

Astor _____ **School**
Sarah Zabel _____ **Principal**
Dr. Kehaulani Haupu _____ **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): Teachers will check Synergy alerts to determine/verify TAG identified students. The TAG Coordinator will distribute classroom student lists with names highlighted for students with TAG designations. Teachers will sign a copy of their class lists to verify that they are aware of the TAG designation of their students.</p>	<p>TAG alerts are stored in Synergy. TAG Coordinator will keep a file of signed class lists</p>	<p>September and January of each year</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"> • TAG Coordinator will work with a team in the spring to create an action plan for identifying underrepresented and underserved students • Data teams will use embedded PD during staff meeting time to review data • All teaching staff, including ELL/SPED, will understand eligibility requirements, including how to use a Culturally, Linguistically Diverse, and/or Economically Disadvantaged (CLED) scale. • TAG Coordinator will facilitate a process with staff to examine and identify underrepresented populations • TAG Coordinator will examine Dashboard data to compare ethnicity/SES of general school population with TAG-identified students. 	<p>Items will be filed in TAG Binder, including staff meeting agendas and staff attendance.</p> <p>TAG Coordinator will provide support to staff and provide addition training if needed</p>	<p>3rd Quarter</p>

<p>The principal will ensure teachers are nominating students from underrepresented populations in the following manner:</p> <ul style="list-style-type: none"> ● Provide time for TAG Coordinator to lead staff (including ESL/SPED) through process to examine underrepresented populations ● Review list of nominated students ● Examine 2nd Grade cognitive ability test scores of all students, nominate students who show TAG potential and are from underrepresented populations, in collaboration with SIT, ESL, SPED, Counselor, TAG Coordinator, and general ed teachers ● Ensure that Parent/Student Surveys are sent home for all TAG students as identified 	<p>TAG Coordinator will be responsible for carrying out nomination/identification process</p>	<p>All year</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"> ● SBAC, EasyCBM, DIBELS, MAP, BAS data ● 2nd Grade Cognitive Ability Testing Data ● Work samples ● Culturally, Linguistically Diverse, and/or Economically Disadvantaged (CLED) Scale 	<p>Test scores, work samples, teacher observations</p>	<p>All year</p>
<p>The building will use the following procedures throughout the ID process:</p>		

<p align="center">FOCUS: TAG Services</p>		
<p align="center">Action</p>	<p align="center">Documentation</p>	<p align="center">Expected Completion Date or Check Point</p>
<p>Differentiation strategies: During PLCs, each grade level will discuss differentiation strategies, scaffolding and extensions to instruction in order to meet the needs of all students.</p>	<p>Lesson/Unit plans Written feedback from grade level PLC/PD</p>	<p>Duration of school year</p>

<p>Evidence of the following can be observed daily:</p> <ul style="list-style-type: none">● AVID WICOR strategies● Costa’s Levels of Questioning (Higher level questioning strategies)● Flexible grouping within classroom● Tiered lessons/assignments/products● Use of mentors● Online learning programs (ST Math, Lexia, MyOn, etc.)● Enrichment option● Independent project work <p>For example:</p> <ul style="list-style-type: none">a. Flexible Grouping- many classrooms have students in flexible reading and/or math groups, focusing on skills and accelerating/remediating as appropriateb. Pre-Assessments- Pr-eassessments and/or ongoing formative assessments used to help inform instruction include KWL, observations, and unit/course of study pre-assessments <p>Schoolwide structures that provide for rigorous and relevant coursework at the appropriate rate and level include:</p> <ul style="list-style-type: none">● RTI● BEAS data reviews● Embedded PLCs with a focus on differentiation● Use of PPS core curriculum (GVC)	<p>Assessment data</p>	
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<p>We determine whether a student needs acceleration in the following way:</p> <ul style="list-style-type: none"> ● Classroom observations ● Classroom and district assessments (formal and informal) ● Parent input ● Administrative discretion 	<p>Assessments Student Work</p>	<p>Ongoing</p>
<p>Our process for using <i>data</i> to measure the growth of our TAG students is: PLC’s will be used to discuss formative assessment data, classroom observations, and parent input, as well as the use of weekly common planning time for problem solving and action research (via improvement science cycles) around instruction and differentiation strategies</p>	<p>Assessment data, lesson plans, written feedback from grade-level PLCs/PD</p>	<p>All Year</p>
<p>The following options for acceleration are available at our school:</p> <ul style="list-style-type: none"> ● level reading groups ● flexible grouping ● self-selected projects ● opportunities to work with TAG peers ● access to higher grade level content <p>Students access these options in the following manner:</p> <ul style="list-style-type: none"> ● Teacher assignments ● Parent input/request 	<p>Student Handbook and course guide</p>	<p>As needed</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> <ul style="list-style-type: none"> - Notification to TAG Coordinator or Building Administrator 	<p>Lesson Plans, written feedback from grade-level PLC/PD, assessment data from school/district</p>	<p>Duration of school year</p>
<p>Additional services available for TAG students include:</p> <ul style="list-style-type: none"> ● PPS offerings (OMSI, Battle of the Books, etc.) 	<p>TAG Bulletin Board postings and informational flyers in</p>	<p>Duration of school year</p>

<p>The students access these services in the following manner: Speaking with the classroom teacher (Battle of the Books) or Facilitators of the offered programs (ie., OMSI) to sign-up</p>	<p>monthly newsletters advertising PPS sponsored offerings</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:</p> <ul style="list-style-type: none"> ● Regular walk-through of classrooms with checklist/feedback for evidence of differentiation (ie., WICOR strategies); focus on TAG-identified students in each classroom walk-through 	<p>Copies of walk-through feedback forms to classroom teachers</p> <p>Inclusion of observational data in teachers' evaluations</p>	<p>Ongoing</p>

FOCUS: Responsibilities of TAG Coordinator

Action	Documentation	Expected Completion Date or Check Point
<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> <ul style="list-style-type: none"> ● TAG Coordinator will attend mandatory PD ● TAG Coordinator will regularly review TAG compliance calendar and implementation of building TAG PD ● TAG Coordinator will work to actively engage in the implementation of the school's Equity Team Strategies across classrooms and throughout the school community 	<p>Attendance verified at TAG meetings to be held during the year.</p>	<p>Ongoing</p>

FOCUS: Professional Development		
Action	Documentation	Expected Completion Date or Check Point
<p>A quarterly PD schedule is provided that demonstrates when each of the following is included in the school’s professional development plan:</p> <p>PD will be scheduled during grade level PLCs on the following topics: flexible grouping, rigor 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: same Ongoing professional development in staff meetings and grade level PLCs</p>	<p>Staff meeting notes School PD Plan</p>	<p>Trainings will occur in the winter during grade level PLCs</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: Written feedback from PLC/PD, student assessments, parent conferences</p>	<p>Written feedback</p>	<p>November</p>
<p>The administrator uses the school newsletter to communicate with families about TAG in the following ways: TAG updates and events</p>	<p>TAG Bulletin Board</p>	<p>Monthly</p>

Due to the PPS TAG Office by February 28, 2019

<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, appeals process and other relevant information in languages represented in the school community when available. The TAG Bulletin Board will be maintained by: TAG Facilitator</p>	<p>TAG Bulletin Board</p>	<p>During School Year</p>
<p>A Fall TAG parent meeting will be held before 10/31. Details include: Update on current PPS TAG strategies for addressing various subjects; update on individual schools' TAG offerings; review of building TAG plan; input from stakeholders. PPS provides the slideshow</p>	<p>Presentation</p>	<p>BTSN</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 be placed in the student's file and scanned into synergy.</p>	<p>Signed forms in folders Teacher checklist</p>	<p>November</p>
<p>Our families will have the following opportunity(ies) to evaluate our TAG services: Parent Teacher conference, principal coffee</p>	<p>Meeting Notes Surveys</p>	<p>As needed</p>
<p>If parents have concerns about their child's TAG services they will have the following opportunities (process) to inform the school: Contact their students' teachers or counselor via email, telephone or in person Contact Tag Facilitator. contact administration</p>	<p>Written documentation from parents, school staff</p>	<p>As needed</p>

Submitted _____

Received _____

Approved _____