

## School-wide TAG Plan

Due to the TAG Office and your Area Director on June 1, 2009.

Chapman: School  
Choate: Principal

Rochella Farnand TAG Coordinator

<b>FOCUS: Acknowledgement of TAG Identified Students</b>		
<b>Action</b>	<b>Documentation</b>	<b>Expected Completion Date or Check Point</b>
Method used to ensure all teachers know TAG students enrolled in their class. Teachers print out from eSIS the "Program assignments" report for each class	This information is kept in teacher grade book or TAG notebook.	9/5/09 & 2/5/10

<b>FOCUS: Identification of Students who Perform in the 97th Percentile or Demonstrate the Potential to Perform</b>		
<b>Action</b>	<b>Documentation</b>	<b>Expected Completion Date or Check Point</b>
The TAG coordinator will lead staff meeting regarding characteristics of gifted students.	Staff Roster – Signed	10/6/09
<p>Discussion with staff around ID of under-represented and underachieving students occurs during August in-service training and will include Compare general population with ethnicity of school and identified TAG students</p> <ul style="list-style-type: none"> <li>- Attributes of Talented and Gifted English Learners checklist (Talented and Gifted English Learner form)</li> <li>- Review of following materials distributed in 08-09: <ul style="list-style-type: none"> <li>▪ Characteristics of Gifted students (doc)</li> <li>▪ Review Donna Beagle workshop</li> <li>▪ Possible Problems that may be associated with strengths of gifted children (doc)</li> </ul> </li> </ul> <p>Myths and Truths about gifted students (doc)</p>	Staff Roster - Signed	9/1/09
<p>The principal will ensure teachers are nominating students from underrepresented populations in the following manner:</p> <ul style="list-style-type: none"> <li>- Being familiar with the characteristics to notice a student who should be nominated.</li> </ul>	<p>Copies of checklist from each classroom teacher.</p> <p>- ESL teacher checklist</p>	11/17/09

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<ul style="list-style-type: none"> <li>- Encouraging staff, including ESL and Special Ed. Staff, at staff mtgs. to nominate students from underrepresented populations</li> <li>- Reviewing the list of nominated students</li> <li>- Asking a teacher to nominate a particular student if s/he comes to the attention of the administrator while visiting classrooms</li> <li>- Examine 2nd grade NNAT screening testing scores of ELL students. Nominate those students and recommend further testing as appropriate.</li> </ul>	for ESL students	
<p>Our school will use the following observation tools and/or data in the TAG identification process: Pre-Screening Checklist (all classroom teachers)</p> <ul style="list-style-type: none"> <li>- Attributes of Talented and Gifted English Learners checklist (Talented and Gifted English Learner form) (ESL Teacher)</li> <li>- All second grade students will be assessed for TAG</li> <li>- DRAs (Primary Teachers)</li> <li>- OAKS scores for students grade 3 and above (95%ile OAKS list from R&amp;E) (4<sup>th</sup> and 5<sup>th</sup> Grade Teachers)</li> </ul>	<p>Lists of students with</p> <ul style="list-style-type: none"> <li>- DR A's 2+ years above grade level</li> <li>- OAKS in the exceeds category in math/reading</li> </ul>	11/17/09
<p>The building will use the following procedures throughout the ID process: Form a school assessment committee: TAG coordinator, ESL, SPED, Counselor, Gen.Ed</p> <ul style="list-style-type: none"> <li>- Send Parent/Student Surveys home for those already identified</li> <li>- Parent/Teacher Nominations (IDPFs) made available</li> <li>- Collecting Work Samples, test history and teacher advocacy</li> <li>- Checking Cum files against TAG list sent by TAG Office</li> </ul> <p>The TAG coordinator will coordinate the ID process.</p>	Record of meetings and action taken at meetings by the TAG committee	Ongoing Monthly

<b>FOCUS: TAG Services</b>		
<b>Action</b>	<b>Documentation</b>	<b>Expected Completion Date or Check Point</b>
<p>Differentiation strategies in place in the classrooms include:</p> <ul style="list-style-type: none"> <li>- Flexible Grouping in reading and math within classroom, grade level, and/or</li> </ul>	Walk-throughs Lesson plans	Ongoing throughout year

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<p>school to serve students at their individual rate and level. All grade levels are beginning to practice walking to read and to math.</p> <ul style="list-style-type: none"> <li>- Compacting curriculum</li> <li>- Other grouping (ability, interest) within classroom, grade levels, or school</li> <li>- Tiering lessons</li> <li>- Higher Level Questioning Strategies</li> <li>- Independent Project Work</li> <li>- Enrichment options</li> <li>Use of mentors</li> </ul>	<p>Discussions at staff meetings and in team meetings</p>	
<p>Pre-assessment or on-going formative assessments used to help inform instruction include:</p> <ul style="list-style-type: none"> <li>- Pre-assessments for units or course of study</li> <li>- KWL</li> <li>- Observation</li> <li>- Reading – Pre-assessments from Scott Foresman Reading Program</li> <li>- Math – Pre-assessments from math units</li> <li>-</li> </ul> <p>Teachers use the data from these assessments to inform instruction in the following way - Students that should appropriately receive differentiated instruction and which instructional strategy will best meet their needs.</p>	<p>Ongoing prior to each major unit of study, particularly in math and literacy</p>	<p>Ongoing throughout year</p>
<p>The administrator monitor the use of differentiated strategies in the classroom in the following way:</p> <ul style="list-style-type: none"> <li>- Walk-throughs to see that TAG strategies are being implemented into the classroom</li> <li>- Provide staff with Professional Development opportunities</li> </ul>	<p>Walk through checklist maintained by building administrator. Staff meeting agendas where TAG topics are discussed.</p>	<p>Ongoing</p>
<p>Our process for using <i>data</i> to measure the growth of our TAG students is to look at all data (staff and site council) that includes disaggregated data, including progress and growth of TAG students. We use this information in the following way: In team meetings or planning times that are devoted to developing common TAG strategies/lessons for use with the high level learners- consistency within the grade levels</p>	<p>Agendas from team meetings where TAG student performance is discussed</p>	<p>At least 3 x per year.</p>
<p>Grade-wide or school-wide structures in place that offer rigorous coursework at the appropriate rate and level are Flexible grouping within classes and grade-to-grade available. (Groupings are determined after reviewing assessments from previous year and pre-</p>	<p>Agendas from team meetings where TAG groupings are discussed</p>	<p>At least 3 x per year</p>

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assessments.)		
<p>We determine whether a student needs acceleration in the following way:</p> <ul style="list-style-type: none"> <li>- Pre-assessments</li> <li>- Post-assessments</li> <li>- Work Samples</li> </ul> <p>Clear, agreed upon cut-off scores, criteria</p>	Teacher grade book or student file with scores for pre-assessment, post assessment, and work samples.	Ongoing
<p>The following options for acceleration are available at our school: Students access these options in the following manner:</p> <ul style="list-style-type: none"> <li>- Moving to a higher grade for single subject</li> <li>- Subject acceleration in classroom using higher grade materials</li> <li>- Subject acceleration within the same grade, but in another room.</li> </ul>	Evidence of students receiving acceleration as needed.	Ongoing
<p>If a student requires a course beyond what is typically available for that grade or subject area, that student can access this course or experience in the following ways: teacher will differentiate as needed to meet the needs of students. Students may “walk to math” or “walk to read.”</p>	Evidence in survey that student needs are being met	10/30/09 survey 6/1/10 survey
<p>Additional services available for TAG students include:</p> <ul style="list-style-type: none"> <li>- In school enrichment classes</li> <li>- Other opportunities off campus advertised through school newsletter</li> </ul> <p>The students access these services in the following manner:</p> <ul style="list-style-type: none"> <li>- Opportunities are advertised in school newsletter and flyers.</li> </ul>	Rosters of students taking enrichment classes. School newsletter	Ongoing

### FOCUS: Responsibilities of TAG Coordinator

Action	Documentation	Expected Completion Date or Check Point
<p>The administrator ensures the TAG Coordinator is trained and familiar with the requirements of the TAG Coordinator Job Description, which include mandatory attendance at TAG sponsored PD and coordinating the ID process in the school, in the following manner:</p> <ul style="list-style-type: none"> <li>Select or elicit volunteer for TAG Coordinator position in spring or fall</li> <li>- Ensure the TAG Coordinator Checklist is followed and Teacher Checklist given</li> </ul>	<p>Name of TAG coordinator submitted to TAG office Emails to TAG coordinator throughout</p>	<p>June of 2009 Ongoing</p>

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<p>to teachers Check calendar for TAG Coordinator training</p>	<p>year regarding meetings. Agendas where TAG coordinator completes training.</p>	
<b>FOCUS: Professional Development</b>		
<b>Action</b>	<b>Documentation</b>	<b>Expected Completion Date or Check Point</b>
<p>Site-based professional development in our school will include the development and/or implementation of the strategies introduced in 08-09 (Check all those that apply)</p> <p> <input checked="" type="checkbox"/> Grouping X                      <input checked="" type="checkbox"/> Compacting X                      <input checked="" type="checkbox"/> Depth/Complexity X  <input checked="" type="checkbox"/> Tiered                      <input checked="" type="checkbox"/> Questioning strategies X  <input checked="" type="checkbox"/> Instruction X  <input checked="" type="checkbox"/> Characteristics X             </p>	<p>Agendas of staff and team meetings where each topic is covered. Sign in sheet documenting staff attendance.</p>	Ongoing
<p>Administrator and Teachers will use their staff meetings, collaborative planning times, or team planning times to integrate these strategies into their instruction in the following manner:</p> <ul style="list-style-type: none"> <li>- No fewer than 5 number/approx dates of staff meetings for whole group PD or discussion</li> <li>- No fewer than 5 (monthly) team meetings used for developing strategies such as writing tiered lessons for grade level teams</li> </ul>	<p>Agendas of staff and team meetings and topics covered. Sign in sheet documenting staff attendance.</p>	Ongoing
<p>The administrator will ensure differentiation strategies are implemented into the classroom in the following way:</p> <ul style="list-style-type: none"> <li>- Minutes</li> <li>- Agendas</li> <li>- Sign in sheets</li> <li>- Walk-throughs</li> <li>- Goal-setting conferences</li> </ul>	<p>Minutes Agendas of staff and team meetings Walk- throughs Staff goals</p>	Ongoing

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<b>FOCUS: Communication</b>		
<b>Action</b>	<b>Documentation</b>	<b>Expected Completion Date or Check Point</b>
<p>Teachers communicate the differentiation strategies they're implementing in their classrooms in the following ways:</p> <ul style="list-style-type: none"> <li>- At BTSN when they tell parents about the differentiated instructional strategies they'll use to meet rate and level.</li> </ul> <p style="padding-left: 40px;">Sending home newsletters at least monthly and telling families what they're doing to meet rate and level and how they've pre-assessed.</p>	<p>Classroom newsletters (electronically or hard copy)</p>	<p>At least monthly</p>
<p>The administrator will use the school newsletter to communicate with families about TAG in the following ways:</p> <ul style="list-style-type: none"> <li>- Writes about what he sees teachers doing in classrooms to meet rate and level</li> <li>- Cites specific examples of services made available for TAG students, e.g., Mad Science, Chess Club, Computer Club, Drama</li> <li>- Cites Building TAG Plan and how it guides programming for TAG students and how Plan is being implemented</li> <li>- Parent TAG meeting(s)</li> </ul> <p style="padding-left: 40px;">PTA meetings</p>	<p>Copies of newsletter will include TAG corner</p>	<p>Ongoing in 4x per month newsletter</p>
<p>TAG Bulletin Board will be available for parents to read on the first day of school and will remain posted throughout the year. It will include a copy of the Building TAG Plan, <b>current</b> ID Process forms and other relevant information in languages represented in the school community when available. TAG Coordinator will maintain the TAG Bulletin Board.</p>	<p>Bulletin Board updated through school year, beginning with the week before school begins</p>	<p>Ongoing</p>
<p>TAG parent meeting will be held before 11/15/2009. The structure for this meeting will be by cluster group with break-out sessions by school.</p>	<p>Meeting notice and signature of parents that attend meeting.</p>	<p>10/30/09</p>
<p>Parent/teacher will sign a form at Parent-Teacher Conferences that indicates parents have had the opportunity to offer input into and reviewed the teacher's plan for meeting a student's rate and level. This form is placed in the student's salmon folder.</p>	<p>Form signed and in salmon folder</p>	<p>11/1/09 30 days following ID</p>
<p>Our families will have the following opportunities to evaluate our TAG services:</p> <ul style="list-style-type: none"> <li>- Develop a parent survey that asks for parent feedback on TAG services</li> </ul>	<p>First survey Parent Meeting Second Parent Meeting</p>	<p>10/1/09 NLT 10/30/09 NLT 6/1/20</p>

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<ul style="list-style-type: none"><li>- Parent input will be sought for development of Building TAG Plan</li><li>- We will hold a TAG parent mtg. mid-year</li><li>- We will hold a TAG parent mtg. at the end of the year</li></ul>	Second Survey Input on Plan (10-11	6/1/10 5/1/10
If parents have concerns about their child's TAG services they will have the following opportunities (process) to inform the school: Encouraged to contact the teacher(s) <ul style="list-style-type: none"><li>- Contact the principal after speaking with the teacher</li></ul>	Record of meetings with parents by building administrator and TAG coordinator	Ongoing

Submitted \_\_\_\_\_

Received \_\_\_\_\_

Approved \_\_\_\_\_