Ockley Green
Kristina Howard   **Principal**
Amanda Graham   **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): • Teachers will receive a "TAG 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 semester, and after TAG testing results, teachers will again highlight and initial class roster. • Teachers will receive PD around how to access TAG identifications on Synergy for daily referral	• TAG Needs List distributed to teachers. • Rosters in TAG notebook • PD given at staff meeting	• September, Annually • TAG Lists updated after testing, February

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. • Hudde--Fall • Weekly Grade Level PLC's • CLED Scale PD, Potential to Perform discussion in Huddle, Attributes of Gifted ELL Students, Gifted students from Poverty, Gifted students from Diverse Cultures, Gifted students from Underserved Populations	• SBAC Data--sent home via postcard • Team Meeting Notes	• October, Weekly, ongoing • September Huddle

The principal will ensure teachers are nominating students from underrepresented populations in the following manner: ● TAG Coordinators will analyze test data (SBAC, MAP, Class generated assessments) from previous year and make recommendations ● Recommendations will be discussed during grade level PLC meetings ● Time will be provided during grade level PLC meetings to discuss potential TAG nominees.	● Grade Level PLC notes, MAP goal setting documents	● October, annually ● Assessment window closes November
Our school will use the following observation tools and/or data in the TAG identification process: ● Test Data: SBAC,MAP, curriculum based and teacher made pre-assessments, work samples, teacher observations, pre-screening Checklist from TAG office, Parent IDPF	● Work samples and checklists will be filed with Amanda, IDPF will be submitted to TAG department by Nov. 30th.	● October, annually
The building will use the following procedures throughout the ID process: ● TAG Coordinators will ensure staff will follow identification process outlined by the district TAG office.	● List of recommendations will be filed in TAG notebook.	● November/ December, annually

FOCUS: TAG Services		
Action	**Documentation**	**Expected Completion Date or Check Point**
Universal Design for Learning 1) Please list differentiation strategies used within a variety of classrooms. ● Small Groups ● Flexible Grouping ● Curriculum Compacting in math--CY1 and CY2 ● High Level Questioning ● Pretests to determine mastery ● Leveled Literature Circles	● Teacher lesson plans ● Administrative observations ● PLC notes/unit plans	● On-going

● Single Subject Acceleration
● Projects with Depth and Complexity within same learning targets
 	
2) Describe how the following strategies are used in all classrooms to meet the rate and level of students.
    a. Flexible Grouping- Teachers use pre-assessment and other formative assessment data to form instructional groups. Instructional groups change with units.
    b. At least one research project during the year will focus on individual choice around topic and individual choice around product/production method.
    c. All teachers will administer MAP in reading and math. In reading, students will choose books at their level and will move towards more complex choices depending on MAP goals.
    d. System of on-going or formative assessments that inform instruction: Teachers administer MAP in reading/math, 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.Student choice will drive the action and expression of learning.
    e. Goal Setting sheets around specific units--with proposed projects, followed by reflections around process, strengths and weaknesses.
	● MAP Testing
	● PLC notes
	● Teacher Lesson Plans
	● TAG budget to buy reading books for youth prison reform project.
	
	● PLC notes
	● Goal Setting Forms
	● IRLA documentation	

3) What are the school-wide structures that provide for appropriate rate and level? ● Teachers discuss student assessment data and instructional plans at weekly PLC meetings. ● Instructional coach works w/ teachers and grade level PLCs to ensure rigorous, relevant instruction. ● Compacted Math ● IRLA for independent reading assessment ● MAP testing 3x/year ● Goal setting and reflection built in to Advisory		

We determine whether a student needs acceleration in the following way:
● Grade Level PLCs are focused on the Four Essential Questions:
    o What do students need to know and be able to do?
    o How will we know when they have learned it?
    o What will we do when they haven't learned it?
    o **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.
	● PLC notes
	● PLC facilitator meeting agendas
		● Weekly
		● Monthly

Our process for using *data* to measure the growth of our TAG students is: ● Data Team Meetings analyze SBAC, MAP, and IRLA ● Weekly Grade Level PLCs analyze progress monitoring, easyCBM progress monitoring, in program assessments (IRLA, Connected Math), teacher generated assessments	● PLC notes ● Data Team Meeting agendas	● Weekly ● Fall, Winter, Spring, annually
The following options for acceleration are available at our school: 1. IRLA + Literature Circles Acceleration 2. 7-8 Compacted Math 3. Research projects with individualized outcomes 4. Within Classrooms:	● Data Team Meeting notes ● Class lists ● Teacher lesson plans	● On-going

o Curriculum Acceleration o Curriculum Compacting o Flexible Instructional Groups Students access these options in the following manner: 1. Teacher recommendations during Grade Level Data Team and PLC meetings 2. Teacher recommendations based on SBAC and Work Sample results 3. Parent sign-up 4. Teacher recommendations during Grade level Data Team and PLC meetings		
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 Level Acceleration ● Single Subject Acceleration ● Individual plans for 8th grade students - Geometry is offered this year.	● Student Schedules	● September, January, May, annually
Additional services available for TAG students include: ● Independent Research ● Compacted Math ● Dragon Crew in grades 7-8 (Leadership opportunities) The students access these services in the following manner:	● Class Lists	● September, January, annually
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: ● Student Learning Goals ● Review of Lesson Plans ● Classroom Observations ● PLCs	● Student Goal Setting Form ● Pre-Observation Conference Form	● October, February, June, annually ● Fall and Spring for probationary teachers, Bi-annually for contract teachers

		● Notes and feedback, Post-Observation Conference Form ● Data Team Meeting notes ● PLC notes	● On-going ● Fall, Winter, Spring, annually ● Weekly

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: ● Quarterly Check ins with TAG Facilitator	● TAG Facilitator's meeting sign in sheet	● Quarterly

FOCUS: Professional Development		
Action	**Documentation**	**Expected Completion Date or Check Point**
PD plan includes Friday Huddles focusing on UDL--outcomes and means for representation, means of engagement--how gifted learners often thrive on the WHY and options for self-regulation in the regular ed classroom. These strategies will be integrated into our school professional development plan or school improvement plan in the following ways: ● PLC facilitators meet monthly with administration to maintain focus on instructional decision making.	● PLC notes ● PLC Facilitator's meeting notes	● Weekly ● Monthly

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: PLC facilitators meet monthly with administration to maintain focus on instructional decision making.	● PLC notes ● PLC Facilitator's meeting notes	● Weekly ● Monthly

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: ● Parent Communication--email ● Parent Meetings with Teachers, if necessary, developing an individual TAG plan ● Differentiated Learning Targets	● Newsletters ● Lesson Plans	● Ongoing ● Fall
The administrator uses the school newsletter to communicate with families about TAG in the following ways: ● Information about school wide TAG programming ● Bulletin Board at school, maintained by TAG Facilitator	● Newsletter ● Email	● On-going as necessary
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: ● TAG Facilitator	● Bulletin Boards	● On-going
A Fall TAG parent meeting will be held before 10/31. Details include: ● PowerPoint prepared by district TAG department.	● Before October Site Council Meeting	● Fall, annually
● Teachers will solicit input from parents.	● Parent/Teacher Conferences	● Annually

Our families will have the following opportunity(ies) to evaluate our TAG services:
  ● Informal conversations with teachers and administrators
  ● TAG parent meeting
	● TAG meeting sign-in	● On-going, as necessary
		● Annually

If parents have concerns about their child's TAG services they will have the following opportunities (process) to inform the school:
  ● Meeting with teacher.
  ● Meeting with Assistant Principal/TAG Coordinator		

Submitted _____   Received _____   Approved _____