

Due to the PPS TAG Office and your Regional Administrator on February 4, 2019

Faubion K-8 School

Karmin Williams Principal

Sandra Boon TAG Coordinator

FOCUS: Acknowledgement of TAG Identified Students		
Action	Documentation	Expected Completion Date or Check Point
<p>Method used to ensure all teachers know TAG students enrolled in their class(es):</p> <ul style="list-style-type: none"> - Tag Coordinator prints out from Synergy the “Program assignments” report for entire school - Teachers record appropriate TAG Identification designation in their lesson plans - Teachers know the names and ID designation of each student by name 	<ul style="list-style-type: none"> - Teachers will sign and turn in to the Principal the printed out program assignments page. Principal will keep all signed forms in TAG binder. - Teachers will mark I, AR, AM or P next to any identified TAG student’s name in their lesson plan. - Teachers will list strategies available for identified TAG students in weekly lesson plans. 	<p>September and January of each year (after annual identification process has ended, teachers will repeat action items for newly designated TAG and potential TAG students) for items one through three</p>

FOCUS: Identification of Students who Perform in the 97th Percentile or Demonstrate the Potential to Perform		
Action	Documentation	Expected Completion Date or Check Point
<p>School has a discussion about school data and the identification of under-represented and underserved students and develops a plan to identify students, recognize leadership ability and develop talents.</p>	<ul style="list-style-type: none"> - Staff rosters signed during meeting and filed within TAG binder. Data and observation forms will be discussed with grade 	<p>September 2018</p>

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<ul style="list-style-type: none"> - Data team will compare general population of school regarding race, ethnicity, socio-economic, gender, home language and special education to identified TAG students - Attributes of Talented and Gifted English Learners checklist (Talented and Gifted English Learner form) - Grade level PD teams will review screening data - Discuss and hand out the following materials on colored paper: <ul style="list-style-type: none"> - Characteristics of Gifted students (doc) 	<p>level teams at the PLC meetings 3 times a year (fall, winter, spring)</p>	
<p>The principal will ensure teachers are nominating students from underrepresented populations in the following manner:</p> <ul style="list-style-type: none"> - Being familiar with the characteristics to notice a student who should be nominated and inquire if they have been nominated - Requiring staff, including ESL and Special Ed. Staff, to be trained in using the characteristics of gifted students and nominate students from underrepresented populations - Asking a teacher to nominate a particular student if s/he comes to the attention of the administrator while visiting classrooms - The data team will examine the school population student by student by ability - Examine Map reading and writing scores and nominate students scoring in the upper percentile - Examine SBAC scores and nominate students scoring in the upper percentiles taking into account the underserved students <p>Examine 2nd grade cognitive ability testing scores of ELL students, nominate those students, and recommend further testing as appropriate</p>	<ul style="list-style-type: none"> - Principal/AP will attend the staff meeting per invitation regarding ID of under-represented and underachieving students and will sit in on PLC team meetings by grade level to review student by student by ability. - The TAG Coordinator will carry out the responsibilities of the nomination/identification process. <p>TAG Coordinator will also provide support and training to staff, including ELL and Special Ed.</p>	<p>October-November 2018</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"> - Pre-Screening Checklist - Records review for incoming new students 	<p>Check sheet will be shared with grade level team in October</p>	<p>October 2018</p>

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<ul style="list-style-type: none"> - Attributes of Talented and Gifted English Learners checklist (Talented and Gifted English Learner form) - MAP – Reading and Math (2nd-8th Grades) - IOWA – Reading and Math (K-3rd Grades) - SBAC - Reading and Math (4th – 8th Grades) - Pre-assessments - Observations - Work Samples - CLED Scales - Teacher Checklists - Behavior Rating Scale - DIBELS, DRAs, BAS <p>2nd grade Cognitive ability screening testing scores</p>	<ul style="list-style-type: none"> - SBAC in the 97% and higher in math and/or reading - Screening checklists - Gr. 2 screening results - Beginning of the Year district assessment data - MAP Data 	
<p>The building will use the following procedures throughout the ID process:</p> <ul style="list-style-type: none"> - Form a school assessment/data committee: TAG coordinator, ESL, SPED, & Gen. Ed - Send Parent/Student Surveys home for all TAG students as identified (from district TAG office) - Parent/Teacher Nominations (IDPFs) made available within school building & link on Faubion webpage. - IDPF’s will be made available in the home language of all of our students. IDPF’s will be available during curriculum night in the fall. -Collecting Work Samples that reflect State Scoring Guides, test history and teacher advocacy 	<ul style="list-style-type: none"> - Record of meetings and action taken at meetings by the TAG committee. <p>Meeting notes and agendas filed in TAG binder in office</p>	<p>Each trimester: November 2018, January, March 2019</p>

FOCUS: TAG Services		
Action	Documentation	Expected Completion Date or Check Point
<p>Differentiation strategies:</p> <ol style="list-style-type: none"> 1. Please list differentiation strategies used within a variety of classrooms. <ul style="list-style-type: none"> ● Anchor activities (tasks for students to do independently after assigned work is completed). Work is of value and not additional “busy work.” 	<ul style="list-style-type: none"> - Teacher’s will keep scores of pre- and post assessments in their grade books. 	<p>September 2018 through June 2019</p>

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<ul style="list-style-type: none">● Bloom’s Taxonomy, Webb’s Depth of Knowledge, Quad D - used for teacher questioning and question stems verbs taught to students for use in group discussions.● Choice boards● Centers with extended learning opportunities● Compacting● Flexible grouping● Graphic organizers● Group investigations, projects● Learning Contracts● Literature Circles● Think, Pair, Share● Tiered Assignments● Online, or iPad app extensions● Acceleration● Cluster Grouping● Independent Study/Project● Higher Level/Critical Thinking <p>2) Describe how the following strategies are used in all classrooms to meet the rate and level of students.</p> <ul style="list-style-type: none">a. Flexible Groupingb. Pre-Assessmentsc. System of on-going or formative assessments that inform instruction <ul style="list-style-type: none">● Data Team and grade level teams use data from formative assessment for problem solving around instruction which may include:● Reading – DIBELS, DRAs, SBAC, MAP, Core 5 Lexia, MyOn Reading, Pre-assessments from Scott Foresman Reading Program● Math – Pre-assessments from math units (Dream Box and ST. Math)● Science – Pre-assessments from units● Social Studies – Pre-assessments from units● Pre-assessments for units or course of study	<p>Assessments and scores will be discussed at grade level PD meetings.</p>	
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<ul style="list-style-type: none">● KWL● Rubrics● Observation● Pre-Assessment Strategies on “Educator Resources” page on TAG website● Frequency and intent for assessments given● Anecdotal observations, student self-reflection and a variety of assessments to help determine which strategy and rate is most beneficial <p>3) System of on-going or formative assessments that inform instruction</p> <ul style="list-style-type: none">● Weekly PLC to review data and student placement● School Wide data review 3 times a year (fall, winter, spring)● Data Team and Grade Level PD teams use data from formative assessments and look at student work for problem solving and action research around instruction during weekly common planning time<ul style="list-style-type: none">d. Quad D instructional experiences<ul style="list-style-type: none">● Science Fair● Literacy Circle● Real Word problem solving● Engineering and Design Science Units● Peer Mentoring● Research projects <p>What are the school-wide structures that provide for appropriate rate and level?</p> <ul style="list-style-type: none">● School Schedule reflects within grade for flexible grouping and/or subject acceleration in reading, writing and math.● PLC grade level teams review data and implement common strategies/lessons for use with the high-level learners. We will aim for consistency within the grade levels.● Review of student work during PLC to ensure standards and students’ needs are being met.		
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<p>We determine whether a student needs acceleration in the following way:</p> <ul style="list-style-type: none"> - Pre-assessments - Post-assessments - Work Samples - Clear, agreed upon cut-off scores, criteria 	<ul style="list-style-type: none"> - Teacher grade book or student file with scores for pre-assessments, post assessments and work samples. - PLC teams create a cut-off score before pre-assessment is given. 	<p>September 2018 through June 2019, as units are introduced</p>
<p>Our process for using <i>data</i> to measure the growth of our TAG students is: Grade Level PD teams use data from formative assessments and look at student work for problem solving and action research around instruction during PLC's</p>	<p>Agendas from team meetings where TAG student performance is discussed</p>	<p>At least three times a year (at trimesters)</p>
<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"> - Subject acceleration based on current grade level standards in classroom using same themed material, but at an increased depth or complexity. - Single subject acceleration within the same grade. - Subject acceleration within the same grade <p>Students access these options in the following manner:</p> <ul style="list-style-type: none"> - Staff work together with each student to determine best fit - Higher level curriculum taught within classrooms, between classrooms 	<p>Evidence of students receiving acceleration as needed. This information will be kept in teacher's lesson plans</p>	<p>Ongoing</p>
<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:</p> <p>-All 6th graders take the CAP to see if they qualify for advanced math that would be offered on site.</p>	<p>Teacher lesson plans student file with scores for pre-assessments, post assessments and work samples</p>	<p>Ongoing</p>
<p>Additional services available for TAG students include: SUN School and PPR Sports The students access these services in the following manner: Students have opportunities to socialize and work with like ability on like interest work</p>	<ul style="list-style-type: none"> - Bulldog Barker (Parent/school communication tool) - Roster from classes 	<p>Ongoing</p>

Due to the PPS TAG Office and your Regional Administrator on February 4, 2019

<ul style="list-style-type: none"> - LEAP (Saturday Academy) class information sent home to identified TAG students - Clubs (chess club, Glee club) and SUN program after school - Mentorship between older students and younger students - Service Learning through Student Council, Safety Patrol, etc. <ul style="list-style-type: none"> - Business Partnership opportunities (Concordia University, SMART,) - STARBASE - Other opportunities off campus advertised through school newsletter and TAG Websites for parents and students <p>The students access these services in the following manner:</p> <ul style="list-style-type: none"> - Notification of opportunities sent home as brochures or in Bulldog Barker - by Grade level - periodic meetings with business organizations <p>email/phone with the teacher</p>	<ul style="list-style-type: none"> - School Webpage - District TAG Website 	
<p>The administrator(s) ensures the use of differentiated strategies, rigorous coursework, and instruction provided at the appropriate rate and level in the following ways:</p> <ul style="list-style-type: none"> - Each grade level will create units/projects that reflect differentiation strategies used to scaffold and extend instruction to meet the needs of all students <p>Evidence of the following can be observed daily:</p> <ul style="list-style-type: none"> - Flexible Grouping within grade levels or school - Compacting curriculum - Other grouping (ability, interest) within classroom, grade levels, or school - Tiering lessons - Higher Level Questioning Strategies—focus of PD on Bloom’s Taxonomy and CCSS - Independent Project Work - Acceleration (single subject, within classroom or school) - Cluster Grouping of TAG students - Enrichment options - Use of mentors <p>Enrichment options after school include an wide ranging, academically interesting SUN program with science classes, Glee Club, mentoring options, art, chess, etc. Typically 3-5 choices per session, per grade level.</p>	<ul style="list-style-type: none"> - Walk-throughs - Lesson plans <p>Discussions at staff meetings and PLC’s</p>	<p>September 2018 through June 2019</p>

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FOCUS: Responsibilities of TAG Coordinator

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<p>The administrator ensures the TAG Facilitator is trained and familiar with the requirements of the TAG Facilitator 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"> - Select or elicit volunteer for TAG Coordinator position in spring - Ensure the TAG Coordinator Checklist is followed and Teacher Checklist given to teachers - Check calendar for TAG Coordinator training - Administrator(s) meet with TAG Coordinator after each TAG Coordinator meeting to review data/information/PD 	<ul style="list-style-type: none"> - Name of TAG coordinator submitted to Tag office - Communication between TAG coordinator and Principal throughout year <p>Agendas where TAG coordinator completes training</p>	<p>Late October 2018 through June 2019</p>

FOCUS: Professional Development
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Action	Documentation	Expected Completion Date or Check Point
<p>A quarterly PD schedule is provided that demonstrates when each of the following is include in the school’s professional development plan: flexible grouping, Quad D work, Rigor and Relevance in the classroom, assessments to inform instruction, increased use of mathematical practices and instructional shifts, increased text complexity and text-based questions</p> <p>These strategies will be integrated into our school professional development plan or school improvement plan in the following ways:</p> <ul style="list-style-type: none"> ● CCSS Implementation 	<p>District TAG Department</p> <p>Schedules and lesson plans</p> <p>PD Calendar</p>	<p>Second Monday of the month</p>

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<ul style="list-style-type: none"> ● Equity Work ● Implementation of the Rigor and Relevance Framework ● Quad D instructional experiences <p>Required PLC work</p>		
<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: TAG coordinator actively participates in planning and implementing PD during work day and encourages non-workday staff development with listing of available grants in weekly bulletin and general funds.</p> <p>Principal will also monitor through:</p> <ul style="list-style-type: none"> - Minutes - Agendas - Sign in sheets - Walk-throughs <p>Goal-setting conferences</p>	<p>Weekly bulletins, staff development agendas, minutes, agendas, sign in sheets, goal setting conference notes.</p>	<p>Ongoing</p>

FOCUS: Communication		
Action	Documentation	Expected Completion Date or Check Point
<p>Teachers communicate the differentiation strategies they're implementing in their classrooms in the following ways:</p> <ul style="list-style-type: none"> - Periodically send home information about content and instruction strategies in teacher newsletter - Teachers encourage back and forth dialog with parents and/or students regarding rate and level of instruction - At Back to School Night tell parents about the differentiated instructional strategies they'll use to meet rate and level - Parent/Teacher Conferences <p>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>Teacher letters and communications, Bulldog Barker, School Web page</p>	<p>Ongoing</p>
<p>The administrator uses the school newsletter to communicate with families about TAG in the following ways:</p>		

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<ul style="list-style-type: none"> - Cites specific examples of services made available for TAG students - Cites Building TAG Plan and how it guides programming for TAG students and how plan is being implemented - Parent TAG meeting - PTA meetings - A parent/TAG liaison publishes monthly articles regarding TAG from the parent perspective. <p>Actively engages in and pursues communication with TAG families to inform, describe and evaluate TAG services</p>		
<ul style="list-style-type: none"> - 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, current ID Process forms and other relevant information in languages represented in the school community when available. The TAG Bulletin Board will be maintained by: Students and teachers will maintain bulletin board, adding new information regarding TAG opportunities as it becomes available. <p>Brochures, flyers and handouts will be posted and maintained on a timely basis</p>	<p>Description of location of bulletin board published in Bulldog Barker and in a September newsletter from each teacher.</p>	<p>Board created and displayed by 9/25/2018. Updated on an ongoing basis.</p>
<p>Details include:</p> <ul style="list-style-type: none"> - TAG night will be held prior to 1/30/2019, date and time TBD. - Options for currently identified TAG students are presented, including at least pre-assessments, tiering, compacting, acceleration and common blocks of instructional time. <p>How to nominate a student for TAG will also be presented, including having copies of nomination form and attributes of a gifted child.</p>	<p>Flyer publicizing event and notice in Bulldog Barker.</p>	<p>January 15, 2019</p>
<p>Parent/teacher will sign a form at Parent-Teacher Conferences that indicates parents have had the opportunity to offer input into and review the school’s plan for meeting a student’s rate and level. If an individual plan is written, a copy of the individual plan will uploaded into the students’ cum file.</p>	<p>Parent signed form will be filed in CUM salmon folder</p>	<p>By 12/01/2018</p>

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<p>A signed form from parents stating they have received a copy of the building TAG plan will be uploaded within each students' cum file.</p>		
<p>Our families will have the following opportunity(ies) to evaluate our TAG services:</p> <ul style="list-style-type: none"> - Develop a parent survey that asks for parent feedback on TAG services. - Parent input will be sought for development of Building TAG Plan at a mid-year parent TAG meeting - We will hold a TAG parent mtg. mid-year to have an open discussion regarding services, nomination process, ideas, etc. - We will hold a TAG parent mtg. at the end of the year <p>Within the context of the monthly Cup of Tea with Ms. Lee, additional emphasis will revolve around TAG mid-year</p>	<p>Flyers and notices in Bulldog Barker regarding dates and locations of mid and end of year TAG meetings at the school.</p>	<p>Mid year meeting completed by 4/1/2019. End of year meeting completed by 6/1/2019</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"> - School offers parents help with concerns in writing, by email, on web, by phone and/or in person - Encouraged to contact the teacher(s) <p>Contact the principal after speaking with the teacher</p>	<p>Record of meetings with parents by building administrator and communication with TAG coordinator. TAG Coordinator will communicate with district office if needed.</p>	<p>Ongoing, as needed.</p>

Submitted _____

Received _____

Approved _____