

Bridger_____ School
Melissa Schachner__ Principal
Jody Acevedo_____ TAG Coordinator

FOCUS: Acknowledgement of TAG Identified Students		
Action	Documentation	Expected Completion Date or Check Point
Method used to ensure all teachers know TAG students enrolled in their class(es): <ul style="list-style-type: none"> ● Synergy labels students as TAG ● Facilitator distributes student lists naming the TAG area for each student to teachers ● Updated lists after TAG testing is completed in the Winter 	Student Data Folders in the classroom Fall CUM Folder Review	September 10, 2019-22 April, 2019-22

FOCUS: Identification of Students who Perform in the 97th Percentile or Demonstrate the Potential to Perform		
Action	Documentation	Expected Completion Date or Check Point
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. Facilitator presents IDPF at staff meeting <ul style="list-style-type: none"> ● How to fill out IDPF ● Discusses recognizing talents and leadership qualities to identify under-represented students in TAG ● Facilitator and teachers analyze test data, SBAC and CogAT Screener, to identify and nominate high performing students from under-represented groups 	Staff Meeting/PLC Notes TAG spreadsheet	Before Nomination Deadline (end of October)
The principal will ensure teachers are nominating students from underrepresented populations in the following manner: <ul style="list-style-type: none"> ● Being familiar with the characteristics to notice a student who should be nominated ● Encouraging staff, including ESL and Special Ed. Staff, at staff meetings to nominate students from underrepresented populations 	Cog AT screener and other test data, including SBAC from previous years, and FALL benchmark testing (MAPS, IDEL and DIBELS)	Before Nomination Deadline (end of October)

Due to the PPS TAG Office by February 28, 2019

<ul style="list-style-type: none"> ● Reviewing the list of nominated students and the list of CogAT screener and SBAC test score results ● Reviewing student data and past nominations ● Using teaching recommendations ● Asking a teacher to nominate a particular student if s/he comes to the attention of the administrator while visiting classrooms 	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: District wide benchmark testing data (MAPS-grades 3-8, IDEL-k-3, DIBELS-k-3, EASY CBM-grades 4-8) Progress Monitoring (BAS), Progress Work Samples, Teacher Observations (all grades) Grade 2 CogAT Screener IOWA Reading and Math (grades k-3)</p>	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> <ul style="list-style-type: none"> ● Parents and teachers nominate potential TAG students ● TAG Facilitator will coordinate the process using the IDPF ● TAG Facilitator will input data into the TAG spreadsheet ● 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> <p>1) Please list differentiation strategies used within a variety of classrooms.</p>		

<p>Small Group, Flexible Grouping, Pre and Post Test, Higher Level Questioning, online extensions</p> <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 Grouping b. Pre-Assessments c. System of on-going or formative assessments that 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>		
<p>We determine whether a student needs acceleration in the following way:</p>		
<p>Our process for using <i>data</i> to measure the growth of our TAG students is:</p>		
<p>The following options for acceleration are available at our school:</p> <p>Students access these options in the following manner:</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"> - Mid-Level must include a specific plan for helping students access courses such as Geometry. - High School must include a specific plan for accessing AP, IB, or similarly rigorous, college-ready courses. 		
<p>Additional services available for TAG students include:</p> <p>The students access these services in the following manner:</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>		

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>	<p>TAG meetings sign in sheets and agendas. Completion of TAG Spreadsheet and IDPF documentation. E:mail communication with test proctors.</p>	<p>Yearly nomination deadline. Monthly meetings. Testing to occur in January and February.</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 include in the school’s professional development plan:</p> <p>These strategies will be integrated into our school professional development plan or school improvement plan in the following ways:</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:</p> <ul style="list-style-type: none"> ● Address at PLC’s - review data and plan ● Work on differentiation strategies during common planning time at 3:00 ● PD during staff meetings to increase knowledge of differentiation strategies 	<p>differentiation in the classroom is observed and lesson plans reflect strategies that meet all rates and levels</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"> ● include in lesson plans ● share at PLC time 	<p>Lesson Plans Agenda/Notes from PLC ‘s</p>	<p>weekly</p>

<p>The administrator uses the school newsletter to communicate with families about TAG in the following ways:</p> <ul style="list-style-type: none"> ● Report upcoming events, such as OMSI night ● Inform parents about nomination and testing dates ● ????? 	<p>A section in the newsletter for TAG</p>	<p>monthly</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:</p> <ul style="list-style-type: none"> ● 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> <ul style="list-style-type: none"> ● District’s TAG mission ● Nomination Process ● Rate and Level ● Differentiation ● Home to School Channels of Communication 	<p>Slide show presentation from the TAG department Sign-in sheet for parents</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 CUM folder.</p>	<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>		

If parents have concerns about their child's TAG services they will have the following opportunities (process) to inform the school:		
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Submitted _____

Received _____

Approved _____