

MLC School

Alexa Pearson Principal

Margarita Wilson TAG Facilitator

(Teachers write individual TAG Plans)

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>At the beginning of the school year, all teachers will receive a class list with their TAG students highlighted. They will also receive an email notifying them to look for the list, review, and post it with their lesson planning materials. Teachers will know the names and ID designation of each student by name. Teachers of grades 1-6 (self contained classes) will be reminded that they will be required to obtain a letter of understanding from parents stating that they believe their student’s academic needs are being met and that individual TAG plans will be written upon request. The letter will be posted on MLC’s TAG web page for parents to access.</p>	<p>This information is kept in the buildings TAG notebook (Assistant Principal’s Office) and in each teacher’s grade book. The TAG facilitator also keeps a list of all TAG students.</p>	<p>September and January of each year.</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>Discussion with staff around ID of under-represented and underachieving students will occur at the one of the October staff meetings.</p> <ul style="list-style-type: none"> ● SBAC data identifying students scoring within 95% and above will be distributed. ● Attributes of Talented and Gifted English Learners checklist (Talented and Gifted English Learner form) ● The Characteristics Common to Underachieving Gifted Students will be distributed to all staff members. 	<p>Sign in sheet at meeting</p>	<p>October</p>

<p>The principal will ensure teachers are nominating students from underrepresented populations in the following manner:</p> <ul style="list-style-type: none"> • Administration and the TAG facilitator will review dis-aggregate data to take note of disparities that may exist with over/under identification of TAG students. • Administration and TAG facilitator will examine 2nd grade NNAT32 scores of ELL students, nominate those students, recommend further testing as appropriate 	<p>Data showing test scores of under-represented populations.</p>	<p>October/January</p>
<p>Our school will use the following observation tools and/or data in the TAG identification process:</p> <p>Observation tool(s) and/or data used in the ID Process: Assistant Principal or TAG facilitator, will lead a discussion of the characteristics of gifted students at the opening of staff meeting. Additionally, copies of the TAG pre-screen checklist will be distributed for teacher use. Each teacher will use an observation tool for the first weeks of school for assessing giftedness.</p> <p>Screening assessments include:</p> <ul style="list-style-type: none"> o Attributes of Talented and Gifted English Learners checklist (Talented and Gifted English Learner form) o Characteristics of Giftedness (doc) o Possible Problems that may be associated with strengths of gifted children (doc) o Myths and Truths about gifted students (doc) o Pre-screening checklists o SBAC scores o Work samples o Second grade Cogat72 testing 	<p>Sign in sheet at meeting</p>	<p>September</p>

<p>The building will use the following procedures throughout the ID process: The TAG Facilitator will coordinate the ID process.</p> <ul style="list-style-type: none"> ● Parent/Teacher Nominations (IDPFs) made available on web page and on the TAG bulletin board near the office. ● TAG Facilitator will remind teachers to pass out IDPF forms to potential TAG students at fall conferences with parents. 	<p>TAG nomination forms</p>	<p>On Going</p>
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FOCUS: TAG Services		
Action	Documentation	Expected Completion Date or Check Point
<p>Differentiation strategies:</p> <ul style="list-style-type: none"> a) Tiered lessons and projects. <ul style="list-style-type: none"> ● Lesson is modified into two or three levels of depth and complexity. The lesson should be more in depth NOT more work. b) Compacting curriculum <ul style="list-style-type: none"> ● Student(s) are pre-assessed in certain benchmark(s) and if meeting benchmark then student(s) provided an alternative assignment that would mostly likely be in the content area. c) Ability and flexible/interest grouping (including Learning Centers and Literature circles, small group instruction.) <ul style="list-style-type: none"> ● Students with similar skills and abilities are grouped together. Provided with task(s) to go deeper with the material and asked higher level of questions to answer. d) Independent study opportunities, extension activities both in class and in the community <ul style="list-style-type: none"> ● HS Students can submit proposals to earn credit for extra curricular activities. ● Students are provided opportunities to teach electives. e) Higher Level Questioning strategies. 	<p>K – 6:, Include ability based groupings for reading and math; Syllabi in MS and HS posted on-line and TAG students’ schedules.</p>	<p>October / On Going</p>

<ul style="list-style-type: none"> ● Using Bloom’s Taxonomy of questioning techniques <p>f) Use of Mentors of HS/MS students working with K – 6 students.</p> <ul style="list-style-type: none"> ● Teachers in the K through 6 take on students in the “Teacher Apprentice” role. Students are assisting with instruction and some assessment of students’ skills. <p>MS and HS teachers will document the strategies in use in the classroom on their course syllabi.</p>		
<p>Grade level or school-wide structures in place that offer rigorous coursework at the appropriate rate and level are:</p> <ul style="list-style-type: none"> ● Small school setting in which each teacher is responsible for monitoring and individualizing student course work, ● Pull out classes for reading and mathematics, ● High school credit classes (Spanish and Algebra) for 8th graders, ● “Reading buddies” pairing younger and older students in a formalized, on-going manner, ● Interest driven electives (1-12), ● Independent study credit (high school), ● Stipend for TAG students who chose to take enrichment and/or college courses, ● Alignment of bell schedule with area colleges so that students can easily access courses. 	<p>Course enrollment data, including MS students enrolled in high school classes, budget info recording the number of students requesting payment for college courses, enrollment (1-8) in enrichment electives, college credit applied to HS transcripts.</p>	<p>On Going</p>
<p>To determine whether a student needs acceleration is done the following way:</p> <ul style="list-style-type: none"> ● Classroom observations ● Formative assessments ● Summative assessments ● Work Samples ● State Testing data 	<p>Assessment Data</p>	<p>On-Going</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"> • Through the use of work samples, portfolio pieces, SBAC data, technical literacy assessments, district provided assessments and grades. <p>This information is used in the following ways placement of students in ability groups in grades K- 6 (esp. reading and math groups).</p> <p>At the 7 -12 grades there is placement in higher-level high school courses and college preparatory elective courses, recommendation to high school students for college coursework.</p> <p>The following options for acceleration are available at our school:</p> <ul style="list-style-type: none"> • Students complete extension opportunities provided by the teachers (all grades). • 9x12 students forecast for college preparatory classes. • 9x12 students’ access night and summer school courses to advance their course level (not to remediate classes) <p>Students access these options by working with counselor, administration and teacher to determine the best fit: Such as higher-level curriculum taught within classrooms and between classrooms.</p>	<p>Portfolios, work samples and common assignments, SBAC scores, forecasting sheets, enrollment numbers in specific high school classes. Course enrollment, forecasting information, high school credit earned by MS students, college credits applied to HS student transcripts.</p>	<p>On Going</p>
<p>If a student requires a course beyond what is typically available for that grade or subject area, student can access this course or experience in the following ways:</p> <ul style="list-style-type: none"> • Independent study options (based on interest of student and teacher support). • Stipend for enrichment (Saturday Academy) and/or college classes, • High school Algebra credit available at the middle school, 	<p>College credits applied to HS transcript, funds applied to college tuition.</p>	<p>On Going</p>
<p>Additional services available for TAG students include:</p> <ul style="list-style-type: none"> • Teacher designed independent study and extension activities (all grades), school clubs (i.e. yearbook) and enrichment electives for students 1st-8th 	<p>Elective enrollment information, lesson plans, and course descriptions.</p>	<p>On Going</p>

<p>The students access these services in the following manner: Elective sign-ups, through the electives coordinator, classroom teacher, administration and/or counselor.</p>		
<p>The administrator will ensure differentiation strategies are implemented into the classroom in the following ways:</p> <p>During teacher evaluations pre-conference questions will inquire specifically about strategies used. For all teachers, the administrators will visit classrooms with to look for differentiation strategies in place. The use of these strategies will be discussed at staff meetings addressing the schools TAG focused PD.</p>	<p>Pre-conference questionnaires, Observation tool addresses differentiation and assessment, evaluations address specific TAG strategies, meeting sign in sheets</p>	<p>On-going</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 Coordinator Job Description, which include mandatory attendance at TAG sponsored PD and coordinating the ID process in the school, in the following manner:</p> <p>TAG Coordinator will share meeting notes from district PD with administration.</p>	<p>TAG Meeting Notes</p>	<p>On-going</p>

FOCUS: Professional Development

Action	Documentation	Expected Completion Date or Check Point
<p>Our professional development plan demonstrates integration of TAG strategies such as flexible grouping, Quad D work, Rigor and Relevance in the classroom, assessments to</p>	<p>School PD Schedule</p>	<p>On-Going</p>

<p>inform instruction, increased use of mathematical practices and instructional shifts, and increased text complexity and text-based questions. These strategies are integrated into our comprehensive achievement plan and embedded in the following ways: CCSS Implementation, Equity Work, PLCs, and instructional professional development.</p>		
<p>Site-based professional development in our school will include the development and/or implementation of the strategies identified below:</p> <ul style="list-style-type: none"> ● Grouping Strategies ● Tiered Lessons, Activities and Instruction ● Curriculum Compacting ● Engaging Students: Questioning Strategies, Depth and Complexity (Storyline and Portfolios) 	<p>Meeting Attendance</p>	<p>On Going</p>
<p>Administrator(s)//Teachers will use individual and team PLCs to integrate these strategies into their instruction in the following manner:</p> <p>School wide and team meetings will discuss the characteristics of gifted children and how these are exhibited in classrooms; utilizing portfolio work and Storyline method.</p>	<p>Team PLC Meeting Notes</p>	<p>On Going</p>

FOCUS: Communication		
Action	Documentation	Expected Completion Date or Check Point
<p>Teachers communicate strategies being implemented in their classrooms in the following ways:</p> <p>Curriculum nights, the use of three planning conference times, and a portfolio night (K-6), Syllabi posted on-line with the differentiation strategies section completed.</p>	<p>Curriculum night sign in, Syllabi</p>	<p>November</p>
<p>The TAG Facilitator uses the school newsletter to communicate with families about TAG in the following ways:</p> <p>posting opportunities for enrichment for students including night school, Saturday Academy and elective courses, notifying parents of TAG identification deadlines, updates on professional development plans, and how to access syllabi on-line</p>	<p>Newsletter, TAG Bulletin Board</p>	<p>On-going</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, 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 facilitator.</p> <p>Additionally the MLC website provides a link to PPS TAG site, provides frequently used forms, and lists contact information.</p>	<p>TAG board, MLC website</p>	<p>On-going</p>
<p>A Fall TAG parent meeting will be held on curriculum night at the beginning of each school year. This meeting will be held at MLC with the school TAG coordinator.</p>	<p>Sign in sheet</p>	<p>November</p>

<p>Parent/teacher will sign a form at Parent-Teacher Conferences that indicates parents have had the opportunity to offer input into and reviewed the school’s plan for meeting a student’s rate and level.</p>	<p>TAG Plans, Syllabi posted on-line, available Back to School Night</p>	<p>November</p>
<p>Our families will have the following opportunity(ies) to evaluate our TAG services during the school year:</p> <ul style="list-style-type: none"> ● Conferences with teachers ● Conferences with administration and the TAG facilitator regarding academic planning. ● Contact information available on the TAG board, located in a central location in the school. 	<p>TAG board</p>	<p>On Going</p>
<p>If parents have concerns about their child’s TAG services they will have the following opportunities (process) to inform the school: discuss with the teacher (with or without an administrator) or discuss issues with the administrator.</p>	<p>Written documentation of meeting.</p>	<p>As Needed</p>

Submitted _____

Received _____

Approved _____