



Loudonville-Perrysville School District Gifted & Talented Coordinator's
End-of-Year School Board Report for 2015-2016

Summary:

- Gifted Identification Process yielded **75 new identification areas** district-wide and **25 new students** identified as gifted district-wide
 - Gifted Identification Process in Fine Arts- Visual Arts, Vocal Music and Instrumental Music areas yielded **14 new student identifications** district-wide
 - Formally accelerated **27 students** in math district-wide
 - With Principals, continued Professional Development training for regular classroom teachers in serving gifted students using the ODE's Javits Modules
 - Worked w/ our EMIS Coordinator throughout year to insure accuracy of gifted data
 - Taught the Budd ACCENT Program for 5th & 6th grade gifted students
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Coordinated testing windows for the Gifted Identification Process:

- Single Subject Assessments areas (reading, math, science & social studies.)- *worked w/ L-P Teachers and high school guidance office.* February 17th, 23rd & 24th, broken down by grade:

Students	# Areas Tested	Identified areas
7 nd grade	21	15
8 th grade	36	10
9 nd grade	12	11
10 th grade	10	4
Totals	79	40

- Spring whole grade level testing for grades 2 & 4
 - grade 2: superior cognitive and the academic areas of reading and math.
 - grade 4: superior cognitive, academic subject areas (reading, math, science & social studies,) and creative thinking.

Students	# Students Tested	Identified areas
2 nd grade	72	11
4 th grade	83	24
Totals	155	35



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- Fine Arts- Music (worked w/ Michelle Murro and L-P Music Teachers) Performance Assessment on March 22, 2016 for grades 3 to 12.

Students	Screened	Assessed	Identified
grades 3 to 12	30	23	2

- Fine Arts- Visual Arts (worked w/ L-P ART Teachers) Portfolio Assessments on March 23, 2016 for grades 3 to 8.

Students	Screened	Assessed	Identified
grades 3 to 8	20	12	11

Provided Professional Development (PD) in Gifted Education to teachers in grades 4-12 on District Professional Development days in October, December and January.

- How to write Written Education Plans (WEPs) & Written Acceleration Plans (WAPs)
- Javits Modules
- Differentiation
- Provided teachers with on-going support in utilizing gifted strategies in the regular education classroom to support gifted learners.

Worked w/ classroom teachers to develop a Written Education Plans (WEP) for each student being served in his/her area of giftedness in regular education classrooms, College Credit Plus courses, Project Lead the Way (PLTW) Engineering courses and International Baccalaureate (IB).

Building	Gifted	WEPs
MCM	grades 2-3	15
BUDD	grades 4-6	26
LJHS	grades 7-8	16
LHS	grades 9-12	38
	Total	95

Entered WEP information into Progress Book and mailed a copy to parents.



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Worked with algebra classroom teachers to create a Written Acceleration Plan (WAP) for each student who is subject accelerated in math.

- Worked with teachers to write WEPs for these students who are gifted in math also.
- These students' state test scores will count in the Advanced Plus category on our district report card.

Students	WAPs	Gifted	WEPs
8th graders taking Algebra	21	8	8

Worked w/ LJHS guidance department to identify 7th grade students who were double accelerated in math and took algebra in 7th grade this year, wrote a WAP for each student

- Worked with algebra teacher and wrote WEPs for these students who are gifted in math also.
- These students' state test scores will count in the Advanced Plus category on our district report card.

Students	WAPs	Gifted	WEPs
7 th graders taking Algebra	6	6	6

Served as the pronouncer for the Budd School Spelling Bees (5th & 6th grades)

Next Year in Gifted and Talented Education:

- Develop gifted testing window master schedule for twice yearly gifted identification process for academic content areas and fine arts.
- Streamline and clarify gifted testing referral process.
- Streamline and clarify acceleration (subject and whole-grade) referral process.
- Work with College Credit Plus and Project Lead the Way Engineering and Robotics Program teachers to document service for gifted students.
- Expand service options for reading in grades 4- 8, and Algebra.
 - Gifted clustering in the regular education classrooms.
 - Work with regular classroom teachers to provide high quality professional development and on-going support from a gifted intervention specialist.



Loudonville-Perrysville School District Resident Educator Program Coordinator's
End-of-Year School Board Report for 2015-2016

Summary:

- Redesigned L-P's Resident Educator Program (RE) due to a major overhaul at the state level and provided new tailored training (2 days) to Mentors.
- Met w/ Superintendent, John Miller, several times throughout the year to receive direction and provide program information & updates.
- Our district totals for the RE Program in 2015-2016 are 24 Resident Educators. All REs completed L-P's RE program requirements and should advance to the next level in the RE Program for the 2016-2017 school year.

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- Registered all Resident Educators (REs) and Mentors in the ODE CORE data system for beginning-of-the-year and end-of-the-year reporting.
 - Verified Mentors and Mentor training for years 1, 2, 3, 4 (assisted w/ assignments.)
 - Organized a 2 day Mentor Training specifically for our Mentors prior to the start of the school year.
 - Provided PD opportunities to Year 3 Resident Educators and Facilitators for Resident Educator Summative Assessment (RESA) preparation.
 - Re-designed for years 1 & 2 – Timelines (yearly), monthly checklists outlining RE program tasks and tools and end-of the year participation verification documents.
 - Organized monthly checklist documentation of RE participation for years 1 & 2.
 - Regularly communicated with all Mentors and Resident Educators.
 - Participated in Fall ODE RE Program Coordinator's Network Meetings.

Next Year in L-P Resident Educator Program:

- Approximately 25-28 Resident Educators in L-P's Resident Educator Program next year.
- Will need to train new Mentors at the beginning of the school year.

Respectfully submitted on June 13, 2016, by Chantele Slover, L-P Resident Educator Program Coordinator and Gifted & Talented Coordinator