

School: Rigler
Principal: Myrna Muñoz
TAG Coordinator: Stephen Weller

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): TAG Facilitator will create a TAG list for each teacher with students identified as TAG.</p>	Generate a list in Synergy	8/31

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. TAG facilitator will meet with Admin to look at data of TAG identified students.</p> <p>A TAG Equity committee will meet to discuss criteria and methods of identifying areas of talent and giftedness. They will read literature and make recommendations http://www.gtequity.org/ellandgt/characteristics.php https://ncrge.uconn.edu/wp-content/uploads/sites/982/2016/01/NCRGE_EL_Lit-Review.pdf Young, Gifted, and Black by Theresa Perry</p>	<p>TAG & Admin meeting notes (8/31) TAG equity meeting notes (8/31, 9/30, 10/31, 11/30)</p>	<p>8/31 8/31, 9/30, 10/31, 11/30</p>
<p>The principal will ensure teachers are nominating students from underrepresented populations in the following manner: Before the school year, the principal will review data with the TAG Facilitator. The principal and TAG facilitator will assess need for staff PD around nominating students from underrepresented populations. According to the results of this meeting,</p>	<p>TAG & Admin meeting notes</p>	<p>8/31</p>

<p>the TAG facilitator will meet with teachers as needed, in order to help teachers understand the many pathways towards TAG nomination and characteristics of gifted learners.</p>		
<p>Our school will use the following observation tools and/or data in the TAG identification process:</p> <p>CogAT MAPS SBAC IOWA CLEED Scale Classroom work samples</p>		
<p>The building will use the following procedures throughout the ID process:</p> <ol style="list-style-type: none"> 1. Parents and teachers nominate potential TAG students 2. TAG Facilitator will coordinate the process using the IDPF 3. TAG Facilitator will input data into the TAG spreadsheet 4. IDPF forms will be picked up at school by TAG department 5. District proctors will administer tests 6. Based on observation tools and/or data, the school will make recommendations to the TAG department 7. The TAG department will notify parents 		<p>Nominations completed by 11/30</p>

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. Acceleration, Cluster Grouping, Compacting, Flexible Grouping, Independent Study/Project, Tiered Assignments, Enrichment, Quality Questioning, Higher Level/Critical Thinking, Graphic Organizers</p> <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"> a. Flexible Grouping: Teachers assess student rate and level with formative assessments and class observations. Teachers group students based on rate, level, interest, in an ongoing and flexible way. b. Pre-Assessments: Teachers give students assessments before a unit begins, and they use this information to differentiate for students rate and level c. System of on-going or formative assessments that inform instruction: teachers assess student knowledge and skills and use this to differentiate for appropriate rate and level d. Quad D instructional experiences: teachers have not been trained on this technique. <p>3) What are the school-wide structures that provide for rigorous and relevant coursework at the appropriate rate and level? Students engage in literacy workshop which allows them to work at the appropriate rate and level. More attention is needed in math.</p>	<p>Meeting Notes: TAG Facilitator and teachers</p> <p>Meeting Notes: TAG facilitator and administrator</p>	<p>Ongoing</p>

<p>We determine whether a student needs acceleration in the following way: The classroom teacher, administrator, TAG coordinator, and TAG TOSA will meet to look at criteria for acceleration. Parents can request acceleration using the proper forms.</p> <p>The following options for acceleration are available at our school: Grade level advancement and single subject acceleration in math are available for severe needs for acceleration beyond the current grade level. Most often, students will need acceleration within their grade level content. Teachers use pre-assessments to evaluate the need for compacting curriculum, acceleration of a subject or concept, or an independent work project. Students who have mastered concepts earlier than classmates will engage in deepening their understanding of the content.</p> <p>Students access these options in the following manner: Parents can request needs for acceleration from their teacher. Teachers will monitor student understanding of concepts and design acceleration for student needs. Acceleration happens most often within the classroom.</p>	<p>Meeting notes: TAG facilitator and admin</p> <p>Meeting notes: TAG facilitator and teachers</p>	<p>ongoing</p>
<p>Our process for using <i>data</i> to measure the growth of our TAG students is: We use test scores such as MAPS, SBAC, EDL and DRA. We do not have a method of collecting data beyond this testing, however we know that testing is not a complete assessment of abilities.</p>	<p>testing reports</p>	<p>ongoing</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: If a student needs to take 6th grade math, the teacher, TAG coordinator, administrator, and parents will meet to make a plan.</p>	<p>as needed</p>	<p>as needed</p>
<p>Additional services available for TAG students include: PPS offers differentiation within the classroom in order to promote equity.</p> <p>The students access these services in the following manner:</p>		

<p>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:</p> <p>The administrator and TAG coordinator will meet at the beginning of the school year to discuss the level of need of professional development with staff, and to design a professional development calendar for the school year.</p> <p>The TAG coordinator will survey teachers about their current teaching practices, knowledge that they have not yet put into practice, and what they would need to improve in differentiation, rate and level, and rigor and relevance.</p>	<p>Meeting notes: TAG facilitator and admin</p>	<p>8/31</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 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> <p>The administrator and TAG facilitator will meet at the beginning of the school year. At this meeting, they will review together the following:</p> <ul style="list-style-type: none"> -Job description -PD Calendar -TAG important dates calendar -Nomination and identification process -Current staff practices and needs for PD on differentiation, rigor and relevance, and rate and level. 	<p>Meeting notes: TAG Facilitator and admin</p>	<p>8/31</p>

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:</p> <p>The TAG coordinator and administrator will meet at the beginning of the school year to discuss need for staff PD.</p> <ul style="list-style-type: none"> ● Differentiation for rate and level ● Rigor and relevance for all students ● Trauma and cognitive growth ● Diverse characteristics of gifted learners ● Low floor high ceiling tasks ● Growth mindset, grading, diagnostic comments ● culturally relevant instruction ● Trauma <p>These strategies will be integrated into our school professional development plan or school improvement plan in the following ways:</p>	<p>Meeting notes: TAG facilitator and administrator</p>	<p>8/31</p>
<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> <p>The TAG coordinator will survey teachers about their current teaching practices, knowledge that they have not yet put into practice, and what they would need to improve in differentiation, rate and level, and rigor and relevance.</p> <p>The TAG Coordinator will work on compiling staff knowledge into a TAG best practices visual scaffold created for adults.</p>	<p>PLC notes TAG best practices building document</p>	<p>ongoing</p>

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: Teachers will meet with the TAG coordinator to discuss</p>	Meeting notes: TAG facilitator and teachers	September and ongoing
<p>The administrator uses the school newsletter to communicate with families about TAG in the following ways: The TAG facilitator will include announcements as needed in the school newsletter.</p>	Newsletter	monthly
<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>	bulletin board	8/31
<p>A Fall TAG parent meeting will be held before 10/31. Details include: A letter will be sent home in families home language. A text or phone call will be made by either the TAG coordinator or the classroom teacher. At the meeting, families will have time to talk with each other about their past experiences with TAG, what they hope for from TAG, and the strengths and talents they see in their child. The TAG facilitator will listen to families and take notes. The TAG facilitator will describe the services offered in PPS and the details of the plan at Rigler. The TAG facilitator will be prepared to listen to parent frustrations. TAG services in PPS are both misunderstood by families and underfunded and under developed by the</p>	Meeting notes: TAG facilitator and families	10/31

<p>district. Families have good reasons to expect better. One goal of this meeting will be to develop more understanding of what services can realistically be expected.</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. The TAG facilitator will meet with classroom teachers who have TAG students to review these steps before conferences.</p>	<p>TAG Plans</p>	<p>November</p>
<p>Our families will have the following opportunity(ies) to evaluate our TAG services: Beginning of the year meeting. Conferences.</p>	<p>Meeting notes TAG evaluation form</p>	<p>November</p>
<p>If parents have concerns about their child’s TAG services they will have the following opportunities (process) to inform the school: Beginning of the year meeting Conferences TAG feedback survey kept in main office.</p>	<p>Meeting notes TAG Evaluation form</p>	<p>Ongoing</p>

Submitted _____

Received _____

Approved _____