

**Irvington Elementary**      **School**  
**Satrina Chargualaf**      **Principal**  
**Geri Matiyko**              **TAG Coordinator**

<b>FOCUS: Acknowledgement of TAG Identified Students</b>		
<b>Action</b>	<b>Documentation</b>	<b>Expected Completion Date or Check Point</b>
<p>Method used to ensure all teachers know TAG students enrolled in their class(es):</p> <ul style="list-style-type: none"> <li>● Teacher will print out the “program Assignments” for their class to determine TAG Students on their class list</li> <li>● In a Teacher’s grade book, all TAG students will be highlighted with their TAG designation indicated.</li> <li>● Teachers will have TAG activities scheduled in their weekly lesson plans.</li> <li>● During Grade level team meetings, grade level teachers will share, periodically, examples of TAG extension projects</li> </ul>	<p>Teachers will provide a copy of their synergy TAG list with teachers signature indicating that they know who their TAG students are for the Principal’s records (TAG coordinator).</p> <p>Principals will take random samples of lesson plans to monitor the differentiation strategies used for TAG students</p>	<p>September, 2019 and January, 2020 of each year</p> <p>Ongoing during Principal walk-through and observations of classrooms.</p>

<b>FOCUS: Identification of Students who Perform in the 97th Percentile or Demonstrate the Potential to Perform</b>		
<b>Action</b>	<b>Documentation</b>	<b>Expected Completion Date or Check Point</b>
<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>	<p>Agenda for meeting/staff attendance at Staff meeting in TAG notebook. For those absent, pertinent information is placed in teachers box with the understanding</p>	<p>August 26, 2019</p>

	that if they have questions to please see TAG coordinator.	
<p>The principal (TAG coordinator) will ensure teachers are nominating students from underrepresented populations in the following manner:</p> <ul style="list-style-type: none"> <li>• All staff, including ELL and SPED will use the Pre-Screening checklists to consider nominating students</li> <li>• TAG coordinator and Principal will convene in the fall to create action plan for identifying underrepresented and underserved students.</li> <li>• Special Ed team will review all students on their caseloads for potential TAG students.</li> </ul>	<p>Prior to TAG nominations, building TAG coordinator asked that staff be intentionally at nominating underrepresented populations.</p>	<p>October, 2019</p>
<p>Our school will use the following observation tools and/or data in the TAG identification process (possible documents to be used)</p> <ul style="list-style-type: none"> <li>• Attributes of Talented and Gifted English learners checklist</li> <li>• Pre Screening checklist</li> <li>• DRA's/Easy CBM's/Dibels/OAKs/MAPS/ scores from previous school year</li> <li>• SBAC scores for grades 3 and above from 2019-2020 school year</li> </ul>	<p>Grade level teams meet monthly and quarterly will review student data for consideration</p>	
<p>The building will use the following procedures throughout the ID process:</p>		

<b>FOCUS: TAG Services</b>		
<b>Action</b>	<b>Documentation</b>	<b>Expected Completion Date or Check Point</b>
<p>Differentiation strategies:</p> <ol style="list-style-type: none"> <li>1) Please list differentiation strategies used within a variety of classrooms.</li> <li>2) Describe how the following strategies are used in all classrooms to meet the rate and level of students.                             <ol style="list-style-type: none"> <li>a. <b>Flexible Grouping</b>—provide opportunities for TAG students during school (ie: novel studies, math learning stations, Kahn Academy Mappers, LID,</li> </ol> </li> </ol>	<p>Teacher lesson plans highlighted to demonstrate strategies, observation of principal and assistant principal, student work, student portfolios.</p>	<p>Ongoing throughout the 2019-2020 school year</p> <p>Ongoing throughout the 2019-2020 school year</p>

<p>Compacting, tiered lessons, high level questioning, Partner work etc.)</p> <p>b. <b>Pre-Assessments</b> Formal tests as pretests/posttests, quizzes, student work, teacher observation, easy CBM, These items will be discussed during PLC time.</p> <p>c. <b>System of on-going or formative assessments that inform instruction</b> Grade level Teams will review data from post assessments to determine effectiveness of those instructional strategies, and to gather evidence of knowledge gained and growth made. Furthermore, rubrics have been created to use with both narrative and opinion based writing. Again, teachers have met to review and assess where students are. Finally, teachers use this data to design individual instruction and performance tasks, form groups, extend learning opportunities and to create personal learning goals</p> <p>3) <b>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)</b></p> <ul style="list-style-type: none"> <li>• Administrators/TAG Coordinator/Teacher/Parent will work together to find the best fit whether it be within in the classroom or at another grade level, after school program, or with TAG Director support</li> <li>• Test Scores (SBAC, Easy CBM and Dibels) pre-tests, teacher recommendation, parent recommendation and student recommendation</li> <li>• Teachers and parents can request that the homeroom teacher and TAG coordinator review their request for acceleration</li> </ul>	<p>Schedules, lesson plans, meeting agendas Principal, Assistant Principal, TAG coordinator, TAG parent advisory members will assist with the fidelity and implementation of TAG opportunities.</p> <p>Teacher(s) will meet with parents and administration to discuss placement options</p> <p>Teachers will meet within grade levels to determine Reading and math class placement (groupings)</p> <p>Assessment data, meeting notes</p> <p>By parent request during parent teacher conferences, email, parent meeting, phone, etc.</p>	<p>Ongoing throughout the 2019-2020 school year</p> <p>Once a month, one common team planning meeting will be devoted to developing TAG Strategies.</p> <p>Ongoing</p> <p>Ongoing</p> <p>Ongoing</p>
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<p>We determine whether a student needs acceleration in the following way:</p>		
<p>Our process for using <i>data</i> to measure the growth of our TAG students is:</p>		
<p>The following options for acceleration are available at our school: 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>	<p>Teacher, Principal, TAG Coordinator and TAG Director will meet to discuss and implement strategies</p>	<p>Ongoing</p>
<p>Additional services available for TAG students include: The students access these services in the following manner:</p> <ul style="list-style-type: none"> <li>• There will additional opportunities during the school year (during the day) for TAG Students in specific grade levels to be provided enrichment opportunities during the day. Example (LID)</li> </ul>	<p>Principal, TAG Coordinator and TAG Director will meet to discuss and implement TAG opportunities</p>	<p>Ongoing</p>
<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>		

<p><b>FOCUS: Responsibilities of TAG Coordinator</b></p>		
<p><b>Action</b></p>	<p><b>Documentation</b></p>	<p><b>Expected Completion Date or Check Point</b></p>
<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, TAG PD at the school and coordinating the ID process in the school, in the following manner:</p>	<p>Monthly District TAG meetings, Monthly meetings with Principal and TAG Coordinator</p>	<p>Ongoing</p>

<b>FOCUS: Professional Development</b>		
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: 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: (CCSS Implementation, Equity Work,)</p>	Sign in sheets	
<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"> <li>● Flexible Grouping: assessments to inform instruction</li> <li>● These strategies will be integrated into our school professional development plan or our CAP Plan in the following ways:                             <ul style="list-style-type: none"> <li>○ CCSS implementation</li> <li>○ Equity work</li> <li>○ PBIS/Climate work</li> <li>○ CAP work</li> </ul> </li> <li>● Principal will walk-through classrooms to determine that TAG strategies are being implemented in the classroom.</li> <li>● Random checks of lesson plans</li> <li>● Provide professional development opportunities</li> <li>● Observations of teachers under professional review</li> </ul>		

<b>FOCUS: Communication</b>
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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"> <li>• will include information about differentiated instructional strategies and skills and content to be covered during the year.</li> <li>• Classroom newsletters will communicate activities and projects. Information about rate and level and this is determined through pre-assessments will be sent home as well</li> <li>• Furthermore, Grade levels, on a monthly basis, write a brief narrative of themes being covered in their respective grades</li> </ul>	<p>Star Flier, newsletter (teacher/Star Flier)</p>	<p>Monthly</p>
<p>The administrator uses the school newsletter to communicate with families about TAG in the following ways:</p> <ul style="list-style-type: none"> <li>• School newsletter sent home every week may include information about TAG deadlines, Information regarding TAG meetings, discuss extended learning opportunities for TAG students during the school day, after school and outside of school hours.</li> </ul>	<p>Weekly school newsletter, TAG bulletin board, school website, TAG Blog</p>	<p>Ongoing throughout the school year</p>
<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, <b>current</b> 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>Principal will check TAG bulletin board located in main hallway outside office</p>	<p>Ongoing throughout the school year</p>
<p>A Fall TAG parent meeting will be held before 10/31. Details include:</p> <ul style="list-style-type: none"> <li>• The Fall TAG parent meeting will be held after meeting with District TAG coordinator and Llewellyn TAG coordinator and Principal</li> </ul>	<p>Sign in sheets, agendas, and handouts</p>	<p>To be scheduled Fall, 2019</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 CUM folder (online).</p>	<p>TAG plans and/or waivers (if needed) in CUM folders online</p>	<p>October 2019</p>
<p>Our families will have the following opportunity(ies) to evaluate our TAG services:</p>	<p>Meeting minutes</p>	<p>Fall 2019 and Spring 2020</p>

<p>If parents have concerns about their child’s TAG services they will have the following opportunities (process) to inform the school:</p> <p>Meeting with principal and TAG Coordinator</p>	<p>Written documentation of meeting</p>	<p>As needed</p>
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Submitted \_\_\_\_\_

Received \_\_\_\_\_

Approved \_\_\_\_\_