



Lakeview School Plan for High Ability Learners 2009-2010



Our mission as a diverse school is to encourage students to think beyond. We do this by promoting the love of learning that inspires motivated life long learners.

School Plan for Delivery of Services to High Ability Learners (Elementary)

Date: 11/10/09

Building: Lakeview

Program Design Team Chair:

- Daniele Schulzkump

Program Design Team Members:

- Connie Young
- Kathy Horejsi
- Elizabeth Pruett
- Daniele Schulzkump
- Sudie Bock
- Jory Reece

Data Gathering Team Chair:

- Daniele Schulzkump

Data Gathering Team Members:

- Connie Young
- Kathy Horejsi
- Elizabeth Pruett
- Daniele Schulzkump
- Sudie Bock
- Jory Reece

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	54	0%	0	0
1	0	58	0%	0	0
2	0	40	0%	0	0
3	0	37	0%	0	0
4	0	41	0%	0	0
5	0	41	0%	0	0
Total	0	271	0%	0	0

Differentiated Math						
Grade Level	Number Identified	Number of High Achievers Participating	Whole Class or Class within a Class	Meeting Times	Teacher	Teacher Training
K	0	3	CWC	10:00-10:55	Day	OCI, OCII, LPS
			CWC		Tylick	OCI, OCII, LPS
			CWC		Mosier	
1	0	0	CWC	1:00-2:15	Young	OCI, OCII, LPS
			CWC		Clark	OCI, OCII, LPS
			CWC		Hoyle	OCI, LPS
2	0	5	CWC	9:00-10:10	Schneider	OCI, OCII, LPS Diff Math, WS
			CWC		Reece	LPS Diff Math
3	0	7		11:00-12:10	Adams	OCI, OCII, LPS
			CWC		Pruett	OCI, OCII, LPS
4	0	3	CWC	12:20-1:40	Horejsi	OCI, OCII, LPS Diff Math, WS
					Fink	OCI, OCII, LPS Diff Math
5	0	5		10:20-11:30	Golden	
			CWC		Schwanke	OCI, OCII, LPS Diff Math

Differentiated Literature

Differentiated Literature						
Grade Level	Number Identified	Number of High Achievers Participating	Whole Class or Class within a Class	Meeting Times	Teacher	Teacher Training
K	0	2	CWC	11:05-12:15	Day	OCI, OCII, LPS
			CWC		Tylick	OCI, OCII, LPS
			CWC		Mosier	
1	0	10	CWC	9:35-10:50	Young	OCI, OCII, LPS
			CWC		Clark	OCI, OCII, LPS
			CWC		Hoyle	OCI, LPS
2	0	9	CWC	10:40-11:40	Schneider	OCI, OCII, LPS Diff Lit
			CWC		Reece	
3	0	9	CWC	2:40-3:20	Pruett	OCI, OCII, LPS Diff Lit
					Adams	OCI, OCII, LPS
4	0	4	CWC	1:40-2:50	Horejsi	OCI, OCII, LPS Diff Lit
					Fink	OCI, OCII, LPS Diff Lit
5	0	5	CWC	11:30-12:00 12:35-2:20	Golden	LPS Diff Lit
					Schwanke	OCI, OCII, LPS Diff Lit

Compacting/Accelerating for students will include:

- Selecting the learning objectives for a given subject.
- Finding or creating an appropriate way to pretest or alternatively assess competencies related to these objectives.
- Identifying students who may have mastered the objectives, or have the potential to master them at a faster than normal pace, or pretest all students in the classroom.
- Pre-testing students-before beginning instruction-on one or more of the objectives.
- Streamlining practice, drill or instructional time for students who have learned the objectives.
- Providing instructional options for students who have not yet attained all the pretested objectives, but generally learn faster than their classmates.
- Organizing and recommending enrichment or acceleration options for eligible students.
- The Annual Yearly Progress (AYP) booklet within the math curriculum may be used to determine if a student has mastered a large number of grade level objectives. Students who score 85% or higher on this assessment may be given the next grade level AYP test to determine the appropriate level of curriculum and instruction. The decision to administer this assessment may be a recommendation from the Data Gathering team or decided by the teacher individually

The results of the pre-assessment will be used to:

- Determine what the student knows to avoid repetition of materials
- Determine what objectives the student has not mastered and provide educational experiences to help the student achieve that mastery
- “Free-up” time to move faster through material/objectives and to provide enrichment experiences that will broaden the student’s knowledge skill development or to do research in an area of student interest.
- Provide homogeneous groups, when appropriate

Mentorships					
Student	Grade	Mentor	PLP Written and Signed	Content Area	Time
0					

Facilitator's Duties

Name of Facilitator: Daniele Schulzkump

1/4 time

1/2 time

full time

IRT School

If Shared Facilitator Duties

Duties Facilitator #1 Daniele Schulzkump

Advocacy	Daniele Schulzkump
Communication	Daniele Schulzkump
Mentors	Daniele Schulzkump
PLP Manager	Daniele Schulzkump
Program Design Team	Daniele Schulzkump
Data Gathering Team	Daniele Schulzkump
District Meetings	Daniele Schulzkump
Calendar Events	Daniele Schulzkump
Materials Manager	Daniele Schulzkump

Referral and Identification

The Data Gathering team will serve as a review and recommendation team. Whoever is making the initial referral will be invited to attend the Data Gathering meeting. The team will review the placement criteria on an individual basis and make a collaborative recommendation as to what would be best for the student at that time.

The following steps will be taken to refer a student for the gifted program at Lakeview Elementary School.

Tier 1

- Step 1: Teacher, parent, community member, peer or self-referrals are considered.
- Step 2: A Data Gathering packet of forms are filled out by the person making the referral and returned to the coordinator
- Step 3: Data Gathering is scheduled, and at the meeting the recommendations that are considered are:
- Temporary placement, a try on, may be scheduled for up to one year, with a second data gathering scheduled to follow the try on period to make a more permanent decision. (The classroom teacher will notify parents.)
 - Following the agreed try on period, a Tier 2 meeting will be held to determine how to continue.
 - The Data Gathering Team may recommend formal I.Q. assessments. The coordinator will contact parents to schedule at Tier 2 meeting. Following testing, a second Tier 2 meeting will be held to share the results.
 - The Team may feel strongly that the student should be identified as gifted using ¹Option 1 and that a meeting with the parents (Tier 2) should be scheduled for that purpose.
 - The team may request more information to be reviewed at another data gathering.
 - The Data Gathering Team may determine that placement in the gifted program is not in the best interest of the student, and that regular programming is appropriate at this time.

Tier 2

- Step 1: Parents will be invited to attend this Data Gathering meeting.
- Step 2: At this meeting, the recommendations that will be considered are:
- The students may be identified as gifted using either ¹Option 1-2-3-4
 - Testing by the school psychologist may be requested for particular students
 - The student may remain in the regular curriculum
 - The members of the team or the family may request that the District Steering Committee make the decision about identification and services.
 - The student may continue participating in Diff. curriculum

¹ Option 1: Standardized Scores, Student Products, Student Performance, Teacher Observation

Option 2: Formal I.Q. assessments

Option 3: Transfer Student

Option 4: Steering Committee Request

Guidance & Counseling

Guidance and counseling will be provided at the building level by the principal, coordinator, school psychologist, and school social worker. Any needs which are unable to be provided by those mentioned will be directed to the district level or to community resource as recommended by our family specialist. Parents and/or teachers are most likely to determine the needs to appropriate administration. The gifted facilitator, which is assumed by the coordinator, will guide students and/or families to the most appropriate guidance and counseling needs.

Staff Development

Our staff development plan will focus on meeting the needs of classroom teachers in an effort to increase their knowledge and implementation of compacting and accelerating curriculum. Teachers will also be asked to give their input regarding their needs in serving students with higher abilities.

Teachers will be given information regarding materials and lessons that are available through the LPS Gifted Department. Kathy Horejsi will be presenting to staff about materials and tiered lessons in the month of December. Teachers will also be involved in learning and exploring how to compact, enrich, and tier lessons in an effort to challenge students.

Teachers will be taking part in the differentiated math training in January. Looking at data and team discussions has directed Lakeview's teachers to more specific differentiated training. Most of Lakeview's teachers will be trained in our building after this date.

The teacher representatives on the program design team will assist the staff in becoming more refined in providing enrichment activities, incorporating higher level questioning strategies and tiering lessons. These topics will be addressed at staff meetings, PLC groups, instructional conferences, and appraisal meetings. Staff will begin to answer the question, "What can we do for students who are demonstrating mastery of a topic or subject early on?"

Lakeview staff has embarked on the study of formative assessments. They are focusing on what is formative assessment, how to do formative assessments, feedback on formative assessments and use of formative assessments.

For the 2009-2010 school year, Daniele Schulzkump, Lakeview coordinator will contact each teacher to develop an understanding of where teachers are in their pursuit of diff training. Teachers who have not yet met tenure requirements will be encouraged to take the Instructional Strategies for High Ability Learners course provided by the district. With several new teachers, staff development will be provided at Lakeview or through LPS Staff Development based on individual needs of teachers or requested by the principal to equip staff with knowledge of gifted students and methods to compact/accelerate curriculum.

The program design team will meet on a monthly basis during the 2009-2010 school year. Focus of meetings will be determined by concerns/questions/referrals brought by team members and/or teachers. The team will be focusing on identification, lesson development, communication, and staff development.

Evaluation Plan for 2008-09 Building Plan

1. On November 18, 2008, determine the number of students who are identified as follows. Do not include visual arts program mentors or Teammates mentors in this count.

total # gifted students in the school	total # highly gifted students in the school	total # mentored students in the school	anomalies (e.g., 1 student with 2 mentors each day)
0	0	0	0

2. Based on the students that were first identified during the course of 2008-2009 school year, please fill out the following chart. Each identified student should appear in only one column:

# 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	# students provided a mentor without HG designation through steering
0	0	0	0	0	0	0

Evaluation Plan for 2009-10 Building Plan

1. On November 11, 2009, determine the number of students who are identified as follows. Do not include visual arts program mentors or Teammates mentors in this count.

total # gifted students in the school	total # highly gifted students in the school	total # mentored students in the school	anomalies (e.g., 1 student with 2 mentors each day)
	0	0	0

2. Based on the students that were first identified during the course of 2009-2010 school year, please fill out the following chart. Each identified student should appear in only one column:

# 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	# students provided a mentor without HG designation through steering
	0	0	0	0	0	0

3. Data Gathering: See attached a copy of your school’s data gathering packet. This may include, for example, forms associated with collecting characteristics checklists, math/reading card (if elementary), writing sample, feedback from specialists/parents who were unable to attend, most recent test scores, student products, etc.
4. Additional Comments: Lakeview is committed to the growth of all students. Teachers and staff have identified many try-on students and high ability learners. These learners will take part in differentiated learning and curriculum to accelerate learning in the classrooms.

2009-2010

Language Arts Differentiated Units

School: Lakeview

K	
Quarter	Differentiated Literature Books Taught
Quarter 1	<ul style="list-style-type: none">• The Colors of Us• Fox on Wheels
Quarter 2	<ul style="list-style-type: none">• Beegu• Math Fables
Quarter 3	
Quarter 4	<ul style="list-style-type: none">• Beach Is to Fun• What Do You Do With a Tail Like That

1	
Quarter	Differentiated Literature Books Taught
Quarter 1	<ul style="list-style-type: none">• Egg Is An Egg, An H.M. Little Big Book• Gingerbread Boy, The• Great Fuzz Frenzy, The• Hilda Hen's Scary Night• I Am Six (03) H.M. Little Big Book• Millions of Cats• Pearl's First Prize Plant• Recess Queen, The
Quarter 2	<ul style="list-style-type: none">• Story of Ruby Bridges, The• To Be a Kid• Alexander, Who Used to be Rich Last Sunday• Counting on the Woods B41• Frog and Toad Together• Jasper's Beanstalk (03) H.M. Little Big Book• Ruby the Copycat• Secret Code• Today I Feel Silly and Other Moods That Make My Day
Quarter 3	<ul style="list-style-type: none">• Chrysanthemum• Minerva Louise at School• Terrible Thing That Happened At Our House, The• Where the Wild Things Are (88)
Quarter 4	<ul style="list-style-type: none">• Alexander and the Terrible, Horrible, No Good, Very Bad Day• Corduroy• This Is Our Earth (03) H.M. Challenge• Three Pigs, The•

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Quarter	Differentiated Literature Books Taught
Quarter 1	<ul style="list-style-type: none"> • Airmail to the Moon • Amelia Bedelia • Dusty Locks and the Three Bears • I'm Terrific • Legend of the Bluebonnet, The
Quarter 2	<ul style="list-style-type: none"> • Ira Sleeps Over • Liang and the Magic Paintbrush • Madeline • Mr. Lincoln's Way • Mr. Peabody's Apples
Quarter 3	<ul style="list-style-type: none"> • Legends of the Indian Paintbrush • Stellanuna
Quarter 4	<ul style="list-style-type: none"> • Gator Gumbo: A Spicy-Hot Tale • Many Moons • My Great Aunt Arizona • Promise is a Promise, A • Rough Face Girl, The

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Quarter	Differentiated Literature Books Taught
Quarter 1	<ul style="list-style-type: none"> • The Girl Who Loved Caterpillars • My Name is Maria Isabel • Moffats
Quarter 2	<ul style="list-style-type: none"> • Charlotte's Web • Folktake's Unit • The Phantom Tollbooth
Quarter 3	<ul style="list-style-type: none"> • In Good Hands • Esio Trot • Journey • Sally Ride: America's First Women in Space • Where do you think you're going Christopher Columbus • Will You Sign Here, John Hancock?
Quarter 4	<ul style="list-style-type: none"> • Fire on the Mountain • The Flute Player • Balto and the Great Race • Mrs. Frisby and the Rats of NIMH • Shiloh • The Summer of Riley • Stealing Home

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Quarter	Differentiated Literature Books Taught
Quarter 1	<ul style="list-style-type: none"> • Antics
Quarter 2	<ul style="list-style-type: none"> • My Daniel • Eleventh Hour
Quarter 3	<ul style="list-style-type: none"> • The Barn • The Real Thief
Quarter 4	<ul style="list-style-type: none"> • Esperanza Rising • On My Honor

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Quarter	Differentiated Literature Books Taught
Quarter 1	<ul style="list-style-type: none"> • Eyes of the Amaryllis, The • My Brother Made Me Do It • Young Man and the Sea, The
Quarter 2	<ul style="list-style-type: none"> • Baseball in April and Other Stories • Ben and Me: An Astonishing Life of Benjamin Franklin by His Good Mouse Amos • Fever 1793
Quarter 3	<ul style="list-style-type: none"> • Building Blocks • Don't Make Me Smile • Finding Buck McHenry • Maniac Magee • Pictures of Hollis Woods • Sign of the Chrysanthemum, The
Quarter 4	<ul style="list-style-type: none"> • Music of Dolphins, The • Tuck Everlasting

Parent Communication

The Gifted Facilitator will organize and share a parent night focused on referrals, identification, steering committee, as well as differentiated strategies that are used within the classroom. The gifted facilitator will also be available to answer questions from parents regarding the Diff. Report Card and/or Diff Instruction. Parents will receive a letter when their child receives a diff. report card explaining the purpose of the report card.

Gifted information will also be included in the Principal's Press, the Lakeview PTSO Newsletter and on Lakeview's web page. Parents will be invited to Data Gathering Team meetings involving their child. A letter of initial student qualification from the building principal will be sent to parents. At time of identification, parents will receive, from the school, the Lincoln Public Schools brochure "Gifted Program".