

Vernon School  
Tina Acker  
Polly Sheckels

School  
 Principal  
 TAG Coordinator

Exempt for 2011-2012  
 Non-Exempt for 2011-2012

| FOCUS: Acknowledgement of TAG Identified Students  |  |  |
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| Action   | Documentation  | Expected Completion Date or Check Point  |
| <p>Method used to ensure all teachers know TAG students enrolled in their class:</p> <ul style="list-style-type: none"> <li>- Teachers will print their eSIS attendance list and highlight students who are designated as TAG from the “Class Profiles” report.</li> <li>-Teachers will note TAG identification designation for each student and file report with their grade book.</li> <li>-Teachers will be able to identify all TAG students by name.</li> </ul> | <p>Teachers will turn in a signed copy of their eSIS class list to the principal.</p> <p>Program assignment sheets will be filed in building TAG notebook.</p> <p>Teachers will mark area of TAG designation next to each TAG students name in their grade book.</p> <p>The original will be kept by the teachers in their grade book or TAG notebook.</p> | <p>November 14, 2011<br/>                     March 30, 2012</p> <p>These dates are based on the beginning of the year and completion of the TAG nomination/testing process.</p> <p>Teachers will check cum folders of students who enroll throughout the year to determine whether or not the student is identified as TAG.</p> |

| <b>FOCUS: Identification of Students who Perform in the 97th Percentile or Demonstrate the Potential to Perform</b>   |  |  |
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| <b>Action</b>   | <b>Documentation</b>   | <b>Expected Completion Date or Check Point</b>   |
| <p>The TAG Coordinator will lead a staff meeting regarding characteristics of gifted learners and focus on the following:</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 the following materials distributed in 10-11:                             <ul style="list-style-type: none"> <li>- Characteristics of Gifted students(doc)</li> <li>- KOI: Students from Poverty and /or Diverse Cultures (doc)</li> <li>- Possible Problems That May Be Associated With Strengths of Gifted Children (doc)</li> <li>- Myths and Truths About Gifted Students (doc)</li> </ul> </li> </ul> | <p>Copies of handouts filed in TAG Binder including staff meeting agenda and staff meeting attendance sign-in log.</p> <p>Principal will facilitate staff meetings with TAG Coordinator</p>          | <p>November 2011</p>   |
| <ul style="list-style-type: none"> <li>-Grade-level teams will review and discuss Characteristics of Gifted Students, Spring assessment data, and student work samples in order to assist them in identifying potential TAG students.</li> <li>-Teachers will review assessment data by ethnicity comparing general population of school and identified TAG students.</li> </ul>  | <p>Meeting minutes filed in TAG Binder including staff meeting agendas and staff meeting attendance sign-in log.</p>   | <p>November 2011<br/>Quarterly grade level meetings</p>  |
| <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 and checking in with teachers about students who should be nominated</li> <li>- Requiring staff, including ESL and SpEd staff, to be trained in using the characteristics of gifted students and 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> </ul>                                | <p>Principal will review meeting minutes from grade level meetings and attend meeting to support teams who request assistance.</p> <p>TAG Coordinator will carry out the responsibilities of the</p> | <p>November 2011<br/>December 2011<br/>February 2012<br/>March 2012<br/>Quarterly grade level meetings</p> |

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| <ul style="list-style-type: none"> <li>- Examine 2nd grade NNAT screening testing scores of ELL students, nominate those students, and recommend further testing as appropriate</li> <li>- Review documentation with TAG team.</li> </ul>  | <p>nomination/identification process.</p>  |                                  |
| <p>Our School will use the following observation tools and/or data in the TAG identification process:</p> <ul style="list-style-type: none"> <li>- Pre-Screening Checklist (all classroom teachers)</li> <li>- Attributes of Talented and Gifted English Learners checklist (Talented and Gifted English Learner form) (ESL Teacher)</li> <li>- DIBELS and/or easyCBM (Primary Teachers)</li> <li>- OAKS scores for 3<sup>rd</sup>-8<sup>th</sup> grade students (95<sup>th</sup>ile OAKS list from R&amp;E)</li> <li>- NNAT scores for all 2<sup>nd</sup> grade students</li> <li>- Records review for incoming new students</li> <li>- Observations</li> <li>- Work samples, pre-assessments, and other assessment data</li> </ul> | <p>Teachers will choose appropriate observation form from the list of screening assessments to chart observations.</p> <p>Check sheet will be reviewed in grade level meeting. Teachers will keep a copy of data in their TAG documents.</p> <p>Lists of students with</p> <ul style="list-style-type: none"> <li>- OAKS scores above 95% category in math/reading</li> <li>- Other Pre-assessment data</li> </ul> | <p>November 2011</p>             |
| <p>The building will use the following procedures throughout the ID process:</p> <ul style="list-style-type: none"> <li>- The school assessment team including the Principal, Assistant Principal, TAG Coordinator, ESL, SPED, and General Education staff will be involved in the process.</li> <li>- Send Parent/Student Survey home with all TAG students as identified.</li> <li>- Parent/Teacher Nominations (IDPFs) will be made available next to the TAG bulletin board and on Vernon’s webpage.</li> <li>- Test scores and work samples and other relevant information will be collected.</li> <li>- Cum files will be checked from the list sent to the TAG office.</li> </ul>   | <p>Record of meetings and action taken at meetings by the TAG committee will be kept on file in the TAG binder.</p>  | <p>September 2011- June 2012</p> |

| <b>FOCUS: TAG Services</b>  |  |   |
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| Action  | Documentation  | Expected Completion Date or Check Point   |
| <p>Differentiation strategies in place in the classrooms may include:</p> <ul style="list-style-type: none"> <li>-Flexible Grouping within classroom, grade levels, or school in reading and/or math Instruction</li> <li>- Compacting curriculum</li> <li>- Other grouping (ability, interest) within classroom, grade levels, or school</li> <li>- Higher Level Questioning Strategies</li> <li>- Independent Project Work</li> <li>- Enrichment options</li> </ul>   | <p>Walk-through notes</p> <p>Teachers will record strategies used to differentiate instruction in lesson plans</p> | <p>November 2011 – June 2012</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>-- Science – Pre-assessments from units</li> <li>-- Social Studies – Pre-assessments from units.</li> </ul> <p>Teachers use the data from these assessments to inform instruction in the following way(s):</p> <ul style="list-style-type: none"> <li>-Groups will be formed based on assessment data</li> <li>-Activities will vary based on needs of individual students</li> <li>-Inquiry-based lessons will allow students to engage in extended learning opportunities based on interests</li> </ul> | <p>Teacher lesson plans or teacher folder</p>  | <p>Ongoing prior to each major unit of study, particularly in math and literacy</p> |

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| <p>The administrator(s) monitor the use of differentiated strategies in the classroom in the following ways:</p> <ul style="list-style-type: none"> <li>- Class walk-through visits to see TAG strategies being implemented</li> <li>-Professional development activities focused on differentiated strategies</li> <li>-Meeting with Principal if lack of evidence of differentiation in the classroom</li> </ul>   | <p>Notes from class walk-through visits</p> <p>Staff meeting agendas where TAG topics are discussed.</p> <p>Sign in sheets for staff meetings.</p> | <p>Ongoing-November 2011- June 2012</p> |
| <p>Our process for using <i>data</i> to measure the growth of our TAG students is:</p> <p>To look at all data (staff and site council) that includes disaggregated data, including an emphasis on progress and growth of TAG students.</p> <ul style="list-style-type: none"> <li>- OAKS data</li> <li>- Unit Assessments</li> <li>- Scored Work Samples</li> </ul> <p>We use this information in the following way:</p> <ul style="list-style-type: none"> <li>- In team meetings or planning times devoted to developing common TAG strategies/lessons for use with the high level learners (focus on developing consistency within the grade levels)</li> </ul> | <p>Agendas from team meetings where TAG students performance is discussed</p>  | <p>Quarterly grade level meetings</p>   |
| <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> <li>-- End of unit or year’s tests</li> </ul>  | <p>Teachers grade book and/or student portfolios with scores for pre-assessment, post assessment, and scored work samples.</p>                     | <p>Ongoing-September 2011-June 2012</p> |

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| <p>The following options for acceleration are available at our school:</p> <ul style="list-style-type: none"> <li>-- Subject acceleration in classroom using higher grade materials</li> <li>-- Access to accelerated content at grade level standards</li> </ul> <p>Students access these options in the following manner:</p> <ul style="list-style-type: none"> <li>-- Determined by classroom teachers each quarter based on individual students needs.</li> </ul>   | <p>Evidence of students receiving acceleration as needed.</p>   | <p>Ongoing –September 2011-June 2012</p> |
| <p>Additional services available for TAG students include:</p> <ul style="list-style-type: none"> <li>-- Business Partnership (PSU, ETHOS, Concordia University, Saturday Academy)<br/>Provide options for students to participate in specialized classes and/ or workshops</li> <li>-- After school enrichment classes (through SUN School)</li> <li>-- Other opportunities off campus advertised through school newsletter and posted on TAG bulletin board</li> <li>--On-site opportunities organized by TAG Coordinator and building administrators</li> </ul> <p>These students access these services in the following manner:</p> <ul style="list-style-type: none"> <li>-- Registering for classes/workshops</li> <li>-- Attending after-school enrichment classes</li> <li>--Teacher sign-up for on-site activities</li> </ul> | <p>Rosters of students taking enrichment classes.</p> <p>School newsletter</p> <p>TAG students will be provided information about additional opportunities</p> <p>Information will be posted under TAG bulletin board</p> | <p>Ongoing-September 2011-June 2012</p>  |
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| <b>FOCUS: Responsibilities of TAG Coordinator</b>   |   |  |
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| <b>Action</b>   | <b>Documentation</b>  | <b>Expected Completion Date or Check Point</b> |
| <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> <p>The TAG Coordinator is paid through extended responsibility pay.<br/>                     The TAG Coordinator will follow the TAG checklist and teacher checklist each quarter.<br/>                     The TAG Coordinator will attend district TAG meetings and facilitate building professional development activities.<br/>                     Co-facilitate district annual TAG meeting with building administrators.</p> | <p>Attendance at PPS TAG Meetings/Training</p> <p>Staff meeting agendas and sign-in sheets to record attendance</p> <p>Checklists in TAG binder</p> | <p>Ongoing-September 2011-June 2012</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 identified below in 2011-2012</p> <ul style="list-style-type: none"> <li>-Differentiated Instruction in Action- Video Series 1- Elementary School</li> <li>-Differentiated Instruction in Action- Video Series 2- Middle School</li> <li>-At Work in the Differentiated Classroom- Programs 1.2.3 (DVD and Facilitator's Guide)</li> </ul>  | <p>Agendas of staff and grade level meetings</p> <p>Staff meeting attendance sign-in sheets</p>   | <p>Ongoing-November 2011-June 2012</p>         |

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| <p>Administrator(s)/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> <p>Grade level planning time quarterly to share strategies being used in classrooms.</p> <p>Quarterly staff meeting times will be used to review data, and/or focus on differentiated instruction</p> | <p>Agendas of staff and grade level meetings</p> <p>Staff meeting attendance sign-in sheet</p>                            | <p>Ongoing- October 2011-June 2012</p>  |
| <p>The administrator will ensure differentiation strategies are implemented into the classroom in the following way:</p> <ul style="list-style-type: none"> <li>-- Planning/facilitating staff professional development to ensure teachers have strategies to use</li> <li>-- Class walk-through visits</li> <li>-- Goal-setting conferences</li> </ul>  | <p>Agendas of staff and grade level meetings</p> <p>Notes from class walk-through</p> <p>Staff goals conference notes</p> | <p>Ongoing – October 2011-June 2012</p> |

| <b>FOCUS: Communication</b>   |   |  |
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| <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>-Fall Open House/Back to School Night</li> <li>-Parent/Teacher Conferences</li> </ul> | <p>Notes in lesson plans</p> <p>Parent meetings notes</p> <p>Classroom newsletter</p> | <p>Ongoing – September 2011-June 2012</p>      |

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| <p>-Lesson plans<br/>- Classroom newsletters</p>  | <p>copies</p>  |  |
| <p>The administrator uses the school newsletter to communicate with families about TAG in the following ways:</p> <p>Rate and Level expectations by staff for TAG students, TAG resources in the district and on the internet, PPS PD training for staff, TAG update section in the school newsletter, and flyers of upcoming TAG classes which may include: Chess Club, afterschool classes.</p> | <p>Copies of school newsletter prepared by Principal in TAG binder</p>   | <p>Ongoing- September 2011-June-2012</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.</p>   | <p>TAG Bulletin Board is near the main office. It will be updated regularly by the TAG Coordinator</p>                   | <p>Ongoing-September 2011-June 2012</p>  |
| <p>TAG Families will be invited to attend the cluster TAG Parent meeting at Jefferson High School on November 2, 2011.</p>  | <p>Meeting flyer/invitation will be distributed to families</p> <p>Copy of invitation will be included in TAG binder</p> | <p>October 2011</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 school’s plan for meeting a student’s rate and level (ES). This form will be placed in the student’s salmon folder.</p>   | <p>Items to be filed in TAG binder and student’s cum folder</p> <p>Parent/Teacher Conference attendance sheets.</p>      | <p>November 2011</p>                     |

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| <p>Our families will have the following opportunity(ies) to evaluate our TAG services:</p> <ul style="list-style-type: none"> <li>-- Parent input will be sought for development of building TAG plan</li> <li>-- Parent input will be sought at the end of the year during the revision of building TAG plan</li> </ul>                                  | <p>Meeting minutes will be kept in TAG binder and used during planning process.</p>        | <p>Mach 2012-June 2012</p> |
| <p>If parents have concerns about their child’s TAG services they will have the following opportunities (process) to inform the school:</p> <ul style="list-style-type: none"> <li>-- Contact the teacher(s)</li> <li>-- Contact the principal after speaking with teacher</li> <li>-- Contact area director after speaking with the principal</li> </ul> | <p>Record of meetings with parents will be maintained by Principal and TAG Coordinator</p> | <p>Ongoing</p>             |

Submitted \_\_\_\_\_

Received \_\_\_\_\_

Approved \_\_\_\_\_