

**Beverly Cleary**

**School**

**John Ferraro**

**Principal**

**Regina Sun and current TAG Coordinator**

<b>FOCUS: Acknowledgement of TAG Identified Students</b>		
<b>Action</b>	<b>Documentation</b>	<b>Expected Completion Date or Check Point</b>
<p><b>Method used to ensure all teachers know TAG students enrolled in their class(es):</b>                      Teachers will be given a class roster with student names and the area of the child’s TAG identification. Teachers will sign a copy and return it to the TAG coordinator. They will also keep a copy for their reference.</p>	Rosters kept by TAG facilitator	October 1, 2019

<b>FOCUS: Identification of Students who Perform in the 97th Percentile or Demonstrate the Potential to Perform</b>		
<b>Action</b>	<b>Documentation</b>	<b>Expected Completion Date or Check Point</b>
<p><b>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.</b>                      Grade-level PLCs meet and discuss test data (Dibels Next, EasyCBM, SBAC), classroom assessments and observational data. Teachers will disaggregate data by race and special populations.</p>	PLC notes	Monthly
<p><b>The principal will ensure teachers are nominating students from underrepresented populations in the following manner:</b>                      Principal and TAG facilitator will review PLC notes where teams will discuss potential student candidates for TAG. Principal and TAG facilitator will check in with teachers after conferences and after IDPFs are submitted.</p>	PLC notes	Monthly & after conferences
<p><b>Our school will use the following observation tools and/or data in the TAG identification process:</b></p>	Data recorded in teacher grade books, files, and online	Nov. 6 & after 2 <sup>nd</sup> grade scores are received

<p>Test data: SBAC, EasyCBM, Dibels Next, curriculum and teacher-created pretests, work samples, teacher observations, pre-screening checklist from TAG department, grade 2 NNAT Intellectual scores</p>		
<p><b>The building will use the following procedures throughout the ID process:</b> TAG coordinator will coordinate the ID process using the TAG IDPF and TAG department guidelines.</p>	<p>Facilitator will keep copies of IDPFs, and follow TAG department submission guidelines</p>	<p>Nov. 6 &amp; potentially after 2<sup>nd</sup> grade results are received</p>

<p style="text-align: center;"><b>FOCUS: TAG Services</b></p>		
<p style="text-align: center;"><b>Action</b></p>	<p style="text-align: center;"><b>Documentation</b></p>	<p style="text-align: center;"><b>Expected Completion Date or Check Point</b></p>
<p><b>Differentiation strategies:</b></p> <p><b>1. Please list differentiation strategies used within a variety of classrooms.</b> Accelerated curriculum, cluster grouping, curriculum compacting, differentiated instruction, enrichment, flexible grouping, high-level thinking or questioning, tiered lessons, partner work, small group work, independent projects, and pre- and post- tests.</p> <p><b>2. Describe how the following strategies are used in all classrooms to meet the rate and level of students.</b></p> <ul style="list-style-type: none"> <li>a. <b>Flexible Grouping</b> – Walk to read, small ability groups, compacted math, intervention and enrichment groups</li> <li>b. <b>Pre-Assessments</b> – Formal tests as pretests/posttests, quizzes, student work, teacher observation, EasyCBM and Dibels scores. Scores will be discussed during PLCs.</li> <li>c. <b>System of on-going or formative assessments that inform instruction</b> – Teachers use the data from these assessments to inform instruction in the following ways: to modify individual instruction and performance tasks, form groups, extend learning opportunities, and to create personal learning goals</li> </ul> <p><b>3. What are the school-wide structures that provide for rigorous and relevant coursework at the appropriate rate and level?</b></p>	<p>Teacher’s lesson plans with strategies, observation by principal and assistant principals, student work</p> <p>Schedules, lesson plans, PLC minutes</p> <p>Walkthroughs, data collection, agendas for professional development, lesson plans, PLC notes</p>	<p>On-going</p>

<p>Teacher observation, mentor teaching, goal setting sessions and meetings, collaboration time, professional development of curriculum extensions, rigorous and relevant instruction, pre and post assessments, PLC time to plan curriculum and assessment</p>		
<p><b>We determine whether a student needs acceleration in the following way:</b>                  Test scores (SBAC, EasyCBM, Dibels Next), pre-tests, teacher recommendation, parent recommendation, student recommendation, observational data.                   Teachers and parents can request that the homeroom teacher and TAG facilitator review their request for acceleration</p>	<p>Assessment data and meeting notes</p>	<p>As requested</p>
<p><b>Our process for using <i>data</i> to measure the growth of our TAG students is:</b>                  During our grade level PLC meetings, teachers will look at data to determine the level of the TAG student’s progress and plan accordingly to enrich or accelerate the curriculum for the student. They will consider grouping and compacting strategies, and reevaluate the success and effectiveness of the TAG student’s program.</p>	<p>PLC notes, individual teacher notes and lesson plans</p>	<p>On-going as needed</p>
<p><b>The following options for acceleration are available at our school:</b>                  Within classrooms through high level questions, independent projects, small group instruction, compacted curriculum, walk to read, upper level math, or strategic thinking activities.  <b>Students access these options in the following manner:</b>                  Test data, pre tests, parent advocacy, student advocacy and teacher advocacy</p>	<p>Schedules, lesson plans, meeting agendas and minutes</p>	<p>On-going as needed</p>
<p><b>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:</b>                  Single subject acceleration, curriculum advancement, online learning, independent study</p>	<p>Master schedule, class lists, student schedules, lesson plans</p>	<p>On-going as needed</p>
<p><b>Additional services available for TAG students include:</b>                  Projects within the classroom as well as city-wide opportunities, such as Saturday Academy, will be distributed</p>	<p>Master schedule, class lists, student schedules</p>	<p>On-going as needed</p>

<p><b>The students access these services in the following manner:</b> Teacher nomination, student requests, or parent requests</p>		
<p><b>The administrator(s) ensures the use of differentiated strategies, rigorous course work, and instruction provided at the appropriate rate and level in the following ways:</b> Looking at lesson plans, observation of students and classroom, conversations with teachers and teams, conversations with students</p>	<p>Walk-through notes, lesson plans, informal and formal observations and conversations, PLC notes</p>	<p>On-going</p>

**FOCUS: Responsibilities of TAG Coordinator**

Action	Documentation	Expected Completion Date or Check Point
<p><b>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:</b> Check-ins to determine compliance</p>	<p>Emails and conversations</p>	<p>On-going</p>

**FOCUS: Professional Development**

Action	Documentation	Expected Completion Date or Check Point
<p><b>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</b> During our full-day professional development sessions, the morning will be dedicated to implementing common core best practices, which include all of the aforementioned differentiation strategies. The afternoons will include grade-level PLC time where teachers will examine data, plan for instruction, and integrate strategies into their practice.</p>	<p>PD calendar</p>	<p>September 24 December 3 February 25 April 21</p>

<p><b>These strategies will be integrated into our school professional development plan or school improvement plan in the following ways:</b> CCSS implementation, equity and CARE work, implementation of rigor and relevance and differentiated instructional strategies</p>	<p>PLC notes, PD agendas</p>	
<p><b>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:</b> Discuss differentiation, look at specific data, coordination of CCSS and TAG strategies, modifying curriculum</p>	<p>Agendas, notes from meetings, PLC minutes</p>	<p>On-going discussions</p>

<p style="text-align: center;"><b>FOCUS: Communication</b></p>		
<p style="text-align: center;"><b>Action</b></p>	<p style="text-align: center;"><b>Documentation</b></p>	<p style="text-align: center;"><b>Expected Completion Date or Check Point</b></p>
<p><b>Teachers communicate the differentiation strategies they’re implementing in their classrooms in the following ways:</b> Daily learning targets for students, newsletters and meetings with parents, posters, charts and student work, lesson plans, websites, parent calls, Back to School Nights, TAG bulletin board</p>	<p>Lesson plans, documentation of communication, agenda for BTSN</p>	<p>On-going</p>
<p><b>The administrator uses the school newsletter to communicate with families about TAG in the following ways:</b> News articles that relate to differentiation or TAG content, other information from the TAG office</p>	<p>Newsletter</p>	<p>On-going</p>
<p><b>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:</b> TAG Facilitators: Regina Sun, TAG Coordinator</p>	<p>Bulletin board will be up and current</p>	<p>September 1, 2019</p>
<p><b>A Fall TAG parent meeting will be held before 10/31. Details include:</b> This meeting was held on 9/11/18 at 5:30pm at Fernwood. The TAG powerpoint was shown and discussed, and questions were answered by Beverly Cleary administrators.</p>	<p>Notices in newsletters and email</p>	<p>September 11, 2019</p>

<p><b>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 salmon folder.</b></p>	<p>Distributed to teachers, signed forms in salmon folders</p>	<p>November 26, 2019</p>
<p><b>Our families will have the following opportunity(ies) to evaluate our TAG services:</b> Input is solicited by teachers via parent surveys and at conferences. Surveys are filed in cumulative folder, if they are returned.</p>	<p>Surveys</p>	<p>On-going</p>
<p><b>If parents have concerns about their child’s TAG services they will have the following opportunities (process) to inform the school:</b> Informal conversations with teacher, meetings with principal or TAG facilitator, emails or phone calls. Additionally, any parent with a concern can always follow the PPS complaint procedure.</p>	<p>Written documentation of meeting or email response</p>	<p>As needed</p>

Submitted \_\_\_\_\_

Received \_\_\_\_\_

Approved \_\_\_\_\_