

Abernethy School

Heather Hull: **Principal**

Julie Miller: **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> <ol style="list-style-type: none"> 1. Synergy labels students as TAG 2. Facilitator distributes student lists naming the TAG area for each student to teachers 3. Updated lists after TAG testing is completed in the Winter 	<p>Student Data Folders in the classroom TAG binder Fall CUM Folder Review</p>	<p>September 10, 2019-22 April, 2019-22</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> <p>Facilitator presents IDPF at staff meeting</p> <ol style="list-style-type: none"> 1. How to fill out IDPF 2. Discusses recognizing talents and leadership qualities to identify under-represented students in TAG 3. Facilitator and teachers analyze test data, CLED, SBAC and CogAT Screener, to identify and nominate high performing students from under-represented groups 	<p>Staff Meeting/PLC Notes TAG spreadsheet</p>	<p>Before Nomination Deadline (end of October)</p>
<p>The principal will ensure teachers are nominating students from underrepresented populations in the following manner:</p> <ol style="list-style-type: none"> 1. Being familiar with the characteristics to notice a student who should be nominated 2. Encouraging staff, including ESL and Special Ed. Staff, at staff meetings to nominate students from underrepresented populations 	<p>CogAT screener and other test data, including SBAC from previous years, and FALL benchmark testing (MAPS, CLED and DIBELS)</p>	<p>Before Nomination Deadline (end of October)</p>

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<ol style="list-style-type: none"> 3. Reviewing the list of nominated students and the list of CogAT screener and SBAC test score results 4. Reviewing student data and past nominations 5. Using teaching recommendations 	broken down by ethnic groups TAG listed in TAG folder	
<p>Our school will use the following observation tools and/or data in the TAG identification process:</p> <ol style="list-style-type: none"> 1. District wide benchmark testing data (SBAC data-grades 3-5, MAPS-grades 3-5, DIBELS-k-3, EASY CBM-grades 4-5) 2. Progress Monitoring (BAS), Progress Work Samples, Teacher Observations (all grades) 3. Grade 2 Cogat Screener 4. IOWA Reading and Math (grades k-3) 	TAG Spreadsheet highlighting data Observational Tools filed in Student files or electronic files	Before Nomination Deadline (end of October)
<p>The building will use the following procedures throughout the ID process:</p> <ol style="list-style-type: none"> 1. Parents and teachers nominate potential TAG students 2. TAG Facilitator will coordinate the process using the IDPF 3. TAG Facilitator will input data into the TAG spreadsheet 4. IDPF forms will be picked up at school by TAG department 	Completed IDPF forms List of recommendations filed in TAG spreadsheet	Before Nomination Deadline (end of October)

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. <ol style="list-style-type: none"> a. Acceleration 	TAG department Rate and Level PD: Instructional Strategies for Advanced	<ul style="list-style-type: none"> ● PD delivered by end of January

<p> b. Cluster Grouping c. Compacting d. Flexible Grouping e. Independent Study/Project f. Tiered Assignments g. Enrichment h. Higher Level/Critical Thinking i. Graphic Organizers </p> <p>2) Describe how these strategies are used in all classrooms to meet the rate and level of students.</p> <p> a. Acceleration-based on the demonstrated need of the student, the pace of instruction is increased for instruction or instruction at the next level is given. Keep in mind, this may increase facts and skills but not support critical thinking. b. Cluster Grouping-a purposeful placement of a student with other like students who have similar needs for learning. c. Compacting-requires pre-assessing of students to show mastery of skills and concepts. The teacher then replaces the current scope and sequence of the curriculum in compacted or shorter chunks. d. Flexible Grouping-students are grouped according to pre-assessment data based on specific needs in that area of the curriculum. Groups are formed and reformed based on readiness, style of learning, and/or interest. e. Independent Study/Project-used as a “replacement” unit when a student already has the skills and knowledge of the current curriculum. Allows the student an opportunity to explore their passion and interests at the same time encouraging more in-depth inquiry. Allows the student to work on an ongoing assignment that can be worked on independently throughout a unit, or certain amount of time. Students are held accountable to specific goals and outcomes. </p>	<p>Learners; PD presented at Staff Meeting</p> <p>Student/Parent Survey mailed to homes in September</p> <p>Verification of Services Forms signed at Conferences</p> <p>Lesson Plans reflect differentiation strategies to meet rate and level</p>	<ul style="list-style-type: none"> ● Survey completed in September ● Conference time - Verification of Services
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<p>f. Tiered Assignments-activities that allow students to focus on the same essential understanding and skills but is planned at different complex, abstract and open ended levels.</p> <p>g. Enrichment-building on the current curriculum with different examples and materials that are related and broad enough to develop complex ideas.</p> <p>h. Higher Level/Critical Thinking-designed activities that require thinking beyond the literal level. To challenge students to apply, analyze, evaluate, and synthesize knowledge, skills, and concepts. Includes deliberate questions that require students to think critically.</p> <p>i. Graphic Organizers-teacher provides or student creates a mental map that represents key skills such as sequencing, compare-contrast, and classifying. Students are actively involved in the thinking process. We often here this named, “metacognition.” These organizers are not products unto themselves but encourage deeper meaning and thinking.</p> <p>3) What are the school-wide structures that provide for rigorous and relevant coursework at the appropriate rate and level?</p> <p>a. Ongoing professional development that supports best practices of curriculum implementation in classrooms</p> <p>b. District level literacy coaches, TAG and math TOSAs support of teachers</p> <p>c. PLC time for teachers to plan and reflect on teaching methods</p> <p>d. Continued communication between home and school (K-8 Parent-Student TAG Survey; Conferences, Report Cards, Etc..)</p>		
<p>We determine whether a student needs acceleration in the following way:</p> <p>1. Pre-Assessments and Post Assessments</p> <p>2. System of on-going or formative assessments that inform instruction</p> <p>3. Benchmark Assessments (DIBELS, BAS, EasyCBM, MAPS)</p>	<p>By Conference Time; end of October</p>	
<p>Our process for using <i>data</i> to measure the growth of our TAG students is:</p> <p>1. Math Pre and Post Assessments</p> <p>2. MAPS</p>	<p>Test reports</p>	<p>ongoing pre and post unit assessments in math</p>

<ul style="list-style-type: none"> 3. DIBELS, BAS and Easy CBM 4. SBAC 		<p>Benchmark testing beginning, middle and end of the year</p>
<p>The following options for acceleration are available at our school:</p> <ul style="list-style-type: none"> 1. Reading A-Z subscription is available for differentiation in literacy for printing paper copies of all levels of books. 2. Learning Ally subscription is available for access to audiobooks at students’ levels 3. Lucy Calkins Units of Study in Reading (grades k-5) allow students to move at accelerated pace and level in reading as needed. 4. BEAST Academy and Marcy Cook Math materials are available for math acceleration <p>Students access these options in the following manner: Staff will receive access to Reading A-Z account for printing leveled books; Students will receive an account from the Learning Support/Reading teacher for Learning Ally; Each grade level team has access to Marcy Cook and BEAST academy materials to use; all k-5 students receive instruction in Units of Study</p>	<p>Reading A-Z student reports</p> <p>Learning Ally account monitoring for reading hours logged</p> <p>BAS progress monitoring</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>TAG Department</p> <ul style="list-style-type: none"> 1. Single Subject Acceleration Math Application 2. Grade Acceleration information 3. Early entry kindergarten 	<p>Available through the TAG department website: https://www.pps.net/domain/196</p>	
<p>Additional services available for TAG students include: <i>Access Academy, chess club, robotics club, Battle of the Books, Before school Spanish and Garden club</i></p>	<p>Information available through the TAG</p>	

<p>The students access these services in the following manner: Those students within the 99th percentile are eligible to attend Access Academy. Parents can sign students up for before and after school clubs/classes</p>	<p>department website: https://www.pps.net/domain/196</p>	
<p>The administrator(s) ensures the use of differentiated strategies, rigorous and relevant coursework, and instruction provided at the appropriate rate and level in the following ways: Formal and informal observations of lesson that include planning for TAG students.</p>	<p>Formal and informal observations of lesson that include planning for TAG students.</p>	

<p align="center">FOCUS: Responsibilities of TAG Coordinator</p>		
<p align="center">Action</p>	<p align="center">Documentation</p>	<p align="center">Expected Completion Date or Check Point</p>
<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 Nomination and Identification process in the school, in the following manner:</p>	<p>TAG meetings sign in sheets and agendas. Completion of TAG Spreadsheet and IDPF documentation. Email communication with test proctors.</p>	<p>Yearly nomination deadline. Monthly meetings. Testing to occur in January and February.</p>
<p align="center">FOCUS: Professional Development</p>		
<p align="center">Action</p>	<p align="center">Documentation</p>	<p align="center">Expected Completion Date or Check Point</p>

<ol style="list-style-type: none"> 1. Report upcoming events, such as OMSI nights and Spelling Bee 2. Inform parents about nomination and testing dates 		
<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, 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:</p> <ol style="list-style-type: none"> 1. TAG Facilitator 	<p>Bulletin board complete with paperwork, names and contact information for parents to access</p>	
<p>A Fall TAG parent meeting will be held before 10/31. Details include:</p> <ol style="list-style-type: none"> 1. District’s TAG mission 2. Nomination Process 3. Rate and Level 4. Differentiation 5. Home to School Channels of Communication 	<p>Slide show presentation from the TAG department Sign-in sheet for parents</p>	
<ol style="list-style-type: none"> 1. 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. 2. If an individual plan is written, a copy of the individual plan will be placed in the student’s CUM folder. 	<p>Parent/Teacher signed form placed in CUM folder. Individual Plans in CUM folder.</p>	
<p>Our families will have the following opportunity(ies) to evaluate our TAG services:</p> <ol style="list-style-type: none"> 1. Fall TAG parent meeting 2. Parent review of building TAG Plan 3. Parent Survey 		

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<p>If parents have concerns about their child's TAG services they will have the following opportunities (process) to inform the school:</p> <ol style="list-style-type: none">1. Conferences2. Contact Teacher, TAG Facilitator and/or building administrators3. TAG website: https://www.pps.net/domain/196	<p>Teachers log parent contact in Synergy</p>	
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