

Atkinson School

Brenda Fox: **Principal**

Lori Culley: **TAG Facilitator**

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 printed Synergy reports to each teacher showing the TAG students enrolled in his/her classes 3. Teachers highlight/mark their TAG students in their grade books, and keep a record in data folders 4. Lists will be updated after TAG testing is completed in the winter 	<p>Student data folders in the classroom</p> <p>TAG facilitator’s binder</p>	<p>September, 2019-22</p> <p>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> <ol style="list-style-type: none"> 1. Atkinson uses the TAG screener forms from the TAG website 2. Teachers analyze test data, CLED, SBAC and CogAT Screeners, to identify and nominate high performing students from under-represented groups 3. The data is reviewed throughout the year during grade level meetings and cross grade level PLCs 	<p>TAG screener forms</p> <p>Test data</p> <p>PLC notes</p> <p>Agendas from meetings</p>	<p>Before fall conferences and ongoing throughout the year</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. Encouraging all staff to nominate students from underrepresented populations 	<p>TAG screener forms</p> <p>Test data</p>	<p>Before fall conferences and ongoing throughout</p>

<p>2. Reviewing the list of nominated students and the CogAT screener and SBAC test score results</p>	<p>PLC notes Agendas from meetings</p>	<p>the year</p>
<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 (MAPS, DIBELS, EASY CBM) 2. CogAT scores 3. SBAC scores 4. IOWA Reading and Math scores 5. CLED scale 6. Classroom work samples 7. Supplemental Behavior Rating Scale 	<p>TAG spreadsheet with scores Work samples Observational tools</p>	<p>Before fall conferences and ongoing throughout the year</p>
<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 5. District proctors will administer tests 6. Based on observation tools and/or data, the school will make recommendations to the TAG department 7. The TAG department will notify parents 	<p>Completed IDPF forms TAG spreadsheet with scores</p>	<p>Ongoing throughout the school year (Nomination in fall, testing in winter, recommendations in spring)</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. <ol style="list-style-type: none"> a. adjustments for rate and level 	<p>Rate and Level PD Student/Parent Survey mailed to homes in</p>	<p>PD delivered by end of January 2019 Survey completed</p>

<ul style="list-style-type: none"> b. small reading groups (flexible grouping) c. extension projects such as independent research d. self directed learning e. high level questioning strategies f. use of open-ended tasks to promote creativity and show meaningful learning <p>2) Describe how these strategies are used in all classrooms to meet the rate and level of students.</p> <ul style="list-style-type: none"> a. Flexible Grouping occurs within each classroom and is based on student preferences, student achievement, and TAG identification b. Pre-Assessments are used from every adopted curriculum program. In addition, teacher created pre and post assessments are used where curriculum options are weak c. System of on-going or formative assessments that inform instruction Atkinson teachers analyze data and use number corner assessments, informal observations, teacher created assessments, writing samples, and interviews with students and parents to inform instruction. d. Quad D instructional experiences <p>3) What are the school-wide structures that provide for rigorous and relevant coursework at the appropriate rate and level?</p> <ul style="list-style-type: none"> a. Ongoing professional development b. Support from literacy coaches and TAG and math TOSAs c. PLC time for teachers to plan and reflect on teaching methods d. Teacher observations and goal setting 	<p>September Verification of Services form signed at conferences</p> <p>Lesson plans reflect differentiation strategies to meet rate and level</p>	<p>each fall Verification of Services form signed each fall during conferences</p>
<p>We determine whether a student needs acceleration in the following way:</p> <ul style="list-style-type: none"> 1. Pre and post assessments 2. System of on-going or formative assessments that inform instruction 3. Benchmark Assessments (DIBELS, BAS, EasyCBM, MAP) 	<p>Assessment data</p>	<p>Ongoing throughout the school year</p>

Due to the PPS TAG Office by February 28, 2019

<p>Our process for using <i>data</i> to measure the growth of our TAG students is: We collect multiple types of data such as math pre and post assessments, DIBELS, BAS, EasyCBM, SBAC, end of unit assessments, informal observation, classroom work samples, etc. to monitor and assess growth.</p>	<p>Assessment data</p>	<p>Ongoing throughout the school year Fall, winter, and spring benchmarking</p>
<p>The following options for acceleration are available at our school:</p> <ul style="list-style-type: none"> ● Higher level book and novel studies ● Newsela ● RAZ Kids ● ALEKS ● Teacher created materials ● Online tools ● Flexible grouping ● Differentiated instruction and expectations 	<p>Teacher lesson plans</p>	<p>Ongoing throughout the school year</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: TAG Department</p> <ol style="list-style-type: none"> 1. Whole Grade Acceleration - Fall 2. Early Entry to Kinder 3. Single Subject Acceleration in Math 4. Whole Grade Acceleration - Spring 	<p>Accelerated Pathways: https://www.pps.net/Page/2885</p>	<p>Various dates throughout the school year</p>
<p>Additional services available for TAG students include:</p> <ul style="list-style-type: none"> ● Access Academy ● A variety of enrichment activities are offered by the TAG department, the school and the PTA throughout the year. These include but are not limited to OBOB, coding class, chess club, Mad Science, art, Family OMSI Night, TAG spelling bee, science fair, Architects in the Classroom, Artists in Residence <p>The students access these services in the following manner: Those students within the 99th percentile are eligible to apply for Access Academy. Parents can sign students up for before and after school clubs/classes. Information is communicated to parents using</p>	<p>Information available through the TAG department website: https://www.pps.net/domain/196</p> <p>List of enrichment activities offered</p>	<p>Ongoing throughout the school year</p>

<p>several formats including class newsletters, teacher blogs, Atkinson TAG blog, Atkinson FYI, TAG bulletin board, PTA bulletin board, etc.</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 lessons that include planning for TAG students, PLC meetings, trainings as needed, opportunities for teachers to participate in peer observations</p>	<p>Formal and informal observations of lessons that include planning for TAG students PLC notes Attendance at trainings Peer observations</p>	<p>Ongoing throughout the school year</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: The TAG Facilitator uses the checklist provided by the TAG department to guide expectations and requirements. The TAG Facilitator attends monthly district level meetings and works with the TAG TOSA to ensure that the Nomination and Identification timelines are met.</p>	<p>District TAG meetings sign-in sheets and agendas Completion of IDPF documentation and spreadsheet Email communication with test proctors</p>	<p>Ongoing throughout the school year (Monthly meetings; Nomination in fall, testing in winter, recommendations in spring)</p>
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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: 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: CCSS implementation, EBBBL implementation</p>	<p>TAG facilitator shares relevant information from monthly TAG meetings</p> <p>PLC meetings to discuss assessments, strategies, differentiation, etc. for individual students</p> <p>PLC notes</p> <p>PD schedule</p> <p>Agendas of PD meetings and notes</p>	<p>Monthly throughout the school year</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: Our professional meeting and training time includes PLCs and grade level team meetings to review data and collaborate. Time is given to identify targets and share learning. The meetings are designed to deepen teacher thinking and refine practice for all students, including TAG students.</p>	<p>PLC meetings to discuss assessments, strategies, differentiation, etc. for individual students</p> <p>PLC notes</p> <p>PD schedule</p> <p>Agendas of PD meetings</p>	<p>Ongoing throughout the school year</p>

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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"> ● Lesson plans ● Learning targets ● Back to school Night ● Parent newsletters ● Classroom blog posts ● Parent/Teacher conferences 	<p>Lesson plans</p> <p>Communication from teachers</p>	<p>Ongoing throughout the school year</p>
<p>The administrator uses the school newsletter to communicate with families about TAG in the following ways:</p> <ol style="list-style-type: none"> 1. Invite parents to the Fall TAG Parent Meeting 2. Report upcoming events, such as Family OMSI Night and Spelling Bee 3. Inform parents about nomination, testing, and identification timelines 	<p>Atkinson FYI</p>	<p>Ongoing throughout the school year, as needed</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, 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: TAG Facilitator</p>	<p>TAG Bulletin Board</p>	<p>First day of school and then ongoing throughout the school year</p>
<p>A Fall TAG parent meeting will be held before 10/31. Details include: A slide deck provided by the TAG department will be shared with parents along with information specific to Atkinson. The TAG facilitator and school administrator will answer questions.</p>	<p>Slide deck from the TAG department</p> <p>Sign-in sheet for parents</p>	<p>Before the end of October each school year, usually before the monthly PTA meeting</p>

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<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 CUM folder.</p>	<p>Forms signed and placed in CUM folder</p>	<p>Fall conferences each year</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. Site Council review 	<p>Sign-in sheet for parents Written communication</p>	<p>Ongoing throughout the school year</p>
<p>If parents have concerns about their child’s TAG services they will have the following opportunities (process) to inform the school: Parents are encouraged to contact the classroom teacher, TAG facilitator, and principal, as needed.</p>	<p>Written documentation</p>	<p>Ongoing throughout the school year, as needed</p>

Submitted _____

Received _____

Approved _____