

Elementary Building Plan

Program Design Team:

Jennifer Will, Gifted Facilitator; Alisha Thompson, Kindergarten; Kimberly Meyer, First Grade; Holly Southwick, Second Grade; Shari Bitney, Third Grade; Kim Meyers, Fourth Grade; Kris Maxwell, Fifth Grade; Beth Hergott, Art Specialist; Sheri Christen, Media Specialist.

Data Gathering Team:

Jennifer Will, Gifted Facilitator; Alisha Thompson, Kindergarten; Kimberly Meyer, First Grade; Holly Southwick, Second Grade; Shari Bitney, Third Grade; Kim Meyers, Fourth Grade; Kris Maxwell, Fifth Grade; Beth Hergott, Art Specialist; Sheri Christen, Media Specialist.

The Data Gathering Team meets the first Friday of every month from 8:15-9:00am. They meet September through March, and then two Fridays in April and in May. Extra meetings can be scheduled as needed.

Number of Gifted Students by Grade Level

Grade Level	Number of Identified Gifted Students (G + HG)	Total Number of Students	Percent Identified	Mentored Students	Students with Visual Arts mentors (VAMP program)
K	0 + 0	113	0.0%	0	0
1	0 + 0	108	0.0%	0	2
2	6 + 1	101	6.9%	1	0
3	12 + 4	110	14.5%	4	0
4	16 + 5	102	20.6%	5	0
5	24 + 2	98	26.5%	2	0
Total	70	632	11.1%	12	2

Abbreviations for Diff Math and Diff Lit Teacher Training

- For required teacher training in elementary diff math and diff lit: Diff Math (DM), Diff ELA (DELA)
- For District Differentiated Training (Strategies for High Ability Learners): SHAL
- For Gifted Endorsement: GE
- For university hours **in gifted education**: UH
- For other gifted workshops and flex sessions: WS

Differentiated Math						
Grade Level	Number of Identified	Number of High Achievers Participating	Whole Class or Class within a Class	Meeting Times	Teacher	Teacher Training
K	0	3	WC	12:25-1:15	S. Gruhl	SHAL, GE, DM
K	0	2	WC	12:25-1:15	L. Freye	SHAL, DM
K	0	2	WC	12:25-1:15	D. Cade	SHAL, DM
K	0	1	WC	12:25-1:15	D. Ziemer	SHAL, DM, WS
K	0	2	WC	12:25-1:15	A. Thompson	SHAL
1	0	23	WC	11:50-12:55	K. Meyer	SHAL, DM
1	0	21	WC	11:50-12:55	J. Frandolig	SHAL, DM
2	7*	6	CWC	12:20-1:15	B. Heibel	SHAL, DM
3	16	8	WC	12:55-2:00	A. Hagaman	SHAL,
4	7**	19	CWC	9:10-10:15	K. Meyers	SHAL, DM
4	13***	14	CWC	9:10-10:15	N. Dondlinger	SHAL, DM
5	12	12	WC	12:25 – 1:40	K. Maxwell	SHAL, DM
5	14	11	WC	12:25 – 1:40	R. Beechley	SHAL, DM

* One identified student is pulled out of Diff Math for mentoring.

** Three identified students are pulled out of Diff Math for mentoring.

*** Two identified students are pulled out of Diff Math for mentoring.

A Grouping Variance for having two sections Differentiated Math and Literature in Fourth and Fifth Grades was requested. It was granted via email on April 15, 2016 and is on file.

The Kindergarten differentiated teacher offers math groups for students in need of a challenge. In K-2, the differentiated math curriculum is used with students needing an extra challenge beyond the Houghton-Mifflin Math curriculum. In Kindergarten, Higher-level math centers are also offered to particular children that grasp concepts quickly. In First Grade, teachers work together to plan centers and activities from the Differentiated Math curriculum that are available

for students that need additional challenges. Time is also used at the end of each class for small group activities and Diff materials. The Reteaching Days built in to each quarter are also utilized for Diff Curriculum. In Grades 2-5, the teachers compact and accelerate the curriculum in order to spend more time working in the differentiated curriculum. Most also use pre-tests and are able to adjust the curriculum time accordingly. The number of days spent on concepts depends on pacing charts, but usually is taught in half the time as the regular classroom. The Differentiated Curriculum is provided for the rest of the week.

Differentiated English / Language Arts						
Grade Level	Number of Identified	Number of High Achievers Participating	Whole Class or Class within a Class	Meeting Times	Teacher	Teacher Training
K	0	6	CWC	10:00-11:00	S. Gruhl	SHAL, GE, DELA
K	0	3	CWC	10:00-11:00	L.Freye	SHAL, DELA
K	0	3	CWC	10:00-11:00	D. Cade	SHAL, DELA
K	0	1	CWC	10:00-11:00	D. Ziemer	SHAL, DELA, WS
K	0	3	CWC	10:00-11:00	A. Thompson	SHAL, DELA
1	0	9	CWC	10:15-11:15	K. Meyer	SHAL, DELA
1	0	7	CWC	10:15-11:20	J. Frandolig	SHAL, DELA
2	7	12	CWC	2:30-3:30	H. Southwick	SHAL, DELA, WS
3	14*	10	WC	11:25-12:25	P. Siefert	SHAL, DELA
4	10	2	CWC	1:45-2:45	K. Reineke	SHAL, DELA
4	11	3	CWC	1:45-2:45	C. Firestone	SHAL, DELA
5	16	8	CWC	11:00-11:55	K. Maxwell	SHAL, DELA
5	10	12	CWC	11:00-11:55	R. Beechley	SHAL, DELA

* One identified student is pulled out of Diff Lit for mentoring.

In Kindergarten, those that show the ability to work at higher levels of curriculum are provided with differentiated literature books and activities. Teachers also include many enrichment activities in areas such as vocabulary, including big books with high level questions. Students who are conceptual thinkers are periodically included in the differentiated instruction. In First Grade through Third Grade, students are provided differentiated literature titles and activities during Guided Reading groups. In Grades 2 and 3, identified students are combined with some high achievers for whole group instruction, but are also grouped with each other for guided reading/ differentiated literature. In Grade 3, the Reading curriculum is compacted during whole class instruction. Diff Lit curriculum is done daily during guided groups and some lessons are done with the whole class. In Grades 4, students meet in Diff Lit groups daily to discuss Differentiated Literature titles. In Grade 5, identified students are grouped together in one of two Diff Lit classrooms during the Guided Reading time. During this time, they will be using Diff Lit Titles.

Mentorships					
Student first initial	Grade	Mentor	PLP Written and Signed ?	Content Area	Time
C.	5	Connor Bohlken	Yes	Science	1:35 – 2:25
H.	5	Laura Consolazione	Yes	Writing	9:00 – 9:50
O.	4	Josh Beeman	Yes	Math	9:10 – 10:10
J.	4	Linda Bettis	Yes	Math	9:10 – 10:10
J.	4			Math	9:10 – 10:10
C.	4			Math	9:10 – 10:10
L.	4			Science	2:50 - 3:38
R.	3	Connor Bohlken	Yes	Science	2:40 - 3:38
N.	3	Jody Workman	Yes	Science	2:40 - 3:38
W.	3	Jody Workman	Yes	Lit/Science	11:25 – 12:25
T.	3	Connor Bohlken	Yes	Science	2:40 - 3:38
L.	2	Linda Bettis	Yes	Math	12:10 – 1:05

Additional PLPs			
Student first initial	Grade	PLP written and signed?	Purpose
B.	4	Yes	No Participation in Diff Lit
R.	3	Yes	No Participation in Diff Lit

Building Facilitator Duties:

Facilitator's Duties

Name of Facilitator(s) 1. _____ Jennifer

Will _____

2. _____

_____ 1/4 time

1/2 time

_____ full time

_____ IRT School _____

(Name of Liaison)

Shared Facilitator Duties

Duties Facilitator #1 (Name) Days and Times

Advocacy	Jennifer Will	
Communication	Jennifer Will	
Mentors	Jennifer Will	
PLP Manager	Jennifer Will	
Program Design Team	Jennifer Will	Designed and discussed at the October DG meeting. (Office)
Data Gathering Team	Jennifer Will	First Friday of every month:

		8:15-9:00AM (Office)
District Meetings	Jennifer Will	1 st Wednesday of every month: 4:15-5:00 (Holmes)
Calendar Events	Jennifer Will	
Materials Manager	Jennifer Will	
Many jobs are on-going and are reviewed when needed or situations needing attention arise.		

Grade	Placement of Students
K	All Kindergarteners are screened in Math at the beginning of the year to get a good idea of where to start with trying them in the Diff Curriculum. Should a Kindergartener become identified, the classroom teacher would deliver differentiated math and reading to the student. If a second student is identified, they would “walk” to the classroom already delivering the instruction. All Kindergarten teachers have been trained in DELA and DM. One teacher is responsible for making sure all children move to the appropriate classroom. (Gruhl)
1	Should a first grader become identified, the classroom teacher would deliver differentiated math and reading to the student. If a second student is identified, they would “walk” to the classroom already delivering the instruction. All First Grade teachers have been trained in DELA and DM. One teacher is responsible for making sure all children move to the appropriate classroom. (Meyers)
2	All identified students are placed together for Math (Heibel) and Reading (Southwick). Should another student be identified, they would walk to the teacher delivering the instruction.
3	All identified students are placed together for Math (Hagaman) and Reading (Siefert). Should another student be identified, they would walk to the teacher delivering the instruction, or they would be permanently moved to the Diff Lit homeroom.
4	All identified students are placed in two rooms (Firestone, Reineke) for Guided Reading and two rooms for Math (Dondlinger, Meyers). Should another student be identified, they would walk to the teacher delivering the instruction. Grouping Variance is on file.
5	Identified students are placed in one of two rooms for Math (Beechley, Maxwell) and for Reading during the Guided Reading time only (Beechley, Maxwell). Should another student be identified, they would walk to the teacher delivering the instruction. Grouping Variance is on file.

Referral and Identification: Students may refer themselves, or be referred by a parent, teacher or Gifted Facilitator. Upon referral, a folder is started that is used to collect data. Inside the folder is a Data Grid that includes the four areas that will be reviewed by the committee (Testing, Products, Performance and Observable Characteristics). The Gifted Facilitator is responsible for collecting the necessary data from the cumulative folder (ex: test scores, previous grades, etc). When data has been collected, the information is presented to the Data Gathering Committee. If the Committee agrees that the data in two of the four areas shows a strong need for the differentiated curriculum, the students will be labeled “Gifted” and appropriately placed in the classroom. The committee may also decide to allow the student to participate as a High Ability Learner, with the possibility of gifted identification at a later date. This committee meets the first Friday of every month.

Parents, students, teachers and Gifted Facilitator may also request testing. Parents are given the permission form through the student’s Wednesday folder or backpack (parents are informed via email that the form is coming home). When the permission is returned, the Gifted Facilitator fills out a testing sheet, and will inform the School Psychologist, or the LPS District Gifted Psychologist. A meeting between the gifted facilitator, the psychologist that did the testing, the classroom teacher and the parents will be scheduled in order to discuss the results of the test. Appropriate placement for the child will then be made based on the results of the test.

Guidance and Counseling: The Gifted Facilitator, School Psychologist (Megan Norton), and School Social Worker (Kara Evans - Thursdays) work closely together to provide guidance and counseling to those Gifted Students who are in need of assistance. The Gifted Facilitator has attended district training for the social/emotional needs of Gifted children and also has an endorsement in Gifted Education. Gifted students are referred for assistance by their teacher, and according to their need.

Staff Development: Maxey School is excited to pave the way in School Improvement by having a school-wide goal that includes opportunities for gifted students to be pushed into higher levels of thinking and reading:

To increase student achievement in Reading and Language Arts by providing instructional strategies to guide all students to think, read and respond critically.

While this goal is aimed at our whole school population, we believe that our **gifted students** are in need of increased opportunities to think at higher levels, AND to use their reading skills in authentic ways, and not just from anthologies and worksheets. Critical thinking is defined as “the ability to analyze facts, generate and organize ideas, defend opinions, make comparisons, draw inferences, evaluate arguments and solve problems.”

(Tama, C. Journal of Reading 1989) Staff development in these areas will include professional discussions based upon the components of critical thinking and the effect on the achievement of gifted students. We will be educating our staff on how to ask higher-level questions and how to help students solve realistic problems. We believe that this goal will help us identify more students who may be **gifted**, but are “underground” due to lack of motivation for routine tasks and worksheets.

Our plan is to use staff meetings and PLCs to discuss the topic of how to challenge students. We will also be giving teachers information in their boxes to use with their students. Teachers are also notified of District Staff Development opportunities they make take advantage of. Many teachers have written personal goals on the topic of challenging their gifted students. Also, on the occasions when there is extra time during our Data Gathering meetings, the Gifted Facilitator presents information to the committee on the needs of the Gifted Student.

Evaluation (as of November 2015):

Total # gifted students in the school: 70

Total # highly gifted students in the school: 12

Total # mentored students in the school: 14

Communication: The Gifted Facilitator, Jennifer Will, has an open door policy regarding the gifted program. Parents, teachers and students with questions about our program are encouraged to call, email or visit the Facilitator anytime. The Gifted Facilitator is also available on Conference Nights, if needed. Brochures explaining referral and identification are included in Wednesday Folders once a year. The Gifted Facilitator also sends any information that is available on Parent Forums or articles that would be of interest. Our Website provides a section for parents to explore such things as sites for parents and children, announcements and opportunities, as well as our Building Plan. Maxey also offers “Gifted 101”, a presentation to parents, during a PTO meeting.

Additional Information: Maxey School continues to live by their mission statement: “To maximize learning for all students”. We are dedicating our time and energies in securing an optimal learning environment for our gifted students. Discussions have centered on providing equal time and attention to our gifted students as we do for our Special Education students, for we believe they both have special learning needs.

2015 Gifted Census

School: **Maxey Elementary**

1. **November 18, 2015**

total # gifted students in the school	total # highly gifted students in the school	total # mentored students in the school	anoma with 2
45	12	12	

2. **2014-2015 Identification**

# students identified gifted through Option 1 data gathering	# students identified gifted through Option 2 testing	# students identified highly gifted through Option 2 testing	# students identified through Option 3 transfer from another district	# students identified gifted through Option 4 steering	# students identified highly gifted through Option 4 steering
19	8	6	1	1	4

Differentiated Literature Titles
2015-2016

Grade K: Sibyl Gruhl, Linda Freye

<i>Quarter 1</i>	<i>Quarter 2</i>	<i>Quarter 3</i>	<i>Quarter 4</i>
	Someday		17 Things I Am Not Allowed to Do Anymore
	The Little Red Hen		

Grade 1: Holly Southwick

<i>Quarter 1</i>	<i>Quarter 2</i>	<i>Quarter 3</i>	<i>Quarter 4</i>
The Recess Queen	Where the Wild Things Are	Bedtime for Bear	Seeing Symmetry
Chrysanthemum	Ish	Enemy Pie	Duck and Goose
Bad Kitty	Just One Bite	Stellaluna	Dogku
Frog and Toad Together	Birthday for Bear	The Story of Ruby Bridges	Ruby the Copycat
Creepy Carrots	The Gingerbread Man	If Not For the Cat	Iggie Peck, Architect
	Naked Mole Rat Gets Dressed		

Grade 1: Kim Meyer

<i>Quarter 1</i>	<i>Quarter 2</i>	<i>Quarter 3</i>	<i>Quarter 4</i>
Chrysanthemum	Creepy Carrots	Naked Mole Rat Gets Dressed	If Not F
Bad Kitty	A Bad Case of Stripes	Bedtime For Bear	Seeing
Recess Queen	Ish	Enemy Pie	Duck ar
Frog and Toad Together	Just One Bite	Birthday For Bear	Dogku
		The Story of Ruby Bridges	Ruby th

Grade 2: Christine Dinneen

<i>Quarter 1</i>	<i>Quarter 2</i>	<i>Quarter 3</i>	<i>Quarter 4</i>
Titanicat	How to Dig a Hole to the Other Side of the World	Dodsworth in Rome	Legend o Paintbrus
Chibi	Roxaboxen	Galimoto	Legend o
Amelia Bedelia		The Great Kapok Tree	Thanks A
		Library Dragon	Sandwic
		Shark Lady	

Grade 3: Pam Siefert

<i>Quarter 1</i>	<i>Quarter 2</i>	<i>Quarter 3</i>	<i>Quarter 4</i>
The Phantom Tollbooth	The Wing Shop	The Incredible Book Eating Boy	Mrs. Fr...
Fables	The Adventures of Ali Baba Bernstein	Help Me, Mr. Mutt!	Luck
Catching the Moon	The Trouble with Tuck	Dear Mrs. Larue: Letters from Obedience School	The Th...
	Riding Freedom	Larue for Mayor	The Th...
			Kellog

Grade 4: Christy Firestone

<i>Quarter 1</i>	<i>Quarter 2</i>	<i>Quarter 3</i>	<i>Quarter 4</i>
The Dark Emperor and Other Night Poems	My Grandfather's Journey	Sadako and the Thousand Paper Cranes	Rescue Josh McGuire
On My Honor	Willow Run	Because of Winn Dixie	One and Only Ivan
CDB!	Hey Little Ant	Escaping the Giant Wave	Night Of the Twisters
If You're Not From the Prairie	Miss Alaineus	The Moon Over Star	
My Daniel	Snowflake Bentley		

Grade 4: Kelly Reineke

<i>Quarter 1</i>	<i>Quarter 2</i>	<i>Quarter 3</i>	<i>Quarter 4</i>
The Dark Emperor and Other Night Poems	Grandfather's Journey	Sadako and a Thousand Paper Cranes	One and Only Ivan
On My Honor	Willow Run	Because of Winn Dixie	Rescue Josh McGuire
CDB!	Hey, Little Ant	Escaping the Giant Wave	Night of the Twisters
If You're Not From the Prairie	Miss Alaineus	The Moon Over Star	
My Daniel	Snowflake Bentley		

Grade 5: Ruth Beechley

<i>Quarter 1</i>	<i>Quarter 2</i>	<i>Quarter 3</i>	<i>Quarter 4</i>
Cat, You Better Come Home	Writing Kind of Day: Poems For Young Poets	The Fighting Ground	The Sil
Dave the Potter	Finding Buck McHenry	Independent Dames	The He
Maniac Magee	All Star	The Lotus Seed	Ghosts
Great Migrations	Baseball in April	Fever	Island o