | Accelerated Courses |
| Extended School Year Programs | Extended School Year Programs | Extended School Year Programs |

TALENT DEVELOPMENT IN GRADES K-5 is supported by:

iRead

iRead is a K-2 early reading program that supports student learning based on individual needs. The program provides instruction in the areas of letter identification, word recognition, fluency, and phonics. It is a researched-based program that offers students opportunities to master foundational skills to automaticity. The program adapts to each student’s level based on their progress with the online curriculum.

I-Ready

In addition to assessments in English Language Arts (ELA) and math, I-Ready offers a web-based program that targets the needs of individual students in ELA and math to insure students are reaching grade-level expectations. The instruction is either teacher-led or online and always based on student needs. Students can also access the program independently for learning at home.

Project-Based Learning

Project-based learning is the “umbrella” term used to identify activities, which collaboratively engage students in a structured learning experience. These experiences focus on assisting students develop broad, transferable skills that require our children to apply the knowledge and skills learned. This is done to emphasize exploration of challenging information and ways of thinking.

Literacy Framework

The Newburgh Enlarged City School District Literacy Framework is built upon research-based structures that have been found to be effective in improving the literacy achievement of students from diverse backgrounds. By using this framework, we seek to help students acquire a broad set of literacy skills in all disciplines so they can be successful as they seek to become productive members of our complex and interconnected world.

Interdisciplinary Curriculum Maps

A curriculum map is an important step in the design of effective teaching and learning programs for a course. It summarizes what is to be taught, the order (or sequence) of the curriculum units, and the instructional outcomes that each unit addresses. For the 2017-18 school year, students in grades K-5 will benefit from interdisciplinary units of study that address the standards while supporting students in making stronger connections in their learning across different subject areas.

UNLIMITED HORIZONS Gifted & Talented Program (K – 5)

Students who consistently excel in all academic areas and who require challenge beyond the levels of their peers are candidates for the Unlimited Horizons (UH) program. Candidates are expected to take a special test (COGAT) on June 24th or 26th as well as undergo an interview to determine eligibility. During the 2017-18 school year, UH will test new applicants from across the district in grades K and 2 only. ***Qualifying students will be notified by the district in August, and they will begin in the program in September 2017.***

ACCELERATED COURSEWORK 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 Program so that students can be in one or all of courses if they meet the criteria. Accelerated courses are offered in all of the District's K-8 and middle schools. Such classes are open to all students who meet the eligibility criteria. The goal of the programs is to provide extensions to the grade level course of studies, adding depth and complexity, in order to nurture and develop advanced academic potential. The middle level accelerated coursework program is designed to challenge the minds and meet the needs of high-ability and high-achieving students.

Rigor is a critical component of academic excellence and is central to preparing students in the middle grades to succeed in advanced coursework in high school and in the global community. 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 students.

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. Students 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. Students participating in accelerated courses are expected to meet or exceed high academic standards.

The students' 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 student 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 Working Portfolio that contains self-reflection and goal setting.
- Students who pass the middle level 8th Grade Accelerated courses and the accompanying Regents exam will enter 9th Grade with:
 - 1 high school course credit for Algebra 1.
 - 1 high school course credit for Earth Science.

Additionally, by passing the Regents exam(s) associated with the course(s), students may also earn:

- 1 math Regents exam credit
- 1 science Regents exam credit.

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

6-YEAR ACCELERATED PROGRAM ROLL-OUT PLAN

Over the next six years, the NECSD will develop its accelerated Math, Science, Social Studies, and Foundation Art Courses to serve the following grades, district wide:

| 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 and 7 Science - Grades 6 and 7 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 |

Criteria for Entering Middle School Grade Accelerated Courses

This year, a committee (comprised of educators, parents and community members) worked together to evaluate and modify the criteria used to determine who qualifies for Accelerated Coursework in grades 6 and 7 during 2017-18. As a result, below you will see the eight (8) criteria being used for current fifth graders. On the following page, you will find the six (6) criteria for current sixth graders who are not already participating in Accelerated Coursework. **Please note that all student interviews will be scheduled and conducted by personnel in the Division of Curriculum & Instruction.**

Accelerated Grade 6 Math Coursework

Current grade 5 students must score 22 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 | Exceeds | Proficient | |
| Learning Behaviors Survey – Parent or Principal | 21-24 | 18-20 | |
| Mathematics Learning Survey - Teacher | 21-24 | 18-20 | |
| Student Interview (Based on Interview Rubric) | 3 | 2 | 1 |
| Grade 4 Report Card (Final Trimester - Math) | 4 | 3 | 2 |
| Grade 5 Report Card (Final Trimester - Math) | 4 | 3 | 2 |
| Student Behavior (Total Number of Satisfactory Ratings) | 8-10 | 5-7 | |

Accelerated Grade 6 Science Coursework

Current grade 5 students must score 22 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 – Parent or Principal | 21-24 | 18-20 | |
| Science Learning Survey - Teacher | 21-24 | 18-20 | |
| Student Interview (Based on Interview Rubric) | 3 | 2 | 1 |
| Grade 4 Report Card (Final Trimester - Science) | 4 | 3 | 2 |
| Grade 5 Report Card (Final Trimester - Science) | 4 | 3 | 2 |
| Student Behavior (Total Number of Satisfactory Ratings) | 8-10 | 5-7 | |

Accelerated Grade 7 Math Coursework for New Entrants (2017-18 School Year Only)

New entrants, during the 2017-18 school year only, must score 16 or above on the matrix below to qualify for Accelerated Grade 7 Math Coursework:

| Points | 3 | 2 | 1 |
|---|-------|-------|-------|
| Attendance | 95%+ | 94% | 93% |
| Learning Behaviors Survey – Parent or Principal | 21-24 | 18-20 | |
| Mathematics Learning Survey - Teacher | 21-24 | 18-20 | |
| Student Interview (Based on Interview Rubric) | 3 | 2 | 1 |
| Grade 6 Report Card (Final Quarter - Mathematics) | 95+ | 90-94 | 85-89 |
| Student Behavior (Total Number of Satisfactory Ratings) | 8-10 | 5-7 | |

Accelerated Grade 7 Science Coursework for New Entrants (2017-18 School Year Only)

New entrants, during the 2017-18 school year only, must score 16 or above on the matrix below to qualify for Accelerated Grade 7 Science Coursework:

| Points | 3 | 2 | 1 |
|---|-------|-------|-------|
| Attendance | 95%+ | 94% | 93% |
| Learning Behaviors Survey – Parent or Principal | 21-24 | 18-20 | |
| Science Learning Survey - Teacher | 21-24 | 18-20 | |
| Student Interview (Based on Interview Rubric) | 3 | 2 | 1 |
| Grade 6 Report Card (Final Quarter - Science) | 95+ | 90-94 | 85-89 |
| Student Behavior (Total Number of Satisfactory Ratings) | 8-10 | 5-7 | |

All students who qualify for Accelerated Coursework for math and/or science in grades 6 and 7 will be notified by their assigned school in August.

Criteria for Sustaining Enrollment in the Accelerated Program

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

1. If the first marking period grade is less than an 85%, a warning letter will be sent to the parents/guardians by the student's teacher. The warning letter will state that if the student continues to perform below an 85% average at the end of the second quarter, the student will be removed from the accelerated program for that subject.
2. At the end of the second quarter, if the student has not achieved the 85% average, the second and final warning letter will be sent to the parents/guardians, by the student's teacher. This letter will state that the student will be removed from the accelerated program, in that specific subject, and placed in the general program.
3. After a student has been dismissed, participation in the accelerated course program for the subsequent school year may be approved at the discretion of the school principal.

Extended School Year Programs

Problem Solving Through the Arts Science Technology Engineering Arts Mathematics (S.T.E.A.M.)

Students in grades 6 through 12 participate in project-based learning experiences to bring awareness to and address social issues. The end result will be Public Service Announcement (PSA) created and produced by students 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 students have identified the topics for each PSA, appropriate specialists will be involved.

Science Technology Engineering Mathematics (S.T.E.M.) Academy

Students in grades 3 through 11 may apply for the STEM Academy. In this four-week summer program, students will be grouped based on grade levels as they participate in hands-on activities at Black Rock Forest as well as designated classrooms at Newburgh Free Academy. All fieldwork completed at Black Rock Forest will provide students with experimental learning that will be applied to STEM practices in the classroom.