

St. Margaret's School Gifted and Talented Program

Mission: Since its inception in 1954, St. Margaret's School strives "to teach as Jesus did" through the traditions of the Roman Catholic faith. St. Margaret's School is built on faith and love. Students, families, and staff work together to proclaim the message of the Gospel through worship and service to others. We prepare students to be life-long learners, as well as, responsible, respectful members of society who carry the love for Jesus and for others with them at all times.

With the commitment of our devoted faculty and staff we aim to exceed all New York State Learning Standards. We are dedicated to providing a safe, secure learning environment that fosters music, art, foreign language, technology, and athletic programs in a setting that demands academic excellence, moral conscience, and respect for diversity and life.

Overview:

Initial referrals for Gifted and Talented Programming ideally should come from the classroom teacher who has the greatest knowledge and understanding of a student's abilities. The process will start in November. However, principals, other educational staff, or parents may also initiate the process.

Communication regarding gifted and talented issues, should be with the classroom teacher initially and then the building principal. The program will meet once a week for 6 months. It will run from 2:30 to 3:30 p.m. Grades 3 to 5th will be participants and grade 6 students will hold leadership roles.

Elementary Program Description:

The gifted and talented program will focus on the capacity to find, solve, and act on problems, to build on their ability to manipulate abstract ideas and make connections. In developing performances and products, students have the opportunity to make choices and decisions that incorporate reading, math, science, social studies, communication, and technology skills. The teacher will provide a rigorous learning environment allowing students to pursue topics based on their strengths and interests.

Program Goals:

- St. Margaret's School Gifted and Talented program will provide students with the opportunity to enhance cognitive skills, learning experiences beyond the regular classroom.
- St. Margaret's School will continue to consistently implement, high quality initial classroom instruction and follow-up small-group instruction that is well-differentiated according to student needs. Teachers at all grades will be prepared to provide strong initial instruction in critical skills and knowledge to their classroom as a whole. At every grade, specific skills must be taught and specific knowledge acquired to meet grade-level standards in reading. Teachers will be able to support student growth in critical areas through skillful, systematic, and explicit instruction at the whole classroom level;

teachers will also be able to work effectively with small groups of students who have different instructional needs.

Small-group instruction is necessary because students in most classes vary widely in their instructional needs, and their diverse needs are best met when instruction is at the right level and focused on areas of most critical need. Appropriately differentiated instruction involves even deeper teaching skills than whole-classroom instruction, because it requires teachers to diagnose individual needs and make appropriate adjustments to their instructional focus and instructional routines.

Identification:

Looking at a Broad Range of Student Performance

We look at measures of performance, aptitude, and achievement. When gathering information to inform decisions about students' need for challenge beyond the regular curriculum, we consider:

- _ Standardized Tests
- _ Certain selected grade-level classroom assessments
- _ Inventories from teachers or parents – Subjective rating on student performance
- _ Nomination Forms – Narrative information from teachers and parents

St. Margaret's School administers a number of common assessments across grade levels to monitor program outcomes as well as individual student performance and growth. While all of these assessments are used to monitor program outcomes, they also help us respond to the needs of individual students.

While no test is infallible, cognitive measures are widely accepted as a strong predictor of a child's academic ability. Combined with other test scores, day to day performance, and anecdotal information from teachers and parents, this broad range of information can provide specific insight into a child's academic and intellectual needs.

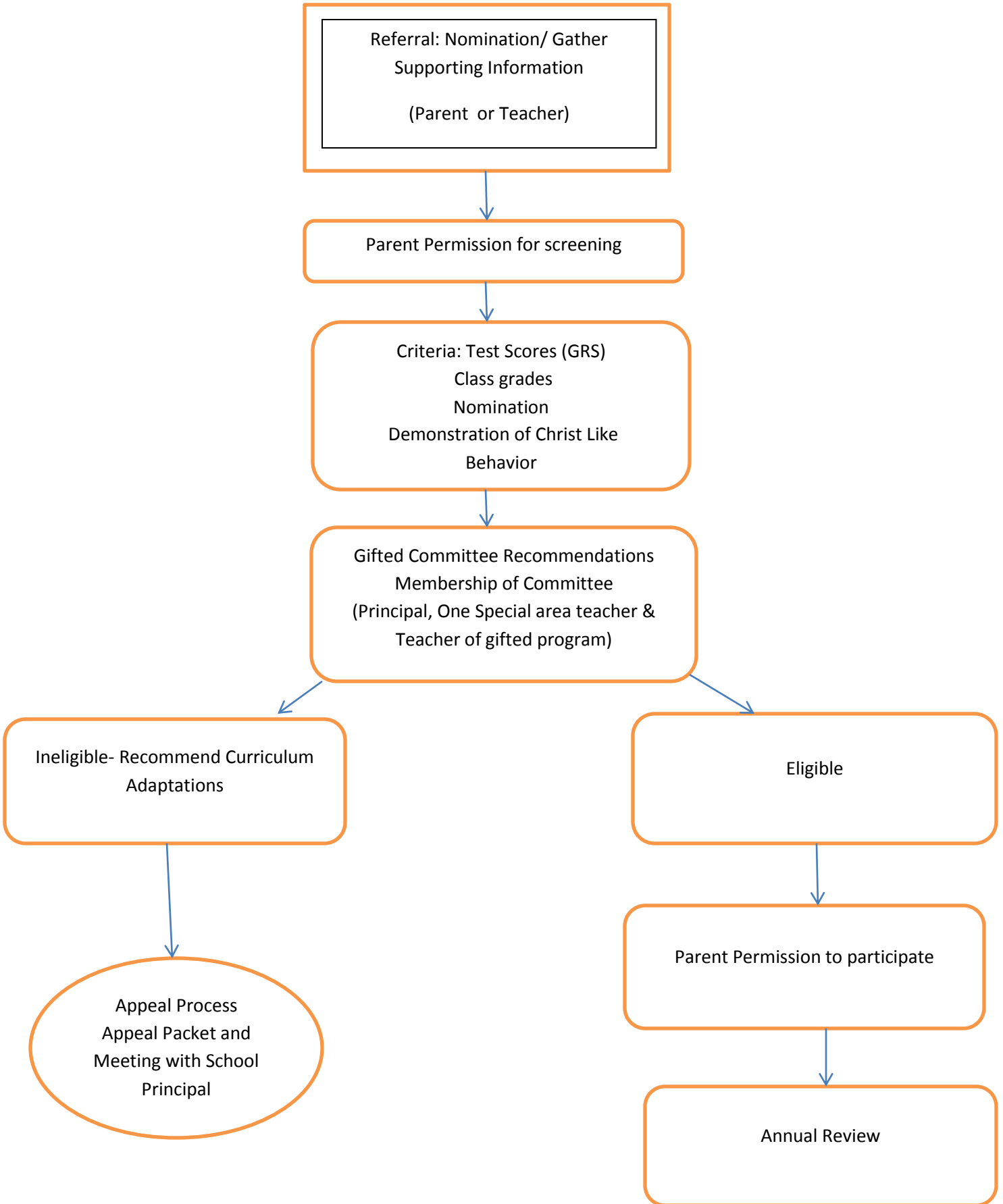
Data Analysis and Interpretation

Test data is analyzed to see if the data warrants the need for academic or Gifted and Talented services. If a student has obtained a maximum score on the test.

Teacher Gifted and Talented Student Nomination Form

Please complete the following information when nominating a student for Gifted and Talented Program.

**This form must be completed by classroom teacher prior to committee meeting.
Check current differentiation /instructional strategies utilized:**





201 Roxboro Road Mattydale, NY 13211 315-455 5791

**St. Margaret's Gifted and Talented Program
Application – Parent Form**

Please complete the following information regarding the nominated student.

Student Name _____ Grade _____ Date _____

Person Nominating the Student _____

Relationship to Student _____

PARENT/GUARDIAN INVENTORY CHECKLIST

Please rate the following statements to describe your child as you see him or her.

Have you observed this characteristic: Please include examples

 1 (Seldom or never) 2 (Occasionally Most of the time) 3 Virtually all of the time

Scale 1-3

_____ 1. Displays a good deal of intellectual playfulness, fantasizes, imagines, and manipulates ideas.

_____ 2. Has self-stimulated curiosity; shows independence in trying to learn more about something.

_____ 3. Chooses difficult problems over simple ones.

_____ 4. Sees flaws in things, including own work, and can suggest better ways to do the job or reach an objective.

_____ 5. Adapts readily to new situations; flexible in thought and action; not disturbed if the normal routine is changed.

_____ 6. Organizes and brings structure to things, people, and situations.

_____ 7. Uses unique and unusual ways to solve problems.

_____ 8. Displays a great deal of curiosity about many things, often going beyond known or conventional limits.

_____ 9. Possesses a large storehouse of information about a variety of topics beyond the usual interests of this age.

_____ 10. Has many different ways of solving problems.

_____ 11. Is alert, keenly observant and responds quickly.



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**St. Margaret's Gifted and Talented Program
Screening and Assessment Student Profile**

Date Referred: _____ **Date Screened:** _____

Name: _____ **Grade:** _____ **DOB:** _____

Parent/Guardian: _____

Mailing Address: _____

Referred by: _____

Evaluation Team Decision: _____ **Eligible** _____ **Classroom Differentiation**

Intellectual ability	Aptitude Test		
Academic Achievement	Achievement Test		
	English/Language Art Score: _____ ___ Advanced ___ Proficient ___ Basic	Mathematics Score: _____ ___ Advanced ___ Proficient ___ Basic	DRA Level: _____ ___ Advanced ___ Proficient ___ Basic

Reason for Referral (Check all that apply)

_____ **Strong Academic Performance**

_____ **Evidence of Creative Strengths**

_____ **Information from another School**

Comments: _____



**St. Margaret's Gifted and Talented Program
Nomination Form**

Name: _____ Date: _____

Referring Teacher or Parent: _____ Grade: _____

Directions: Record examples of behaviors displayed by student in the corresponding cell. Use the numerical scale to summarize the evaluation of your observation for each observed behavior.

**Weak-----Strong
1-2-3-4**

<p>Interests Is interested in a wide range of things/ideas: Collects information</p> <p>1-2-3-4</p>	<p>Communication Has advanced communication skills</p> <p>1-2-3-4</p>	<p>Creativity Uses original and novel methods; produces many ideas; original ideas, enterprising</p> <p>1-2-3-4</p>	<p>Curiosity Is investigative, curious, risk-taker, inquisitive</p> <p>1-2-3-4</p>	<p>Humor Displays a keen sense of humor; understands and communicates humor</p> <p>1-2-3-4</p>
<p>Problem-solving Uses advanced problem solving skills; invents ways to formulate different solutions</p> <p>1-2-3-4</p>	<p>Memory Learns rapidly and easily: well-informed in many areas; retains and uses what has been heard or read; resourceful</p> <p>1-2-3-4</p>	<p>Motivation Is independent, self-directed; persistent</p> <p>1-2-3-4</p>	<p>Leadership Organizes people and ideas; respected by peers and adults: positive influence</p> <p>1-2-3-4</p>	<p>Other Indicate other outstanding behaviors not included in this chart. _____</p> <p>1-2-3-4</p>

(Adapted for Sandra Kaplan's "Identification Jot Down")



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**Gifted and Talented Education Program
Parent Permission for Student Testing**

Date:

Dear Parent/Guardian,

_____ has been recommended for testing for participation in the gifted and talented program here at St. Margaret's School. The test to be administered will be on _____. Testing will take place at school on _____. Testing will take approximately _____ minutes.

Student eligibility for the program includes a variety information and data including results of ability, academic achievement, and content standards tests; teacher recommendations; parent information and samples of student work.

Parents will be notified in writing about the student eligibility for the program and options for program placement. If you have any questions, please contact St. Margaret's gifted and talented coordinator Mrs. Hopkins (315) 455-5791.

To give permission for your child to be tested, please do the following: sign the permission slip for testing form below and return the form to your child's teacher as soon as possible.

Sincerely,

Amanda Hopkins
St. Margaret's School
Principal/ Gifted and Talented Coordinator

_____ Yes, St. Margaret's School personnel have permission to test my child as indicated above.

_____ No, St. Margaret's School personnel does not have permission to test my child.

Comments _____

Signature, Parent/Guardian

Date



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POST-SCREENING NOTIFICATION

Date:

Dear Parent/ Guardian:

Your child _____, was referred for the St. Margaret's School gifted and talented program. Screening results indicate that your child does not meet the requirements of the comprehensive screening process.

As your child progresses through the upcoming grade levels, opportunities are available for differentiation of instruction and further screening/ assessment for the gifted education program. Review of student testing data and achievement occur on a regular basis, typically one to two years of an initial screening. In addition, there is an appeal process. Please encourage your child to continue the excellent academic achievement. If you would like to discuss the results of the evaluation, please contact me. I will be happy to schedule a conference with you.

Sincerely,

Amanda Hopkins
St. Margaret's School
Principal/ Gifted and Talented Coordinator



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POST-SCREENING NOTIFICATION

Date:

Dear Parent/ Guardian:

_____ has been determined to be eligible for placement in the gifted program.

Your child's progress in the gifted and talented program will be reviewed annually. You will be informed in writing should your child's placement in the program be in jeopardy.

Please indicate below your decision concerning placement in the gifted program by signing and returning this form to your child's teacher.

A time will be scheduled for your child to begin receiving gifted education services. If you have questions regarding the program, please do not hesitate to call me.

Sincerely,

Amanda Hopkins
St. Margaret's School
Principal/ Gifted and Talented Coordinator

Check one:

_____ I agree with the gifted placement- 2:30 to 3:30 once a week after school.

_____ I do not agree with the gifted placement

Parent Signature

Date



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NOTIFICATION OF PROBATION

Date:

Dear Parent/ Guardian:

As you were made aware, when your child, _____ entered St. Margaret's gifted and talented program, the policy stipulated that each student must maintain satisfactory performance to remain in the program.

According to the most recent student information reports your child does not meet the acceptable criteria and therefore has been placed on a probationary status for this semester.

___ Classroom average is unsatisfactory for six weeks.

___ Incomplete classroom assessments

___ Behavior Referral forms

Your child will continue to receive services during the probationary period. Your child's progress and performance will be reviewed at semester's end. If the report card grades, assessments and behaviors meet acceptable criteria, your child will return to full active status. If performance remains below the specified minimum, the student, parent, gifted program teacher and other teachers involved will be invited to attend a review before services are withdrawn.

If you have any questions or concerns, please contact me at the school.

Thank you,

Amanda Hopkins
St. Margaret's School
Principal/ Gifted and Talented Coordinator

Please sign and return for your child's file.

Parent Signature

Date