

Chief Joseph _____ **School**
Amber Gerber _____ **Principal**
Rose Michels _____ **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> <ul style="list-style-type: none"> Teachers will receive a “Needs List” generated from Synergy, identifying TAG students along w/ class rosters. Teacher will highlight class roster based on student’s identification. Teachers will sign the rosters and return to the TAG facilitator. Each quarter, and after TAG testing results, teachers will again highlight and initial class roster. 	<ul style="list-style-type: none"> “Needs List” distributed to teachers. Rosters in TAG notebook Rosters in TAG notebook 	<ul style="list-style-type: none"> August, Annually August, Annually October, January, April, Annually

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"> Grade Level Data Team Meetings in Fall, Winter, & Spring Weekly Grade Level PLC’s Possible documents used for discussion: Characteristics of Gifted Students, Attributes of Gifted ELL Students from Poverty and/or Diverse Cultures 	<ul style="list-style-type: none"> Data Card Leveled Charts/ Data Wall Grade Level PLC notes 	<ul style="list-style-type: none"> October, February, June, annually Weekly, ongoing
<p>The principal will ensure teachers are nominating students from underrepresented populations in the following manner:</p> <ul style="list-style-type: none"> Principal/TAG Coordinators will analyze test data (SBAC, EasyCBM, Dibels Next!, NWEA MAP testing) from previous year and make recommendations 	<ul style="list-style-type: none"> Grade Level PLC notes 	<ul style="list-style-type: none"> October, annually

<ul style="list-style-type: none"> ● Recommendations will be discussed during grade level PLC meetings ● Time will be provided during grade level PLC meetings to discuss potential TAG nominees. 		
<p>Our school will use the following observation tools and/or data in the TAG identification process:</p> <ul style="list-style-type: none"> ● Test Data: SBAC, EasyCBM, Dibels Next!, NWEA MAPm curriculum based and teacher made pre-assessments, work samples, teacher observations, pre-screening Checklist from TAG office, grade 2 Cogat scores 	<ul style="list-style-type: none"> ● Work samples and checklists will be filed w/ IDPF in students' cumulative records file 	<ul style="list-style-type: none"> ● October, annually
<p>The building will use the following procedures throughout the ID process:</p> <ul style="list-style-type: none"> ● TAG Coordinators will ensure staff will follow identification process outlined by the district TAG office. ● TAG Facilitator will meet with teachers to ensure process and timeline is followed. 	<ul style="list-style-type: none"> ● List of recommendations will be filed in TAG notebook. 	<ul style="list-style-type: none"> ● December, annually

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"> ● Small Groups ● Flexible Grouping ● Curriculum Compacting ● Tiered Lessons ● High Level Questioning ● Pretests to determine mastery ● Single Subject Acceleration in Math <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"> ● Teacher lesson plans ● Administrative observations ● PLC notes 	<ul style="list-style-type: none"> ● On-going

<p>a. Flexible Grouping- Teachers use pre-assessment and other formative assessment data to form instructional groups. Instructional groups change with units.</p> <p>b. Pre-Assessments- Teacher in grades K-5 administer the Bridges pre-assessments. In units where no pre-assessment is available, teachers use the post-assessment as a pre-assessment. All teachers administer Dibels Next! or EasyCBM in fall, winter, and spring. These assessments are used by teachers in grade level PLCs to create differentiated instructional plans.</p> <p>c. System of on-going or formative assessments that inform instruction: Teachers administer the above assessment, along w/ teacher generated formative assessments to monitor student progress. These assessments will be used to determine instructional needs, such as curriculum compacting, curriculum acceleration, curriculum extensions, and flexible instructional groups.</p> <p>3) What are the school-wide structures that provide for appropriate rate and level? (Note: Walk to Math is not an approved structure to meet rate and level)</p> <ul style="list-style-type: none"> ● Teachers discuss student assessment data and instructional plans at weekly PLC meetings. ● All teachers set Student Learning Goals in collaboration with administration and grade level PLC teams. ● Instructional coaches work w/ teachers and grade level PLCs to ensure rigorous, relevant instruction. 	<ul style="list-style-type: none"> ● Bridges electronic data recording system ● Dibels Next! website ● easyCBM website ● PLC notes ● Teacher Lesson Plans <ul style="list-style-type: none"> ● PLC notes ● Goal Setting Forms 	
<p>We determine whether a student needs acceleration in the following way:</p> <ul style="list-style-type: none"> ● Grade Level PLCs are focused on the Four Essential Questions: <ul style="list-style-type: none"> ○ What do students need to know and be able to do? ○ How will we know when they have learned it? ○ What will we do when they haven't learned it? ○ What will we do when they already know it? ● Grade level PLCs meet weekly to discuss assessment data (mentioned above) and plan instruction, as part of this process they plan differentiated instruction for students who have mastered the content. 	<ul style="list-style-type: none"> ● PLC notes ● PLC facilitator meeting agendas 	<ul style="list-style-type: none"> ● Weekly ● Monthly

<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 Team Meetings analyze Dibels Next! and easyCBM ● Weekly Grade Level PLCs analyze Dibels Next! progress monitoring, easyCBM progress monitoring, in program assessments (Scott Foresman and Bridges), teacher generated assessments 	<ul style="list-style-type: none"> ● PLC notes ● Data Team Meeting agendas 	<ul style="list-style-type: none"> ● Weekly ● Fall, Winter, Spring, annually
<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 Team Meetings analyze Dibels Next! and easyCBM ● Weekly Grade Level PLCs analyze Dibels Next! progress monitoring, easyCBM progress monitoring, in program assessments (Scott Foresman and Bridges), teacher generated assessments 	<ul style="list-style-type: none"> ● PLC notes ● Data Team Meeting agendas 	<ul style="list-style-type: none"> ● Weekly ● Fall, Winter, Spring, annually
<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"> ● Grade Level Acceleration ● Single Subject Acceleration ● Individual plans ● Digital websites such as Khan Academy and Prodigy Math <p>- Mid-Level must include a specific plan for helping students access courses such as Geometry.</p> <p>- High School must include a specific plan for accessing AP, IB, or similarly rigorous, college-ready courses.</p>	<ul style="list-style-type: none"> ● Student Schedules 	<ul style="list-style-type: none"> ● September, January, annually
<p>Additional services available for TAG students include:</p> <ul style="list-style-type: none"> ● Saturday Academy Classes ● Enrichment assemblies ● TAG games/manipulatives <p>The students access these services in the following manner:</p> <ul style="list-style-type: none"> ● Special assemblies designed for TAG Students ● Signing up for classes. ● Teachers sign out TAG games for students 	<ul style="list-style-type: none"> ● Class Lists 	<ul style="list-style-type: none"> ● September, January, annually
<p>The administrator(s) ensures the use of differentiated strategies, rigorous coursework, and instruction provided at the appropriate rate and level in the following ways:</p> <ul style="list-style-type: none"> ● Student Learning Goals ● Review of Lesson Plans ● Classroom Observations ● Data Teams 	<ul style="list-style-type: none"> ● Student Goal Setting Form ● Pre-Observation Conference Form 	<ul style="list-style-type: none"> ● October, February, June, annually ● Fall and Spring for probationary

<ul style="list-style-type: none"> • PLCs 	<ul style="list-style-type: none"> • Notes and feedback, Post-Observation Conference Form • Data Team Meeting notes • PLC notes 	<p>teachers, Bi-annually for contract teachers</p> <ul style="list-style-type: none"> • On-going • Fall, Winter, Spring, annually • Weekly
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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> <ul style="list-style-type: none"> • Check in meetings with TAG Facilitator • PD provided by TAG Facilitator 	<ul style="list-style-type: none"> • TAG Facilitator's meeting sign in sheet 	<ul style="list-style-type: none"> • On-going

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 included in the school's professional development plan: 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>These strategies will be integrated into our school professional development plan or school improvement plan in the following ways:</p>	<ul style="list-style-type: none"> • PLC notes • PLC Facilitator's meeting notes 	<ul style="list-style-type: none"> • Weekly • Monthly

<ul style="list-style-type: none"> ● Grade Level PLCs are focused on the Four Essential Questions: <ul style="list-style-type: none"> ○ What do students need to know and be able to do? ○ How will we know when they have learned it? ○ What will we do when they haven't learned it? ○ What will we do when they already know it? ● PLC facilitators meet monthly with administration to maintain focus on instructional decision making. 		
<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"> ● Grade Level PLCs are focused on the Four Essential Questions: <ul style="list-style-type: none"> ○ What do students need to know and be able to do? ○ How will we know when they have learned it? ○ What will we do when they haven't learned it? ○ What will we do when they already know it? <p>PLC facilitators meet monthly with administration to maintain focus on instructional decision making.</p>	<ul style="list-style-type: none"> ● PLC notes ● PLC Facilitator's meeting notes 	<ul style="list-style-type: none"> ● Weekly ● Monthly

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"> ● Classroom newsletters ● Parent Teacher Conferences ● Differentiated Learning Targets 	<ul style="list-style-type: none"> ● Newsletters ● Lesson Plans 	<ul style="list-style-type: none"> ● Ongoing ● Fall
<p>The administrator uses the school newsletter to communicate with families about TAG in the following ways:</p> <ul style="list-style-type: none"> ● Information about school wide TAG programming 	<ul style="list-style-type: none"> ● News letter 	<ul style="list-style-type: none"> ● On-going as necessary
<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 	<ul style="list-style-type: none"> ● Bulletin Boards 	<ul style="list-style-type: none"> ● On-going

<p>A Fall TAG parent meeting will be held before 10/31. Details include:</p> <ul style="list-style-type: none"> ● PowerPoint prepared by district TAG department. 	<ul style="list-style-type: none"> ● Open House 	<ul style="list-style-type: none"> ● Fall, annually
<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> <ul style="list-style-type: none"> ● Teachers will solicit input from parents. ● Signed conference forms will be turned into TAG Coordinator and kept in TAG binder. 	<ul style="list-style-type: none"> ● Parent/Teacher Conferences 	<ul style="list-style-type: none"> ● Annually
<p>Our families will have the following opportunity(ies) to evaluate our TAG services:</p> <ul style="list-style-type: none"> ● Informal conversations with teachers and administrators ● TAG parent meeting 	<ul style="list-style-type: none"> ● TAG meeting sign-in 	<ul style="list-style-type: none"> ● On-going, as necessary ● Annually
<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"> ● Meeting with teacher. ● Meeting with Principal/TAG Coordinator 		

Submitted 6/17/2019

Received _____

Approved _____
