



Pyrtle Elementary Gifted Building Plan 2020-2021

Program Design Team: Susan Dinsdale, Gifted Facilitator; Kristen Finley, Principal; Tammie Painter, Kindergarten; Lexi Morrison, First Grade; Ashley Rassmussen, Second Grade; Jami Spaulding, Third Grade; Sandy Lehman, Fourth Grade; Sara Andersson, Fifth Grade.

Data Gathering Team: Susan Dinsdale, Gifted Facilitator; Kristen Finley, Principal; Tammie Painter, Kindergarten; Lexi Morrison, First Grade; Ashley Rassmussen, Second Grade; Jami Spaulding, Third Grade; Sandy Lehman, Fourth Grade; Sara Andersson, Fifth Grade.

The data gathering team meets once a month at 8:15 on the last Friday of each month, August through April. Extra meetings can be scheduled as needed.

Number of Gifted Students by Grade Level

Grade Level	# of Identified Gifted & HG students	Total # of students	Percent Identified	Mentored Students	Students w/Visual Arts Mentors (VAMP program)
K	0+0	48	0.0%	0	0
1	0+0	83	0.0%	0	0
2	2+0	66	0.03%	0	0
3	11+3	65	22%	3	1
4	20+0	71	28%	0	0
5	20+0	66	30%	0	0
Total	53	398	13%	3	1

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	# of Identified	# of High Achievers Participating	Whole Class/ Class within a Class	Meeting Times	Teacher	Teacher Training
K	0	8	CWC	1:00-1:30 & 2:50-3:20	A.Johnson	DM
K	0	4	CWC	1:00-1:30 & 2:50-3:20	K. Gogan	DM
K	0	6	CWC	1:00-1:30 & 2:50-3:20	T. Painter	SHAL, DM
I	0	5	CWC	1:30-2:25	J. Monson	DM
I	0	7	CWC	1:30-2:25	R. Holsteen	
I	0	6	CWC	1:30-2:25	L. Morrison	DM
I	0	5	CWC	1:30-2:25	M. Reinke	DM
2	0	6	CWC	1:55-3:00	A. Howe	SHAL, DM
2	0	6	CWC	1:55-3:00	A. Rasmussen	SHAL,, DM
2	0	3	CWC	1:55-3:00	A. Perry	DM
3	6	1	CWC	9:00-10:05	D. Becker	DM

3	4	7	CWC	9:00-10:05	J. Burmeister	DM
3	0	5	CWC	9:00-10:05	J. Spaulding	SHAL,, DM
4	7	8	CWC	9:45-10:50	H.Hasselbalch	DM
4	1	6	CWC	9:45-10:50	A. Mundil	DM
4	8	4	CWC	9:45-10:50	S. Lehman	DM
5	7	1	CWC	1:10-2:15	S. Andersson	SHAL, DM, WS
5	13	3	CWC	1:10-2:15	P. Brandt	DM

Kindergarten:

Kindergarten teachers use the first quarter assessments, as well as their own informal tasks, to assess students at the beginning of the year. All kindergarten classes are screened using the Kindergarten Math Screening administered by the Gifted Facilitator. Starting second quarter, “try-on” students are pulled by the Gifted Facilitator for thirty minutes twice a week to undertake the LPS Differentiated Math curriculum.

First Grade

Starting second quarter, “try-on” students are pulled by the Gifted Facilitator for thirty minutes twice a week to do the LPS Differentiated Math curriculum. The regular curriculum will be compacted as needed. Differentiated material and strategic games will be used 40% of the math time.

Second Grade:

Grade 2 teachers compact each math unit so they can work with students on the LPS differentiated math curriculum two days a week.

Third-Fifth Grade:

These students work with other high ability students as a class within a class. Lessons will be compacted and accelerated in order to provide the differentiated curriculum. Targeted Instruction days and some Intervention time will also be used to provide differentiated lessons. After compacting the curriculum, one day a week, fifth grade students zoom

together to work on LPS Differentiated Math curriculum taught by one teacher. Also, fourth and fifth students are pulled two days a week to work with the Gifted Coordinator using the LPS Differentiated Curriculum.

Differentiated English/Language Arts

Grade Level	# of Identified	# of High Achievers Participating	Whole Class/Class within a Class	Meeting Times	Teacher	Teacher Training
K	0	4	CWC	9:30-10:35	K. Gogan	DELA
K	0	8	CWC	9:30-10:35	A. Johnson	DELA
K	0	7	CWC	9:30-10:35	T. Painter	SHAL, DELA
I	0	6	CWC	9:00-10:00	L. Morrison	DELA
I	0	3	CWC	10:20-11:30	M.Reinke	
I	0	3	CWC	10:20-11:30	R. Holsteen	
I	0	5	CWC	10:20-11:30	J.Monson	
2	0	6	CWC	10:05-11:15	A. Rasmussen	SHAL, DELA
2	0	6	CWC	10:05-11:15	A. Howe	SHAL, DELA
2	0	3	CWC	10:05-11:15	A. Perry	
3	4	9	CWC	2:30-3:30	J. Burmeister	DELA
3	6	0	CWC	2:30-3:30	D. Becker	DELA
3	0	7	CWC	2:30-3:30	J. Spaulding	DELA
4	7	8	CWC	2:30-3:30	H. Hasselbalch	
4	8	4	CWC	2:30-3:30	S. Lehman	DELA
4	1	6	CWC	2:30-3:30	A. Mundil	DELA

5	7	2	CWC	11:40-12:25	S. Andersson	SHAL, DELA
5	0	1	CWC	11:40-12:25	J. Prange	DELA
5	13	3	CWC	11:40-12:25	S. Dinsdale	SHAL, DELA, WS, UH

A Grouping Variance for having two sections 2 sections of Differentiated Literature in Third and Fourth Grade was requested. It was granted via email on and is on file. A Grouping Variance for fifth grade was requested for having 2 sections of Differentiated Literature and Differentiated Math. It was granted via email and is on file.

Kindergarten:

Classroom teachers are reading one differentiated book to the whole group once a week to assess students’ ability to respond to literature using higher level thinking in response to each lesson. As the year progresses, students are grouped together to work within the differentiated curriculum. Should students be identified, those students will be given the differentiated curriculum by the classroom teacher. At the end of the school year, teachers work together to place students for the next year so that students exhibiting characteristics typical of gifted students or very high ability are grouped together in a classroom.

First Grade:

Classroom teachers are reading one differentiated literature book to the whole group once a week to assess students’ ability to respond to literature using higher level thinking in response to each lesson. First grade students are also working in flexible differentiated literature groups in their classroom. Teachers continue to observe children through the year and move them to more challenging guided reading groups, or have them join the differentiated literature groups, as assessments of their abilities and performance indicate-based on data gathering decisions.

Second Grade:

The differentiated literature class meets as a class within a class. Gifted students always meet with other gifted students but teachers add others to the group when students have demonstrated gifted characteristics or a need for more challenge. The Gifted Facilitator reads a differentiated book and does an activity with classes one day a week.

Third and Fourth Grade:

The differentiated literature class meets as a class within a class. Gifted students always meet with other gifted students and “try on” students are included in the gifted groups.

Fifth Grade :

The differentiated literature class meets in two classrooms as a class within a class. Gifted students always meet with other gifted students but teachers also include the “try on” students. In one classroom, two “try on” students zoom in with another room so that they may also participate in the LPS Differentiated Curriculum with other students who are gifted.

Provisions for Differentiation:

- **Compacting, acceleration, and enrichment will be achieved by:**
 - Shortening assignments in math
 - Skipping repetitive skills or computation
 - Providing differentiated math and differentiated literature materials
 - Meeting in small groups or with partners
 - Requiring less drill and practice

Mentorships

Student Name	Grade	Mentor	PLP Written and Signed	Content Area	Time
P	3	zoom - none yet		Math	
M	3	zoom - none yet		Math	
E	3	none yet		Math	

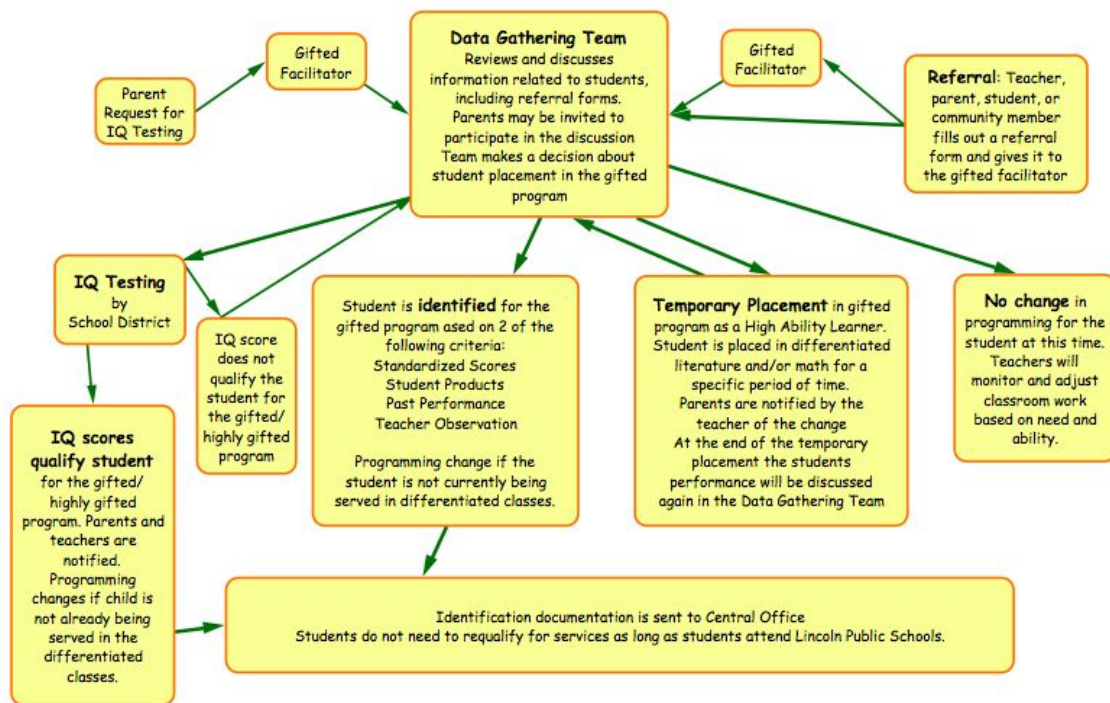
Building Facilitator Duties

Facilitator's Duties	
Name of Facilitator:	I. Susan Dinsdale
<input type="checkbox"/> $\frac{1}{4}$ time	
<input checked="" type="checkbox"/> $\frac{1}{2}$ time	
<input type="checkbox"/> Full time	
<input type="checkbox"/> IRT school	_____

Duties	Facilitator #1 Susan Dinsdale	Facilitator #2 Name
Advocacy	X	
Communication	X	
Mentors	X	
PLP Manager	X	
Program Design Team	X	
Data Gathering Team	X	
District Meetings	X	
Calendar Events	X	
Materials Manager	X	
Pull Small Groups	X	
Meet with Teachers	X	

Susan Dinsdale is the gifted facilitator at Pyrtle. She teaches 5th grade in the morning (8:55-1:10) and facilitates in the afternoon (1:10-3:35) . She is always available by phone, email, and by appointment.

Referral and Identification:



Pyrtle Elementary School will follow the identification procedures outlined in the Gifted Handbook. When a teacher, parent, guardian, community member, peer, or self-nomination refers a student, the student’s teacher is responsible for gathering the appropriate information for presentation to the Data Gathering team. The team then examines all the information presented and determines if there is enough to make a decision. The Gifted Facilitator or the student’s teacher will communicate the team’s decision to the student’s parents/guardian.

Guidance and Counseling:

We recognize individuals who are gifted have a wide variety of characteristics and concerns that are unique to them. The classroom teacher and the instructional team meet the initial needs of students who are gifted. Students identified as gifted will receive additional support from the school psychologist . *Counseling Gifted and Talented Students: A Handbook for Lincoln Public School Counselors* is used as a guide to provide assistance. Books on gifted

issues are available for checkout from the facilitator and through the district gifted office. In addition, teachers are encouraged to use the differentiated literature titles and lessons available in the counseling collection. The counseling books, along with newly added books, are showcased at Data Gathering and staff meetings on occasion. The Gifted Facilitator includes books from the counseling section of differentiated literature when she is reading to classes.

Pyrtle also utilizes the school social worker, Kara Mueller, to access supports and counseling for gifted students. She is able to work with families with issues pertaining to their individual needs as a family.

The Gifted Facilitator, Susan Dinsdale, has been teaching differentiated students for 28 years. She has taught grades K-6. She was gifted facilitator from 2007-2014. She has also attended the Social/Emotional Needs of Gifted Children training from the District.

We will provide or acquire resources to provide:

- Group learning opportunities on a variety of topics based on the needs of the students who are gifted.
- Assistance to the students, parents, and teachers regarding the special needs of individuals who are gifted.
- Individual conferences with students who are gifted, as parents, teachers, or students see a need.

Staff Development:

- The gifted facilitator will visit teams during team meetings and plan days to discuss compacting and differentiation.
- Staff is informed of district level staff development opportunities and included in email communication of articles sent to parents.
- Time at staff meetings will be dedicated for staff development in the area of gifted identification. This will include:

- working with the differentiated report card
- working with the data gathering rubrics
- appropriate artifacts to bring to data gathering
- books recently added to the differentiated curriculum

Evaluation:

On November 18, 2019 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)
37	3	3	0

During the 2018-2019 school year, the following students were identified as gifted:

# 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
22	2	0	0	0	0	1

Communication:

The gifted facilitator is available to visit with parents by appointment. Parents have been informed of the facilitator's schedule and contact information through the school newsletter.

The Pyrtle Building Plan will be made available to any parent upon request and will be posted on the Pyrtle website.

Teachers will provide information regarding individual gifted students' performance at specific conference times and throughout the school year at parents' request. Differentiated report cards will be sent to parents of all identified and participating students at the end of each semester.

Pyrtle parents who share their email address with the school will receive email invitations to district parent forums and articles of interest.

An annual parent meeting on a topic related to giftedness will be provided by the district.

Parents with questions about their child's differentiated path are encouraged to set an appointment with the Gifted Facilitator.

Additional Information:

The staff at Pyrtle works hard to ensure the learning of all students through open communication between students, team members, parents, administration, mentors, teammates and support staff. All stakeholders feel connected to the learning of the students and feel they can provide relevant input.

The Data Gathering Team and staff at Pyrtle are working to identify students in an appropriate and timely manner. Our goal is to make decisions based on data and performance in a manner where students are not monitored for extended time periods. This involves input from teachers (past and present), parents, and a review of past and present performance, as well as data collected from the time the Gifted Facilitator has worked directly with students in small groups.

Differentiated Literature Titles
2019-2020

Grade K: Amy Johnson

<i>Quarter 1</i>	<i>Quarter 2</i>	<i>Quarter 3</i>	<i>Quarter 4</i>
Chrysanthemum	What Can You Do With a Tail Like this?	The Gingerbread Boy	Home for COVID
Moo Who?	The Day With No Crayons	Frederick	
Somewhere in the Ocean	Squirrels	Little Red Hen	
It Looked Like Spilt Milk	The Color of Us	Click, Clack, Moo, Cows that Type	
The Three Bears	Seven Blind Mice	Diary of a Spider	
	Just a Minute	Bill and Pete	
	Interrupting Chicken	They Call Me Wooly	
	Mouse Paint	Chicken Thief	

Grade K: Tammie Painter

<i>Quarter 1</i>	<i>Quarter 2</i>	<i>Quarter 3</i>	<i>Quarter 4</i>
Chrysanthemum	What Can You Do With a Tail Like this?	The Gingerbread Boy	Home for COVID
Moo Who?	The Day With No Crayons	Frederick	
Somewhere in the Ocean	Squirrels	Little Red Hen	
It Looked Like Spilt Milk	The Color of Us	Click, Clack, Moo, Cows that Type	
The Three Bears	Seven Blind Mice	Diary of a Spider	
	Just a Minute	Bill and Pete	
	Interrupting Chicken	They Call Me Woolly	
	Mouse Paint	Chicken Thief	

Grade K: Susan Dinsdale

<i>Quarter 1</i>	<i>Quarter 2</i>	<i>Quarter 3</i>	<i>Quarter 4</i>
Chrysanthemum	What Can You Do With a Tail Like this?	The Gingerbread Boy	Home for COVID
Moo Who?	The Day With No Crayons	Frederick	
Somewhere in the Ocean	Squirrels	Little Red Hen	
It Looked Like Spilt Milk	The Color of Us	Click, Clack, Moo, Cows that Type	
The Three Bears	Seven Blind Mice	Diary of a Spider	
	Just a Minute	Bill and Pete	
	Interrupting Chicken	They Call Me Woolly	
	Mouse Paint	Chicken Thief	

Grade K: Kaitlin Gogan

<i>Quarter 1</i>	<i>Quarter 2</i>	<i>Quarter 3</i>	<i>Quarter 4</i>
Chrysanthemum	What Can You Do With a Tail Like this?	The Gingerbread Boy	Home for COVID
Moo Who?	The Day With No Crayons	Frederick	
Somewhere in the Ocean	Squirrels	Little Red Hen	
It Looked Like Spilt Milk	The Color of Us	Click, Clack, Moo, Cows that Type	
The Three Bears	Seven Blind Mice	Diary of a Spider	
	Just a Minute	Bill and Pete	
	Interrupting Chicken	They Call Me Wooly	
	Mouse Paint	Chicken Thief	

Grade 1: Paula Brandt

<i>Quarter 1</i>	<i>Quarter 2</i>	<i>Quarter 3</i>	<i>Quarter 4</i>
Chrysanthemum	Creepy Carrots	Alexander and the Terrible, Horrible, No good, Very bad Day	Home for COVID
Recess Queen	Ish	Dorrie and the Blue Witch	
Stellaluna	Enemy Pie	I Wanna Iguana	
Ruby Copycat	The OK Book	Storm in the Night	
	The Gingerbread Boy	Great Fuzz Frenzy	
	Corduroy	Me and You	

	A Visitor for Bear	Frog and Toad Together	
		Inch by Inch	
		The Story of Ruby Bridges	

Grade 2: Ashley Rasmussen

<i>Quarter 1</i>	<i>Quarter 2</i>	<i>Quarter 3</i>	<i>Quarter 4</i>
Dusty Locks and the Three Bears	Chameleon was a Spy	Bunnicula	Home for COVID
Airmail to the Moon	The Hoboken Chicken Emergency	How to Dig a Hole to the Other Side of the Earth	
	Dogku	I'm Terrific	
	Neville	Bad Case of Stripes	
	The Invisible Boy		

Grade 3: Jackie Burmeister

<i>Quarter 1</i>	<i>Quarter 2</i>	<i>Quarter 3</i>	<i>Quarter 4</i>
The Adventures of Ali Baba Berstein	Charlotte's Web	The Blind Colt	Home for COVID
Yang the Youngest and his Terrible Ear	Balto and the Great Race	Stuart Little	
Won Ton		Catwings	

Grade 3: Sandra Peter

<i>Quarter 1</i>	<i>Quarter 2</i>	<i>Quarter 3</i>	<i>Quarter 4</i>
The Adventures of Ali Baba Bernstein	The Blind Colt	Charlotte's Web	Home for COVID
Waiting for Magic	Pippi Longstocking	Clever Jack Takes the Cake	
Child of the Silent Night			

Grade 4: Sandy Lehman

<i>Quarter 1</i>	<i>Quarter 2</i>	<i>Quarter 3</i>	<i>Quarter 4</i>
Bud Not Buddy	Eleventh Hour	Snow Treasure	Home for COVID
Ada's Violin	She's Wearing a Dead Bird on her Head	Willoughby's	
Crenshaw	Harry's Mad	Dying to Meet You	
The One and Only Ivan	Sadako		
	Grandfather's Journey		
	On My Honor		
	Night of the Twisters		

Grade 5: Jacey Prange

<i>Quarter 1</i>	<i>Quarter 2</i>	<i>Quarter 3</i>	<i>Quarter 4</i>
Chasing Vermeer	Eyes of the Amaryllis	The Lotus Seed	Home for COVID
The Boy and His Bat	If the World Were a Village	Fever 1792	
Henry's Night		Tuck Everlasting	
Island of the Blue Dolphins			

