

Due to the PPS TAG Office **and** your Regional Administrator on January 4, 2016

Creative Science School

Meisha Plotzke Principal

Andrew Dauch TAG Coordinator

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> <p>The TAG coordinator will hand each teacher a class roster from Synergy of their TAG identified students. Teachers will note each TAG student, identification designation, and store the identification list in their grade book.</p>	<p>Class roster for all classes are kept in TAG binder.</p>	<p>September each year For all teachers.</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> <ul style="list-style-type: none"> - Compare ethnicity of general population with identified TAG students. - Teachers will use MAP data results for TAG students and have PLC discussions on best practices to meet instructional needs. - K-5 teachers will participate in EBBL training and have PLC discussions on how to use Lucy Caulkins instruction to meet TAG students at their rate and level. - K-8th teachers will participate in Positive Discipline PD and have PLC discussions about developing classroom climate for TAG students. - Provide PD to identify characteristics of students who could be nominated. - Encourage staff, including ESL and SpEd staff, at staff meetings to nominate students from underrepresented populations. - Review the list of nominated students during monthly data team meetings with 	<p>Copies of agendas from data team mtgs/PLCs collected. Year-long Staff Professional Development Plan</p>	<p>1x a month during the 2018-2019 school years.</p>

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<p>each grade level.</p> <p>The principal will ensure teachers are nominating students from underrepresented populations in the following manner:</p> <ul style="list-style-type: none"> - Leading staff through process to examine underrepresented populations at staff meetings and professional development to nominate students. - School leaders will discuss the strengths of students from underrepresented populations with teachers during their annual goal conference. - Review submitted TAG nomination forms and check to underrepresented populations. 	<p>Goals form from teacher conference. Data comparing TAG population and school population by ethnicity.</p>	<p>Fall 2018 & 2019 Data will be presented during PLCs and data team mtgs throughout the 2018-2019 school year.</p>
<p>Our school will use the following observation tools and/or data in the TAG identification process:</p> <ul style="list-style-type: none"> - pre-screening checklist - attributes of Talented and Gifted English Learners checklist form - DIBELS (K-3) twice a year or more often for intensive and strategic students - pre-assessments/post assessments - MAP assessment data - classroom observations with feedback - work samples:, EasyCBM, end of unit math assessments, Bridges end of unit tests, DRA's and scored work samples of math, writing, and speaking - portfolio work for (K-5) - COgat testing for all 2nd graders - Provide both formal/informal classroom observation data to feedback regarding engagement levels for TAG students 	<p>Teachers will keep records of student achievement and samples from those they may consider TAG or have been identified as TAG.</p>	<p>Throughout the 2018-2019 school year. * MAP and DIBELS will be assessed according to the District Assessment Calendar for the 2018-2019 school year.</p>
<p>The building will use the following procedures throughout the ID process:</p> <ul style="list-style-type: none"> - parent/teacher nominations (IDPFs) made available on TAG Bulletin Board in multiple languages - collect work samples, test history, and teacher advocacy - check Synergy TAG list 	<ul style="list-style-type: none"> • Collection of IDPFs • Synergy lists with identifications • Student surveys in student CUM files • Parent/teacher 	<p>TAG Parent Meeting during conferences, AM and PM mtg times, during the 2018-2019 school year.</p>

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<ul style="list-style-type: none"> - convene school TAG Committee: TAG Coordinator, ESL, SpEd, and general education teacher representation - TAG Coordinator will coordinate the ID process - send parent/student surveys home for all TAG students as identified in Synergy 	<p>nominations</p>	
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<p align="center">FOCUS: TAG Services</p>		
<p align="center">Action</p>	<p align="center">Documentation</p>	<p align="center">Expected Completion Date or Check Point</p>
<p>Differentiation strategies:</p> <ol style="list-style-type: none"> 1) Please list differentiation strategies used within a variety of classrooms. Reading buddies, enrichment and elective options for MidLevel, music, After School Enrichment Classes and the Garden Program. 2) Describe how the following strategies are used in all classrooms to meet the rate and level of students. <ul style="list-style-type: none"> • Flexible Grouping- teachers use data to determine grouping and instruction. They progress monitor to ensure their groups are fluid. • Pre-Assessments- teachers use pre-assessments to identify what skills students already have and which need to be obtained. This also supports teachers’ abilities to create flexible groups. • System of on-going or formative assessments that inform instruction- teachers progress monitor using MAP results, phonic screeners, and DIBELS to monitor students’ literacy skills. Teachers use formative assessments and gather data to show students progress. • All teachers use flexible grouping, pre-assessments, formative assessments and quality instruction. Students are engaged in a rich and rigorous curriculum that requires them to use higher order thinking skills. Lessons are taught through Inquiry. Teachers use questioning and discussion strategies to provide depth and complexity and access the higher levels of Bloom’s Revised Taxonomy. Teachers use differentiation strategies to ensure that appropriate level and rate is met for all students 	<ul style="list-style-type: none"> • PLC and data team notes turned into to administration twice a month. • Teacher lesson plans • Goals conference with administrators. • Formal classroom observation and drop-in observations. • EasyCBM benchmarking/progress monitoring tools 	<ul style="list-style-type: none"> • Ongoing throughout the 2018-2019 school year. • During the 2018-2019 school year, CSS’s CAP goals are based around assessment.

<ul style="list-style-type: none"> • What are the school-wide structures that provide for appropriate rate and level? The use of MAP and, DIBELS, allow us to know if a student needs support or acceleration for their rate and level. Teachers provide work samples, reading materials, and math materials to challenge or support a student’s growth. • Mid-level students take classes in mix-age classrooms that allow students to learn at different levels. 		
<p>We determine whether a student needs acceleration in the following way. Teachers use evidence from observations, data analysis, portfolio studies and formative assessments to determine if a student needs their content accelerated.</p>	<ul style="list-style-type: none"> • Teacher observation notes • PLCs and Data team notes • Classroom Data 	<p>Ongoing throughout the 2018-2019 school year.</p>
<p>Our process for using <i>data</i> to measure the growth of our TAG students is: to analyze and review data from post assessments in grade level PLCs.</p> <ul style="list-style-type: none"> • Grade level teams use data from formative assessments to inform instruction • Pre-assessments for units or course of study • Observation • Use of Extensions from various resources • End of unit testing in Bridges • Topic books or portfolios with students’ work from a unit of study or Storyline. • Data from state, district and school assessments. • CSS Instructional leadership team is identifying and aligning grade level assessments to support alignment. 	<ul style="list-style-type: none"> • Grade level PLC notes • Administrator’s Dashboard • Year-long Staff PD Plan 	<p>Ongoing throughout the 2018-2019 school years.</p>
<p>The following options for acceleration are available at our school:</p> <ul style="list-style-type: none"> • Compacted math for qualifying students in 7th & 8th grade (2018- 2019 school year) 	<ul style="list-style-type: none"> • Master schedule • Classroom courses 	<p>Determined in the spring of 2019</p>

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- Based on test and proficiency scores in their previous years classes.

Contact TAG Facilitator

<ul style="list-style-type: none"> • Multi-grade classrooms for language arts • Families can apply for Single Subject Acceleration. <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"> - Compacted 7 & 8th grade compacted math will be available for qualifying students, which in turn will prepare student to access geometry their freshman year. - Teachers can accelerate curriculum in their classroom based upon rate and level of the student. 	<ul style="list-style-type: none"> • Master schedule • Classroom courses 	<p>Determined in the spring of 2019</p>
<p>Additional services available for TAG students include:</p> <ul style="list-style-type: none"> • Chromebooks purchased with TAG funds • enrichment classes after school • garden program • Music program <p>The students access these services in the following manner.</p> <ul style="list-style-type: none"> • Opportunities are communicated to families via the blast, podiums, newsletter and emails. 	<ul style="list-style-type: none"> • Schedules • Classroom Newsletters • School communications 	<p>Ongoing throughout the 2018-2019 school year.</p>
<p>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:</p> <ul style="list-style-type: none"> • Attending PLCs • Collecting PLC notes • Data team meetings • Classroom observations • Reviewing SBAC, DIBELS, and MAP data • Working collaboratively with EBBL TOSA to plan staff PE • Goal setting conferences • Reviewing identified Math assessments during instructional leadership 	<p>Notes from:</p> <ul style="list-style-type: none"> • Data team mtgs • PLCs • Classroom Observations • Conferences 	<p>Ongoing throughout the 2018-2019 school year.</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 ID process in the school, in the following manner:</p> <ul style="list-style-type: none"> • Ensure the TAG Coordinator checklist is followed and Teacher Checklist given to teachers • Check calendar for TAG Coordinator training • TAG Plan is sent into correct departments • TAG Bulletin Board is maintained and updated by TAG Coordinator with the necessary announcements and documentation • TAG Facilitator debriefs results of TAG Facilitator meetings with building principal 	<ul style="list-style-type: none"> • Bulletin Board is updated • Checklists are updated and followed • Log of Principal/TAG Facilitator meetings. 	<p>Ongoing throughout the 2018-2019 school years.</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: Positive Discipline, EBBL Training, MAP Training, Building Instructional Leadership Team, flexible grouping, 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: Through our Comprehensive Achievement Plan. Our committee meets once a month to discuss strategies to increase rigor and increase access and develop professional development activities for staff</p>	<p>Google doc shared with regional director.</p>	<p>Ongoing throughout the 2018-2019 school years.</p>

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<p>meetings.</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"> • Three staff meetings that address: <ul style="list-style-type: none"> ○ Characteristics of the Talented and Gifted Student. ○ Flexible grouping in the classroom for TAG students. ○ Rigor and Relevance through creating objectives and assessments. • Data team meetings used for developing strategies, and sustaining professional development efforts. • Professional Development sustained by goals conferences and formal teacher observations. 	<p>Google Classroom</p>	<p>Ongoing throughout the 2018-2019 school years.</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"> • Inform parents of differentiated instructional strategies used to meet rate and level of students at Parent Conferences • Encourage back and forth dialogue with parents and students • Report cards and progress reports (if needed) 	<ul style="list-style-type: none"> • Progress Report and Final Grade Report • Parent Conferences 	<ul style="list-style-type: none"> • Conferences each school year • TAG Parent Night held during conferences • Parent Conferences
<p>The administrator uses the school newsletter to communicate with families about TAG in the following ways:</p> <ul style="list-style-type: none"> • Write about what teachers are observed doing in classrooms to meet rate and level • Site specific examples of services made available for TAG students 	<ul style="list-style-type: none"> • Principal's Podium • CSS Blasts • CSS Booms 	<p>Ongoing during the 2018-2019 school year.</p>

Building TAG Plan

2019-2022

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<ul style="list-style-type: none"> • Site Building TAG Plan and how it guides programming for TAG students and how plan is being implemented • Parent TAG meetings 		
<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: Andrew Dauch</p>	<ul style="list-style-type: none"> • See bulletin board 	<p>Will be checked once a month to be updated</p>
<p>A Fall TAG parent meeting will be held before November 21, 2018. Details include:</p> <ul style="list-style-type: none"> • Two available sessions during conferences, a morning and evening presentation. • PPS TAG Powerpoint 	<ul style="list-style-type: none"> • Sign-in sheet 	<p>During Fall conferences</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 electronic CUM folder.</p>	<ul style="list-style-type: none"> • When completed 	<p>When completed</p>
<p>Our families will have the following opportunity(ies) to evaluate our TAG services:</p> <ul style="list-style-type: none"> • Site council • Parent survey 	<ul style="list-style-type: none"> • Site council notes • Parent survey 	<p>Spring 2019</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. Contact the classroom teacher 2. Contact the TAG Coordinator 3. Contact the Principal 	<p>Notes from conversations</p>	<p>2018-2019 school year</p>

Submitted *Ann - TAG Facilitator* Received _____ Approved _____

X.S. Choate