

Building TAG Plan

Bridlemile Elementary School
Brad Pearson— Principal

X Exempt 19/21

Clare McClincy— TAG Coordinator

Non-Exempt 19/21

(Teachers write individual TAG Plans)

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):	Synergy lists run and names are highlighted in grade book.	September and January of each year

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.	Staff Meeting Agenda	

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<p>The TAG Facilitator, upon administrative approval, will guide teachers toward nominating students from underrepresented populations in the following manner:</p> <ol style="list-style-type: none"> 1) We will review previous PD regarding under-identified groups – Characteristics of Giftedness 2) Newsletter articles about TAG identification will occur during the fall, leading up to parent/teacher conferences and parent review of Characteristics of Giftedness 	<ol style="list-style-type: none"> 1. Staff meeting agenda. 2. Newsletter 	<p>September each year</p> <p>Fall newsletters 3 x Fall</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) Gr. 2 NNAT3 testing Data 2) SBAC Data 3) Checklists of Giftedness 4) Informal Observations 5) Pre-assessments where available 6) Student work samples 	<p>NNAT3 testing for all 2nd graders Pre-screening checklists SBAC scores for 3rd, 4th and 5th graders in the exceeds category</p>	<p>As scheduled by TAG office in fall October each year November each year</p>
<p>The building will use the following procedures throughout the ID process:</p> <ol style="list-style-type: none"> 1) TAG Facilitator will notify teachers of students who scored at the 97th percentile or greater on previous year’s SBAC assessment for nomination or consideration of a TAG referral. This will be done prior to conferences. 2) A team, including ESL teacher, SPED, Principal and Coordinator will be formed to review TAG data and nominations. 	<p>SBAC Scores TAG Nomination/Identification Forms with SBAC scores at top</p>	<ol style="list-style-type: none"> 1) Fall each year 2) After testing results are received by the school

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Describe how the following strategies are used in all classrooms to meet the rate and level of students.		
<p style="text-align: center;">Action</p> <p>Flexible Grouping: Teachers pre-assess students in all major content areas throughout the year. Based upon those pre-assessments students are grouped for some or all of the instruction. Students are involved in the reading of a variety of texts, both with students at a different and similar rate and level. Groupings may also be interest-based in order to activate student motivation. Literacy instruction for all students includes workshops, conferring small/skill-based groups, shared reading and writing and modeled reading and writing. Math often includes flexible groups as well with students that have mastered a content working on other applications of that skill.</p> <p>Preassessments and Ongoing Formative Assessments: Pre-assessments and ongoing formative assessments used to help inform instruction include pre-assessments from district curriculum, such as the MAPS assessment and assessment tests from Bridges math. The BAS is used to ascertain rate and level in literacy. Results are used to determine grouping and instructional strategies for next units of learning. Teachers will document in lesson plans and in periodic communications with parents. Teachers use the data from these assessments to inform instruction: Intentional differentiated learning will be designed and implemented following pre-assessment data for high-achieving learners.</p> <p>QUAD D Instructional Experiences: Through the year-long professional development focus of rigor and relevance, Bridlemile teachers will be introduced to the concept of the various instructional quadrant.</p>		

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<p>DIFFERENTIATION STRATEGIES: Differentiation strategies in place within our school’s classrooms include: Flexible Grouping: teachers pre-assess students in all major content areas throughout the year. Based upon those pre-assessments students are grouped for some or all of the instruction. This happens most often in reading. Students are reading from Reading Street or novels with other students that read at a similar rate and level. Math often includes flexible groups as well with students that have mastered a content working on other applications of that skill. Compacting Curriculum: teachers use pre-assessment tools to determine students that can move faster on curriculum being covered. Tiered Assignments: teachers give varied assignments to students based upon pre-assessments or previous work completed. Various entry and exit points are made based upon needed rate and level. Enrichment Opportunities: Bridlemile supports the following enrichment opportunities: Lego Robotics (after school), winter PTA electives (after school at Bridlemile), Passport Club (geography club in school one week per month), Artists in Residence (each grade during class one week), Battle of the Books (Grades 3-5 reading challenge enrichment opportunity, band (fifth grader), orchestra/strings (3-5 grade), Science Fair (all fifth and third graders), bridge festival (third grade), spelling bee (3-5 grade), geography bee (K-5). Battle of the Books activity involves in-school and out-of-school reading over eight months and culminates in an evening competition.), author visits. Higher Level Questioning: Teachers analyze and pose questions that allow students to move higher on Bloom’s Taxonomy. This is used throughout all contents in every grade. Learning Centers: Learning centers are used with all primary (K-2) classrooms. Activities in learning centers are varied and differentiated based</p>	<p>Class walk throughs Teacher Lesson Plans</p>	<p>Ongoing throughout year</p>
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<p>upon student’s documented rate and level. These include all contents. Center/work place games that are differentiated are an integral part of the Bridges Mathematics.</p> <p>Independent Work Projects: These are used from time-to-time, mostly in grades 3-5. Small groups of students, following pre-assessment data, work on an agreed independent project with clear criteria from the teacher on the finished work. Annual examples include science fair (third and fifth), Bridge Projects (third), Writer's Cafe (most grade levels), probes (fifth grade)</p> <p>1) Describe how the following strategies are used in all classrooms to meet the rate and level of students.</p> <p>a. Flexible Grouping: Teachers pre-assess students in all major content areas throughout the year. Based upon those pre-assessments students are grouped for some or all of the instruction. This happens most often in reading. Students are reading from Reading Street or novels with other students that read at a similar rate and level. Math often includes flexible groups as well with students that have mastered a content working on other applications of that skill.</p> <p>b. Pre-Assessments and system of ongoing formative assessment that inform instruction: Pre-assessments and ongoing formative assessments used to help inform instruction include pre-assessments from District curriculum (i.e. pre-assessment tests from Bridges math and Scott Foresman Reading). Results will be used to determine grouping and instructional strategies for next units of learning. Teachers will document in lessons plans and in periodic communication with parents. Teachers use the data from these assessments to inform instruction: Intentional differentiated learning will take be designed</p>	<p>Observation</p> <p>Pre-assessments in core contents before each unit</p> <p>Work samples</p> <p>Meeting agendas/PD planning forms</p>	<p>Ongoing throughout year</p>
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<p>and implemented following pre-assessment data for high achieving learners.</p> <p>c. Quad D instructional experiences: Through the year-long professional development focus of rigor and relevance, Bridlemile teachers will be introduced to the concept of the various instructional quadrants as well as receive opportunity, in grade level teams, to evaluate lessons along the quadrants for rigor and relevance. As per TAG office directive, the first year of introduction to staff is to be a year of roll-out and teacher learning.</p> <p>2) What are the school-wide structures that provide for rigorous and relevant coursework at the appropriate rate and level? (Note: Walk to Math is not an approved structure to meet rate and level)</p> <p>Grade level or school- wide structures in place that offer rigorous coursework at the appropriate rate and level are: Flexible Grouping Compacting of Curriculum Tiered Assignments Independent Work Projects Differentiated materials and products.</p>	<p>Walk-Throughs Lesson Plans Team meeting agendas that include differentiation strategies that are being used.</p>	<p>Ongoing throughout year</p>
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<p>We determine whether a student needs acceleration in the following way: Pre-assessments in core contents. Post-assessments in core contents. Work samples.</p>	<p>Pre-assessment data Post-assessment data Work sample data</p>	<p>Ongoing throughout year</p>
<p>Our process for using data to measure the growth of our TAG students is: Grade-to-grade growth in SBAC. Grade-to-grade growth in DIBELS scores. Grade-to-grade growth in Scott Foresman at 3,4,5. Growth in writing work samples year to year. Pre-assessments and work samples in other content areas.</p>	<p>SBAC scores DIBELS scores MAP (Comprehensive Mathematics Assessment) BAS (Benchmark Assessment System, comprehensive reading assessment) Work Sample scores Meetings with principal and team to discuss data.</p>	<p>Ongoing, particularly in the fall and spring</p>

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<p>The following options for acceleration are available at our school:</p> <p>Compacting Curriculum: teachers use pre-assessment tools to determine students that can move faster on curriculum being covered.</p> <p>Flexible Grouping: teachers pre-assess students in all major content areas throughout the year. Based upon those pre-assessments students are grouped for some or all of the instruction. Teachers pre-assess students in all major content areas throughout the year. Based upon those pre-assessments students are grouped for some or all of the instruction. Students are involved in the reading of a variety of texts, both with students at a different and similar rate and level. Groupings may also be interest-based in order to activate student motivation. Literacy instruction for all students includes workshops, conferring small/skill-based groups, shared reading and writing and modeled reading and writing. Math often includes flexible groups as well with students that have mastered a content working on other applications of that skill. Math often includes flexible groups as well with students that have mastered a content working on other applications of that skill.</p> <p>Access to next grade level curriculum: Access to next grade level curriculum in math is determined through administration of the Single Subject Acceleration- Math assessment, administered by the district.</p>	<p>Flexible Grouping</p> <p>Compacting of Curriculum</p>	<p>Ongoing throughout 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:</p> <p>Fifth graders are pre-assessed for pre-algebra readiness and often have a pull-out group as needed for instruction in the algebra strand.</p> <p>Classes at MS. PSU online courses.</p>		<p>Outside classes are typically set up at the beginning or middle of school year to allow for a semester flow.</p>

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<p>Additional services available for TAG students include: Lego Robotics (after school), winter PTA electives (after school at Bridlemile), Passport Club (geography club in school one week per month), Artists in Residence (each grade during class one week), Battle of the Books (Grades 3-5 reading challenge enrichment opportunity, band (fifth grader), orchestra/strings (3-5 grade), Science Fair (all fifth and third graders), bridge festival (third grade), spelling bee (3-5 grade), geography bee (K-5). Battle of the Books activity involves in-school and out-of-school reading over eight months and culminates in an evening competition.), author visits</p> <p>The students access these services in the following manner: PTA Afterschool Enrichment Weekly Library instruction Weekly Music instruction</p>	<p>Higher Level curriculum taught within classes (flexible grouping).</p>	<p>Ongoing throughout year.</p>
<p>The administrator(s) ensures the use of differentiated strategies, rigorous and relevant course work, and instruction provided at the appropriate rate and level.</p>	<p>Walk Throughs Lesson and Unit Plans Team Meeting Notes</p>	<p>Ongoing throughout year.</p>

FOCUS: Responsibilities of TAG Coordinator

Action	Documentation	Expected Completion Date or Check Point
<p>The administrator ensures the TAG Coordinator is trained and familiar with the requirements of the TAG Coordinator Job Description, which include mandatory attendance at TAG sponsored PD and coordinating the ID process in the school.</p>	<p>The TAG coordinator will attend all mandatory TAG meetings.</p>	<p>Throughout year.</p>

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FOCUS: Professional Development		
Action	Documentation	Expected Completion Date or Check Point
Grade level PLCs view independently a presentation distributed to building TAG facilitators by the central TAG office.	Staff sign-in sheet	End of January
Grade level PLCs take part in a follow-up exercise and discussion with the building TAG facilitator surrounding strategies for differentiation.	Staff sign-in sheet	End of January

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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: Notes about differentiated instruction.</p>	<p>Class newsletter Notes home Introductory letter Curriculum night</p>	<p>Ongoing Fall Fall</p>
<p>The TAG Facilitator uses the school newsletter to communicate with families about TAG in the following ways: Clear explanations of the Nom/Id process, second grade universal assessment, testing dates, etc. Opportunities that extend learning beyond the school. TAG Facilitator and Principal maintain current information on the school website, complete with TAG information and opportunities.</p>	<p>Newsletter</p>	<p>Ongoing</p>

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<p>TAG Bulletin Board was available for parents to read at Curriculum Night 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 the TAG Facilitator.</p>	<p>Bulletin board</p>	<p>September of each year</p>
<p>A Fall TAG parent meeting was held on September 19th, 2019. Details included: Meeting was advertised in newsletter. Materials distributed are available via email and in hard copy. Materials are posted on the TAG bulletin board. The agenda of the meeting followed the PowerPoint presentation provided by the central TAG office.</p>	<p>Newsletter PowerPoint presentation</p>	<p>Curriculum Night: September 19, 2019</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 your school is non-exempt, parents will be provided an opportunity to offer input into and review the student's individual TAG plan for meeting a student's rate and level. A copy of the individual plan will be placed in the student's salmon folder.</p>	<p>TAG survey returned Notes from Parent/Teacher Conferences Verification form signed at Parent/Teacher conferences</p>	<p>In September, November, Spring</p>

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<p>Our families will have the following opportunity(ies) to evaluate our TAG services: Fall Survey sent to all TAG families. Returned to classroom teacher. Fall TAG Meeting Parent/Teacher Meeting Spring Input agenda with Site Council Spring Input Meeting for Parents with Principal (advertised through newsletter), date and time TBD</p>	<p>Fall Survey TAG plan is posted – feedback welcomed Newsletter articles Notes from spring meetings with students and parents Site Council Minutes</p>	<p>Fall Spring Ongoing</p>
<p>If parents have concerns about their child’s TAG services they will have the following opportunities (process) to inform the school: Fall Survey sent to all TAG families. Returned to classroom teacher. Fall TAG Meeting Parent/Teacher Meeting Check-ins with teacher via phone, email, or meeting. Request an individual plan for child. Appointment with TAG Coordinator Appointment with Principal Appointment with Regional TAG TOSA</p>	<p>Fall Survey Returned Fall Meeting Agenda Conference records/notes Appointment notes</p>	<p>Fall Fall Ongoing</p>

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Submitted __WORKING DRAFT__

Received _____

Approved