

Building TAG Plan

Due to the PPS TAG Office and your Regional Administrator on:

Buckman School
Susan Kosmala, Principal
Melanie Betz, TAG Facilitator

Exempt for
Non-Exempt for
 (Teachers write individual TAG Plans)

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> <ul style="list-style-type: none"> • August and periodic training on the Teacher’s Dashboard (2-3 times annually) • Hard copy given to staff members prior to TAG meeting • Written reminders in Daily Notes (Staff website) for deadlines pertaining to nominations, assessment, events and services 	<p>This information is kept in a confidential file and shared with principal /facilitator. -A master copy will be kept by principal and TAG Facilitator</p>	<p>October annually and after newly qualified students are identified in the spring</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>The Principal and/or TAG Facilitator will lead staff meetings regarding characteristics of gifted students. TAG PD will occur on the following dates: 10/23/18; 1/15/19</p> <p>TAG screening in October for all 2nd grade students (occurred 10/8 and 10/9 2018)</p>	<p>PowerPoint, as well as handouts. These will be collected and added to the TAG binder (One for the principal, and one for the TAG Facilitator.)</p>	<p>October annually</p>
<p>The principal will ensure teachers are nominating students from underrepresented populations in the following manner: Discussions with the staff around the identification of under-represented and underachieving students occurs during conferences between the principal and</p>	<p>Student first meetings meetings with the principal will include review of students who</p>	<p>October annually</p>

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<p>teachers, grade level meetings, team and staff meetings; this will occur before November Parent/Teacher Conferences, 2018. This will be accomplished with evidence such as teacher assessments, formal assessments from 2017-18 (particularly SBAC), TAG references to characteristics of the gifted learner, and evidence of growth through assessments. Other District documents for identification of ELL will be made available.</p> <p>The principal will ensure teachers are nominating students from under-represented populations in the following manner: Assessment and Data will inform decisions. Initially last year's data will be used; as the year proceeds, a broader range of data will be collected to measure growth. Populations from ELL and SpEd will participate in the nomination process.</p>	<p>are exceeding expectations in some or all classroom work regardless of formal assessment status.</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) Smarter Balance assessments (when available) 2) Dibels and Easy CBM for reading, MAPS for math 3-5 3) Family Support Centers 4) Grade 2 Cognitive Ability scores-as per district TAG policy change in August 2016, all 2nd grade students will be tested with the full CogAT7 in October 2016. 5) Performance tasks and common assessments in reading and math 6) Exceptional leadership of peers related to classroom or schoolwide projects 	<p>-95% from Smarter Balanced Assessments (Both Reading and Math) -DRA assessment (Cognitive Ability scores, core curriculum,etc.) -Special Ed testing</p>	<p>By due date determined by TAG office annually</p>
<p>The building will use the following procedures throughout the ID process:</p> <ol style="list-style-type: none"> 1. Assessments and Data informing level of achievement as well as growth 2. Principal and grade level teams consistently reviewing data (formal and informal, including DRA for primary, easyCBM and MAPS for intermediate) through Student First, and providing consistent follow-up with ongoing assessments. 4. ELL and SpEd assessments with communication between TAG Facilitator and teachers. 5. Communication with parent re: growth and measurement of growth 6. Student work samples: Literacy and Math and student-driven projects 	<p>-95% from Smarter Balanced Assessments (both Math and Reading) -DRA assessment -Other assessment data (Cognitive Ability scores, core curriculum, etc.) -Special Ed testing</p>	<p>By due date determined by TAG office annually</p>

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Principal/TAG Facilitator will coordinate the ID process.		
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. Differentiation strategies in place in the classrooms include:</p> <ul style="list-style-type: none"> -Depth/complexity and questioning -Systems Thinking-DSRP (Distinctions, Systems, Relationships and Perspectives) -Equity-based Balanced Literacy (EBBL) implementation-targeted instruction, 1:1 feedback, student self-pacing and self determined text selection -inquiry-based questioning techniques-whole group and via individual or small group conferencing -Total participation strategies, including role-play, physical response (e.g., finger tapping, gesture cues), and call and response, -Bigger picture to smaller details strategies. -Gradual release of responsibility; dependent to independent learning structures -Hetero/homogeneous grouping -Compacting strategy -Bloom’s Revised Taxonomy-extension tasks with increased complexity and/or analysis, synthesis and creation -Creative arts: visual, music, dance, construction of projects -student directed independent projects (blogs, video journals, creative writing projects) -STEAM and the engineering design process delivered in art, library and in the classroom <p>2) Describe how the following strategies are used in all classrooms to meet the rate and level of students.</p> <p>a. <u>Flexible Grouping</u>-student selected, teacher selected, assigned table groups (rotated usually monthly), random selection, pairs</p>	<p>Conference with the principal during goal-setting meetings and throughout the year.</p> <p>-Discussions of GLE’s (Grade level expectations) with principal, along with lesson plans and instructional strategies. Measurement/strategy of following growth month-by-month communication to parents.</p>	<p>Monthly</p> <p>Ongoing</p> <p>Check in each quarter for final assessment</p>

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<p>b. <u>Pre-Assessments</u>-conducted in reading and math at the beginning of each unit, flex days re built into each unit to allow for extensions and/or re-teaching. Flex days can be grouped for longer independent projects</p> <p>c. <u>System of on-going or formative assessments that inform instruction</u>-see GVC handouts</p> <p>As part of our Arts programming, students have once weekly “half classes.” Half classes are a teacher-grouped strategy that allows the staff to work with either heterogeneous or homogeneous groups, offering support and enrichment opportunities. Through differentiations and modifications, many that are highly supported through new district curricula, all students learn and progress at a rate that is tailored to their needs. Ongoing, regular assessments are performed daily informally and multiple times within a unit formally, which help drive instruction and support student needs. Teachers have embedded time to meet 45 minutes twice per month to discuss students’ academic and social needs (Students First), and 45 minutes to plan and collaborate on curriculum and assessments, as well as designated days during Tuesday staff meetings. Flexible groupings are used in every class and monitored often.</p> <p>3) 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>a. Resources provided to teachers to provide differentiation for highly capable students. Teacher have used <i>Thinking at Every Desk</i> and <i>Total Participation Techniques, and Rigorous Reading</i>. A large selection of books are available in our Teachers’ Professional Library. They are Common Core based, and were selected for their connection to our Rigor and Relevance PD sessions. Quadrant D is apparent throughout all of the books. Teachers may check these books out at any time and time is</p>	<p>Detailed records are kept by every teacher/team and given to the principal when requested. Grade level team and student support meetings are also kept in binders. Flexible grouping are always fluid and monitored often to promote their highest effectiveness.</p> <p>-Collaborative team meetings and staff meetings embedded in the daily schedule which includes the highly capable student.</p> <p>-Implementation of strategies into lesson plans</p>	<p>Ongoing</p> <p>Ongoing</p>
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<p>devoted to the examination of culturally and linguistically diverse material in both literacy and equity professional development.</p> <ul style="list-style-type: none"> b. Implementation of Lucy Caulkins Unit of Study in Reading shifts the cognitive rigor from the teacher to the student. By the end of 2018, all staff will be implementing the Workshop model, which requires students to practice independent and cooperative reading and comprehension skills at their zone of proximal development with 1:1 feedback and coaching from the teacher c. Staff will be implementing a revised scope and sequence in mathematics, developed by the district, and allowing for the inclusion of supplemental materials. Vetted resources include YouCubed. d. Make space and STEAM lessons integrated into library, art and science K-5 		
<p>We determine whether a student needs acceleration in the following way:</p> <ul style="list-style-type: none"> 1) Use of unit pre-assessments 2) Benchmarking assessments measuring growth and achievement fall to winter and winter to spring 3) Student writing, student language samples, problem-solving samples 4) Conferences with parents giving input regarding homework and completion of projects. 5) Student first meetings twice per month reviewing assessment data and student work 	<p>-Data from closely following achievement process. Teachers' documentation of all work including assessments. -Conferences focused on support to teachers as well as students.</p>	<p>Ongoing</p>
<p>Our process for using <i>data</i> to measure the growth of our TAG students is: In Student First and Data Team meetings we:</p> <ul style="list-style-type: none"> 1) Discuss individual student growth while examining all data used 2) Consider and plan for delivery of leveled assessments specific to strengths in literacy and math 3) Identify grade-level earning strategies supported by formal/informal assessments to meet the needs of highly capable students 	<p>-Collaborative team meetings embedded in the staff meeting schedule, which include discussions about the work of the TAG learners. This is inherent in an ongoing collaborative</p>	<p>Ongoing monthly meetings</p>

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	<p>analysis of student work at all levels -Agenda of staff meetings focused on higher level learning for all students; specifically addressing strategies for highly capable students. -Collaborative team meetings embedded in the daily schedule which includes the highly capable student. -Staff meetings focused on higher level learning for all students; specifically addressing strategies for highly capable students. -Implementation of strategies into lesson plans.</p>	
<p>The following options for acceleration or self-pacing are available at our school:</p> <ol style="list-style-type: none"> 1) Small groups within classrooms 2) Homogeneous grouping as well as mixed-levels with opportunity to teach peers 3) Higher level vocabulary and problem solving 4) Half classes to support differentiation. 5) Independent Study Projects/Research projects 6) Grade level Arts performances 	<p>Documentation of lesson plans, strategies, time scheduled for collaborative conversations between teachers, support from principal re: PD and resources.</p>	<p>Ongoing</p>

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<p>7) Student leadership opportunities-e.g., Hogwarts Day, ORCA book awards, Science Fair, Spelling Bee</p> <p>8) Collaboration with SUN-Lego Robotics, environmental science, Make a Difference Club</p> <p>Students access these options in the following manner: Half class groupings are determined by the teacher, as one group goes to Specials and one stays in the classroom for enrichment and/or extension.</p> <p>Higher level vocabulary and problem solving opportunities are provided by the teacher embedded in lessons and extensions.</p> <p>Homogeneous groups and mixed-level group opportunities provided by classroom teacher and Specialists.</p> <p>Artists-in-Residence - the highest level of Bloom’s Revised Taxonomy is Creativity-teachers plan and coordinate Student Leadership-coordinated with a teacher sponsor</p> <p>Grade level Arts performances integrate the Four Cs of an Arts Integrated Education (as articulated by the Kennedy Center in Washington, DC). Those attributes are Collaboration, Communication, Critical Thinking and Creativity.</p>	<p>Frequent formative and summative assessments kept in classroom file.</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"> -Data-informed achievement level resulting in instructional challenges, including depth, complexity and questioning strategies leading to synthesizing of material. -Teacher-driven challenge in all areas -Additional resources 	<p>Detailed written documentation of strategies, initially recorded by teacher, copies to principal and TAG facilitator.</p>	<p>Ongoing</p>

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<p>-Opportunities for hands on, research-oriented projects demanding independent study.</p>		
<p>Additional services available for TAG students include: The opportunities integral to an Arts focus program offer higher level learning; i.e. writing a script for a play, designing a higher level art project and performing through memorization, composition of music. Small group instruction aimed at focusing in higher level (re: Bloom’s Taxonomy) thinking skills. SUN program: after school classes with an educational focus Natural elevation of learning through engaged conversations/work with fellow TAG students. The students access these services in the following manner: Teacher assessment, parent request, student request for challenge, school-wide infrastructure of ongoing data-driven understanding of individual, differentiated learning needs for TAG students (and every student).</p>	<p>Teacher-principal conferences focused on ongoing extended opportunities for challenge which become a focus of collegial conversations at staff meetings, team meetings and professional development.</p>	<p>Ongoing</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> <ol style="list-style-type: none"> 1) Conferences with each teacher and staff member 2) Student First meetings twice per month 3) Given the culture of high student motivation in an arts focus program, foster a continual connection of Arts integration to higher level thinking skills. (Bloom’s Revised Taxonomy places creativity at the top.) 4) Review Bloom’s Taxonomy regularly in Student First and/or in staff meetings focused on student growth 5) Ongoing support and visibility in classrooms beyond evaluative observations 6) Teacher teams visiting classrooms (beyond the walk-through) and specifically addressing GLE’s and learning strategies. 	<p>-Conferences with each teacher -Grade level meetings -Instructional leaders’ notes and ongoing documentation related to instructional strategies/depth-complexity-questioning examples from each classroom -Principal walk-throughs</p>	

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	-Implementation of strategies into lesson plans	
FOCUS: Responsibilities of TAG Facilitator		
Action	Documentation	Expected Completion Date or Check Point
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: Per PPS guidelines, requirements of the TAG Facilitator Job Description , which includes mandatory attendance at TAG sponsored PD and coordinating the ID process in the school as well as facilitating regular TAG PD.	TAG Facilitator	Ongoing
FOCUS: Professional Development		
Action	Documentation	Expected Completion Date or Check Point
An annual PD schedule is provided that demonstrates when each of the following is included in the school’s professional development plan: Culturally responsive instruction per the work of Zaretta Hammond, assessments to inform instruction, increased use of mathematical practices and instructional shifts, increased text complexity and text-based questions as per our ongoing work on text complexity, Close Reading strategies and formative assessment in literacy. These strategies will be integrated into our school professional development plan or school improvement plan in the following ways: GVC Implementation, first in math and then in science and social studies, Equity and Climate work related to creating a	See attached PD schedule	Ongoing and constantly updates

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<p>trauma-informed and culturally responsive school culture, Implementation of EBBL and the Workshop model</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: See attachment</p>	<p>Year- long calendar with agenda focus planned</p>	<p>Ongoing One staff member a month will be designated for this PD.</p>
<p>FOCUS: Communication</p>		
<p>Action</p>	<p>Documentation</p>	<p>Expected Completion Date or Check Point</p>
<p>Teachers communicate the differentiation strategies they’re implementing in their classrooms in the following ways:</p> <ol style="list-style-type: none"> 1) Back to School Night 2) Grade level collaborative team meetings (2 per month) 3) Primary/secondary team meetings 4) Ongoing curriculum continuum work with colleagues 5) TAG plan if requested 6) Fall conferences (November 19/20 2018) 7) Ongoing individual conferences as needed 	<p>-Charts we complete and refer back to throughout the year. -Discussions during meetings are documented through note taking and shared team members. -TAG Guide -Curriculum and Instruction Notebook - Leadership team discussions</p>	<p>Ongoing</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) Weekly school wide letter via email 2) TAG bulletin board, opportunities and resources 3) Classroom newsletters: integration of TAG and core classroom learning goals 4) School Messenger for news, deadlines and opportunities 	<p>-Newsletters are saved on the Buckman web site -TAG bulletin board located in the front hallway across from the office door</p>	

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<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>Reviewed and updated by the TAG Facilitator.</p>	<p>Ongoing</p>
<p>A Fall TAG parent meeting will be held by the end of October annually. Details include: This meeting will be co-led by the principal and TAG Facilitator. The TAG Facilitator will present information using the PPT provided by the District TAG Department. Nomination forms and other information will be available to attendees. Time will be reserved to answer all questions.</p>	<p>-Clear communication in newsletters with 2-3 reminders; also on TAG bulletin board and front marquis. -Attendance and sign in</p>	<p>End of October, annually</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>Teachers’ TAG files as well as individual student files. Teachers will meet with principal to review.</p>	<p>Ongoing</p>
<p>Our families will have the following opportunity(ies) to evaluate our TAG services:</p>		
<p>If parents have concerns about their child’s TAG services they will have the following opportunities (process) to inform the school:</p> <ol style="list-style-type: none"> 1) Talk directly to teacher as first contact 2) Contact building TAG Facilitator 3) E-mail concern to principal 4) Meet with principal individually (or together with teacher) 5) Request a meeting with TAG TOSA, teacher, and principal. 	<p>-Notes from all meetings -Principal keeps a running record of all questions, responses, and accountability factors addressed along with school responses. This is paired with ongoing data collection validating the data-informed process of serving TAG students.</p>	<p>Ongoing</p>

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Submitted _____

Received _____

Approved _____