Due to the PPS TAG Office **by** February 28, 2019

Hayhurst School
Deanne Froehlich, Principal
Kelsey Williams, TAG Coordinator

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): *Classroom teachers record appropriate TAG identification designation in grade books. *Each classroom teacher prints from Synergy the "program assignments" report, date, sign, and turn into the principal in September and January. *A copy of the Synergy report from each classroom is kept in the principal's TAG notebook. *Principal would like to see student names appear on lesson plans as teachers differentiate instruction.	*Teachers grade book with TAG students highlighted. *Synergy report shared with staff *List of students kept in TAG notebook. *Teacher lesson plans with differentiated instruction labeled for TAG 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 underserved students and develops a plan to identify students, recognize leadership ability and develop talents. *Review the documents Characteristics of Gifted students and Myths and Truths about gifted students. *Use Dashboard data comparing general population and ethnicity of school and identified TAG students.	*Noted as topics for October Staff meetings. *Aggregated % of students identified at each grade level.	*October
The principal will ensure teachers are nominating students from underrepresented populations in the following manner:	*Topics for October staff meetings.	*October

*Review of nominated TAG students by Principal, TAG coordinator and teacher representative. *Students who score at the 97% or above on the SBAC are identified as TAG from the district TAF office, teachers and parents will still need to complete the nomination form. *Students who score 95%-96% on the SBAC are identified as potential from the district TAG office, teachers and parents will still need to complete the nomination form. *Principal examines CogAT 7 second grade scores, ELPA and work samples of ELL students, and asks teachers to nominate students. If needed, principal can recommend further testing. *Classroom teachers examine other classroom assessments to determine if there should be a nomination completed for a student.	*CogAT 7 scores *Student nomination forms. *Spring SBAC scores *Classroom assessments	
Our school will use the following observation tools and/or data in the TAG identification process: *In October, classroom teachers use the pre-screening checklist for all students to identify potential TAG students. *In October, the district TAG department will review spring SBAC data for 4th-5th grades to identify potential TAG students (95% and above). *In a staff meeting, review the school TAG population data to make sure everyone who qualifies receives TAG services. *Send parent/student surveys home for all TAG students as identified.	*Spring SBAC test data *CogAT scores for 2nd grade students *September professional development meeting agenda and topic.	*October
The building will use the following procedures throughout the ID process: *Teachers and parents nominate students using the IDPFs. *Teachers collect work samples and test history. *All second graders given the CogAT 7 screener assessment by district TAG office. *Identified students referred to the district TAG office for further testing and screening for other indicators of TAG designation and qualifications. *District TAG office completes the TAG identification process by informing parents in writing of the results.	*October professional development agenda item. *Nomination forms in TAG coordinators notebook *Testing list provided by district TAG office.	*October Professional Development meeting notes *Nominations completed by November *TAG testing completed by January/February

FOCUS: TAG Services		
Action	**Documentation**	**Expected Completion Date or Check Point**

Differentiation strategies:
1) **Please list differentiation strategies used within a variety of classrooms.**
  * Acceleration
  *Cluster Grouping
  *Compacting
  *Flexible grouping
  *Independent Study/Individual Projects
  *Tiered Assignments
  *Enrichment
  *Quality Questions
  *Higher Level/Critical Thinking
  *Graphic Organizers
  *Extension Activities
 	
2) **Describe how the following strategies are used in all classrooms to meet the rate and level of students.**
  a. **Flexible Grouping**
    i. Classrooms have a 90 min block of literacy time (reading and writing). Student groups are determined by assessments to address accelerated reading rates and levels.
    ii. Hayhurst Neighborhood School cluster group TAG students for math and literacy.
    iii. Teachers create and provide extension projects within the classroom so students have quality work to do it they finish work early.
    iv. Classroom teachers group "Like ability" TAG and highly capable students for extension activities for math and literacy.
	*Student schedules
	*Teachers' daily schedules
	*Master calendar
	*Teachers' weekly schedules
	*Teachers' grade books or record book
	*Parent Volunteer Opportunity forms
	*Lesson plans
		*Teachers' weekly schedules due to principal by October 1
		*Master calendar completed by August 30

b. **Pre-Assessments**
   i. Pre and post assessments for each unit of study in most content areas provided by the core adoptions.
   ii. Classrooms have a 90 min block of literacy time (reading and writing). Student groups are determined by assessments to address accelerated reading rates and levels.
   iii. Teachers assess and group students by academic level in literacy to address accelerated rates and levels.
   iv. DIBELS, DRAs and EasyCBM
   v. KWLs

c. **System of on-going or formative assessments that inform instruction**
   i. Formal and informal literacy and math assessments provided by the core adoptions are used to differentiate instruction
   ii. Notes from teacher observations
   iii. DIBELS, DRAs and EasyCBM
   iv. KWLs
   v. Work Samples
   vi. SBAC scores grades 3-5
d. **Quad D instructional experiences**
   i. Students are given opportunities to explore and design through student centered learning
      1. Extension Activities
      2. Independent Study
      3. Individual Projects

3) **What are the school-wide structures that provide for appropriate rate and level?**

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    a. Classroom teachers group students from the assessment data to address accelerated reading rates and levels during guided reading time and designated math time.

    b. Classroom teachers group students by academic level in literacy and math to address accelerated rates and level based on assessments.

    c. Teachers cluster group TAG students for math and literacy.

    d. Pre-assessments are used to determine instructional strategies.

    e. Independent work projects:

        i. 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 an Arts fair, Science fair, etc.

    f. Higher level questioning strategies:

        i. Within classrooms, teachers will ask questions and assign work with higher level questions for students.

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We determine whether a student needs acceleration in the following way:
*Teacher recommendation or parent request
*Review of SBAC scores (grades 3-5), DIBELS, EasyCBM data
*Review of student work samples
*Consultation with TAG Department for testing

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*Student SBAC scores
*DIBELS, EasyCBM scores
*Student work samples
*Teachers' record books and grade books

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District acceleration process deadline of October 15

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Our process for using *data* to measure the growth of our TAG students is:
*3rd-5th teachers review students' Fall and Spring SBAC scores

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*Student SBAC scores

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*Completed by June
*Ongoing

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*DIBELS, DRA and EasyCBM will also be used (with teacher training). *District core adoption assessments to measure students' growth including but not limited to DRAs, work samples, pre and post assessments, and observations.	*Teachers' record books and grade books *Professional Development Calendar	*Professional Development Calendar completed by August 30 *Master calendar completed by August 30
The following options for acceleration are available at our school: *Grouping strategies *Compacted curriculum *Small group work *Independent projects *High-level questioning strategies **Students access these options in the following manner:** *Teacher, parent, and/or student advocacy *Assessment data *PLC process including data review	*Lesson plans *PLC Data review notes *Assessment data (DIBELS, EasyCBM, SBAC)	Ongoing, as-needed
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: *Grade advancement *Single-subject acceleration *Geometry offered through Virtual Scholars *Advanced math (Algebra 3-4, etc…) offered through Virtual Scholars	*Teacher and Parent Recommendations *Assessment data *Student Work Samples *Master Schedule *VS student roster	*August 15 for Master Schedule *October 15 for acceleration request *August 15 for VS requests
Additional services available for TAG students include: *Lego Robotics (Hayhurst campus) *Saturday Academy classes off site *Chess Club *OBOB	*Saturday Academy course catalog *Lego Robotics application	*Ongoing based on specific deadlines

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The students access these services in the following manner: *Accessing summer or spring break camps *Accessing off-site programs *Parent and/or teacher recommendation *Application process for Lego Robotics		
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: *Walk-throughs to see that TAG strategies are being implemented into the classroom; conversations with students during walk-throughs *Provide staff with professional development opportunities *Request classroom teachers being evaluated during the 2018-19 and 2019-20 school year to include information about differentiated strategies in their formal observation	*Walk-through notes *Lesson plans *Professional Development Calendar *Formal teacher evaluations	*Ongoing classroom visit starting in August, continuing through May *Professional Development Calendar completed by August 30.

FOCUS: Responsibilities of TAG Coordinator		
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: *The Principal assigns the TAG Coordinator position *Follow the TAG Coordinator Checklist *Monitor calendar for TAG Coordinator training and attend meetings	*List of District TAG Coordinators *Staff Handbook *TAG Coordinator notebook contains checklists and training calendar *TAG meeting sign-in	*TAG Coordinator reported to district TAG office by August 30 *Staff Handbook completed by August 10.
FOCUS: Professional Development		

Action	Documentation	Expected Completion Date or Check Point
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 **These strategies will be integrated into our school professional development plan or school improvement plan in the following ways:** (CCSS Implementation, Equity Work,) *Administrator and/or TAG Coordinator will lead PD focused on one of the above topics quarterly as noted in our professional development calendar.	*Professional Development Calendar *PD Agenda/Minutes	*Ongoing beginning in September through May. *PD will take place quarterly at a staff meeting following the TAG Coordinator meetings.
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: *Review expectations for CCSS Implementation - ongoing *Discuss Equity issues *Read/discuss articles on Depth and Complexity *Share successful strategies for implementation of various strategies	*Professional Development Calendar *PD Agenda/minutes	*Quarterly/as close to the Monday following each TAG Coordinator meeting. Some months will require two TAG presentations.

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: *During parent-teacher conferences, teachers inform parents about the differentiated instructional strategies used to meet rate and level of the TAG student. *Monthly newsletters inform parents what teachers are doing to meet rate and level and how they've pre-assessed.	*Parent-teacher conference sign up sheet *Monthly Newsletters	*October parent-teacher conference *September-June newsletters
The administrator uses the school newsletter to communicate with families about TAG in the following ways:	*Bi-monthly published Hayhurst Highlights or	*Bi-monthly September-June

*Writes about observations in classroom activities to meet rate and level *Cites specific examples of services made available for TAG students, e.g. Lego Robotics, Chess Club *Cites building TAG Plan and how it guides programming for TAG students and how the plan is being implemented. *Announce Parent TAG meeting(s) *PTA meetings * TAG bulletin board used for flyers on opportunities for enrichment (from the TAG district office).	weekly email sent as a means of building communication.	
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: *The TAG Coordinator maintains the TAG bulletin board updating with information from the district TAG office.	*TAG bulletin board kept up-to-date and is located in the front hallway.	*September-June
A Fall TAG parent meeting will be held in the fall. Details include: *Hayhurst TAG meeting to be scheduled around the master calendar (in October or November) *Parent/teacher will review the TAG Survey at Parent-Teacher Conferences to indicate parents have had the opportunity to offer input into and reviewed the school's plan for meeting a student's rate and level.	*Agenda *Parent sign in sheet *Parent-teacher conferences	*November
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 Docuware file (goes through the school secretary).	*TAG Parent Surveys *Individual TAG Plans in salmon folders	*Conferences in October for surveys *ongoing for individual plans

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Our families will have the following opportunity(ies) to evaluate our TAG services: *Hayhurst families have the opportunity to evaluate the Hayhurst School TAG services by having input on the development of yearly building TAG plan.	*Announcement in the Hayhurst Highlights	*April-June
If parents have concerns about their child's TAG services, they will have the following opportunities (process) to inform the school: *At fall parent/teacher conferences. *Encouraged to contact the teacher(s) by phone, email or in person. *Encouraged to meet with teacher and Administrator/TAG Coordinator by phone, email, or in person	*Announcement in Hayhurst Highlights in September and January	*Ongoing communication with parents.

Submitted _____   Received _____   Approved _____