

___ School: Capitol Hill Elementary School

___ Principal: Kevin Walker

___ TAG Coordinator: Saima Goodrich

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"> ● Teachers able to access names of TAG students in synergy ● Teachers will highlight all the TAG students in their class, sign and date list. ● Teachers know the names and ID designation of each student by name. ● Student’s names appear on lesson plans as teachers differentiate instruction. 	Google Doc updated with current students	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 under-served students and develops a plan to identify students, recognize leadership ability and develop talents.	Staff mtg. agenda	September of each year
The principal will work with teachers to encourage nominating students from underrepresented populations in the following manner: <ul style="list-style-type: none"> ● Including such discussion on staff mtg. agenda ● Data teams compare data from screening assessments ● Compare attributes of TAG Learners checklist 	Staff mtg. agendas Goal conf. agendas Nomination list	September/October each year

<p>Our school will use the following observation tools and/or data in the TAG identification process:</p> <ul style="list-style-type: none"> ● Attributes of Talented and Gifted English Learners checklist ● Possible problems that may be associated with strengths of gifted children ● Myths and truths about gifted students ● Standardized Assessments 	<p>Generated list of students for testing</p>	<p>September/October</p>
<p>The building will use the following procedures throughout the ID process:</p> <ul style="list-style-type: none"> ● Send Parent/Student Surveys home for those already identified ● Parent/Teacher Nominations (IDPFs) made available ● Collecting Work Samples and test history 	<p>Parent/Student Surveys will be used at conferences to make Individual TAG plans as needed. Information collected will go in CUM files of TAG students.</p>	<p>September – November</p>

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> <ul style="list-style-type: none"> ● Flexible Grouping ● Compacting curriculum ● Grouping within the classrooms by interest or ability ● Tiered lessons ● Higher Level questioning ● Independent Project Work ● Cluster grouping within the classroom 	<p>Work Samples MAP data</p>	<p>Fall, Winter, Spring checkpoints</p>

<ul style="list-style-type: none">● Curriculum mapping reflects differentiation strategies to meet the needs of all students.● Daily 5 <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: Kg – 1st: Reading groups formed by level using Dibels/assessments scores; Daily 5; 2nd – 5th: Leveled reading groups using BAS, MAPS; Math formative assessmentsb. Pre-Assessments: Reading/Math curriculum unit assessments; KWL; Teacher Observation; Science & Social Studies curriculum pre-assessments;c. System of on-going or formative assessments that inform instruction: Core curriculum assessments (currently SF and Bridges Math). They will tier the lessons, compact lessons, make alternate assignments, and increase depth and complexity of projects for TAG students as is indicated by the on-going Formative assessments. Determination on whether to make adjustments to TAG students rate and level will be based on the above assessments. Teachers by grade level will use flexible grouping. <p>3) What are the school-wide structures that provide for appropriate rate and level?</p> <ul style="list-style-type: none">● Grade level teams devote time to review and design curriculum and teaching strategies to meet needs of TAG students.		
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<ul style="list-style-type: none"> ● Teachers use data on a regular basis to adjust reading group membership according to assessment data. ● Leveled reading groups allow students opportunity to receive instruction at their appropriate rate and level. 		
<p>We determine whether a student needs acceleration in the following way:</p> <ul style="list-style-type: none"> ● Pre-assessments ● Post-assessments ● Common assessments ● Work samples ● Teacher observation 	<p>MAP Scores Assessment scores PLC agendas</p>	<p>Quarter checkpoints</p>
<p>Our process for using <i>data</i> to measure the growth of our TAG students is:</p> <ul style="list-style-type: none"> ● Data Wise cycle using curriculum formative and summative assessments ● Compare the growth of TAG students on state achievement math / reading assessments ● Team meetings – devote time to developing common strategies that specifically support TAG identified students 	<p>PLC agendas/minutes Assessment Scores</p>	<p>Quarter checkpoints PLC meetings</p>
<p>The following options for acceleration are available at our school:</p> <ul style="list-style-type: none"> ● Flexible grouping in the classroom; extended lessons for TAG identified students ● Options for projects to demonstrate proficiency; parent-teacher-student conferences to determine accelerated options upon request ● After-school classes that offer higher level courses (advanced reading, Lego Logistics, Book Clubs, etc.) ● Students may have access to middle school level classes at Jackson MS. The classroom teacher notifies. The principal will contact Jackson Middle School and the parents of the student and the school make the necessary arrangements. 	<p>Lesson plans of extended lessons CLC student lists Letters to parents / teachers</p>	<p>Yearly completion date</p>

<ul style="list-style-type: none"> ● On line courses can be explored. It is the parent’s choice and responsibility if they choose to have their student access online courses. <p>Students access these options in the following manner:</p> <ul style="list-style-type: none"> ● Enrollment in the after school classes or at Jackson MS is done by the parent with assistance by the principal 		
<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: individual plans made by teacher/parent/student.</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>Yearly completion date</p>
<p>Additional services available for TAG students include: The students access these services in the following manner:</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"> ● Agendas/minutes ● Sign in sheets ● Classroom Walk-throughs ● Goal-setting conferences ● PD planning and implementing 		<p>Mid-year/Final completion date</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"> ● Assign TAG Coordinator position in the Spring for the upcoming year ● Ensure the TAG Coordinator Checklist is followed ● Teacher Checklist is given to teachers ● Check calendar for TAG Coordinator training 	<p>Coordinator Checklist Coordinator training sign-in sheets Staff mtg. agendas</p>	<p>Checkpoints/year-end</p>
FOCUS: Professional Development		
Action	Documentation	Expected Completion Date or Check Point
<p>PD is provided for the following areas: 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</p>	<p>PD Schedule on file including agendas</p>	<p>Checkpoints/year-end</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: Teachers meet in monthly PLCs and Committees in addition to their weekly planning meetings.</p>	<p>Staff Mtg. Agendas Handouts Team/PLC notes</p>	<p>Checkpoints/year-end</p>

FOCUS: Communication		
Action	Documentation	Expected Completion Date or Check Point
Teachers communicate the differentiation strategies they're implementing in their classrooms in the following ways: (at which they explain differentiated instructional strategies they'll use to meet rate and level) <ul style="list-style-type: none"> ● Back to School Night ● Parent/Teacher Conferences ● Classroom Newsletters ● Informal Parent/Teacher interactions 	Conference Notes Copies of classroom newsletters / communications	Checkpoints/year-end
The administrator uses the school newsletter to communicate with families about TAG in the following ways: <ul style="list-style-type: none"> ● Cites specific examples of services available for TAG students ● Ensures bulletin board is kept current ● Meets with parents as needed/requested ● PTA mtgs. 		
TAG Information section 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	Mtg. notice/agenda	October

<p>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 Coordinator</p>		
<p>A Fall TAG parent meeting will be held before 10/31. Details include:</p> <ul style="list-style-type: none"> ● Additional Information booth setup in office during conferences ● Material available to parents as needed 		<p>October</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 salmon folder.</p>	<p>signed forms indicating that they had opportunity for input on instruction/school plan</p>	<p>December</p>
<p>Our families will have the following opportunity(ies) to evaluate our TAG services:</p> <ul style="list-style-type: none"> ● Encouraged to contact the teacher, TAG Coordinator or Principal ● possible survey 	<p>teacher/coordinator/principal notes Survey if used</p>	<p>June</p>
<p>If parents have concerns about their child’s TAG services they will have the following opportunities (process) to inform the school:</p> <ul style="list-style-type: none"> ● Encouraged to contact the teacher, TAG Coordinator or Principal 	<p>Concerns documented by teachers and/or principal</p>	

Submitted __February 26, 2016

Received _____

Approved _____