

Due to the PPS TAG Office and your Regional Administrator on Feb 1, 2019

Rosa Parks School

Kevin Walker, Principal

Anne Urban & Deidre Iwersen, TAG Coordinators

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):	Class list provided by Anne Urban & Deidre Iwersen with student's name, SSID and areas of TAG	August and January of each year and when new students arrive

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.	PD and grade level meeting notes	August 2019
The principal will ensure teachers are nominating students from underrepresented populations in the following manner: Use of end of year Smarter Balance, Dibels data and beginning of the year assessment data will assist with recognizing TAG nominees. The screening test given to 2 nd graders will also be used to help identify possible TAG candidates.	PD and grade level meeting notes, data from Easy CBM	August- October
Our school will use the following observation tools and/or data in the TAG identification process: Characteristic of underachieving students, pre-screening checklist	Copies of observation tools	August - October

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The building will use the following procedures throughout the ID process: PD around use of IDPF form and nomination process, teacher understanding of due dates, list of students from end of previous school year to be nominated for next year	Copies of PD around use of IDPF and nomination process, end of year data	August - November
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FOCUS: TAG Services

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<p>Differentiation strategies:</p> <ol style="list-style-type: none">1) Please list differentiation strategies used within a variety of classrooms.<ul style="list-style-type: none">● Cluster grouping within grade level and classrooms● Within class grouping by learning styles● Curriculum compacting and real word applications through independent learning projects● Variable products – choice of assessment product 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">a. Flexible Grouping – Fluid movements between homogenous and heterogenous groups take place throughout the day. TAG specialist works with classroom teachers to use data to group students in literacy. In many grades, students walk to other higher grade classrooms for certain subjects.b. Pre-Assessments – All subject areas have pre-assessments – some are formal and some are informal. These include our diagnostic assessments and benchmarking tools, unit pre assessments and class-wide pre assessments such as KWL. In grades K-2, pre assessments are often in the form of KWL charts or teacher interviews. In grades 3-5, many pre assessments are directly from the curriculum to ensure that a student has mastered the concept and therefore may move on or need an extension. Pre assessments include: multiple choice tests, computer-based tests, KWL charts, Think Pair share.c. System of on-going or formative assessments that inform instruction – Progress monitoring, unit assessments. Our formative assessments include: Unit tests in Scott Foresman, Unit tests in Bridges, Unit tests in Read Well, Dibels monitoring, writing samples, speaking samples.	<p>Lesson plans, classroom management plan, plan written with TAG student</p>	<p>Ongoing and throughout the year</p>
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<p>d. Instructional Experiences – Research and designing, investigating school issue and /or topic of interest, research projects. These types of projects are usually created by a teacher and student(s).</p> <p>3) 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) – We determine whether a student needs acceleration in the following way: Using data from Dibels and Smarter Balance, Pre-assessments and student interviews. Once the multiple data points show a need for acceleration, there is a meeting with the teacher (student if appropriate) and often the principal to look at how to accelerate the student: single subject grade acceleration, extension of current curriculum, grouping within classroom, computer programs such as Moby Max.</p>		
<p>We determine whether a student needs acceleration in the following way: Using data from Dibels and Smarter Balance, Pre-assessments and student interviews. Once the multiple data points show a need for acceleration, there is a meeting with the teacher (student if appropriate) and often the principal to look at how to accelerate the student: single subject grade acceleration, extension of current curriculum, grouping within classroom, computer programs such as Moby Max.</p>	<p>Copies of data and acceleration plan</p>	<p>Easy CBM and Dibels data are collected in August, December and May. Reading and Math specialists meet with teachers to discuss pre and post assessment data.</p>
<p>Our process for using <i>data</i> to measure the growth of our TAG students is: Unit assessments, Dibels and Easy CBM data, rubrics created for special projects</p>	<p>Copies of all data and scores</p>	<p>Ongoing throughout the year</p>

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<p>The following options for acceleration are available at our school: Single subject grade level advancement, in-class flexible grouping, work with reading and/or math specialist and TAG coordinator on individual plan Students access these options in the following manner: work with classroom teachers, specialists, coordinator and parent to create a plan</p>	<p>Copies of plan and coursework</p>	<p>Ongoing throughout the year</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: A plan will be written for the single subject with a specialist, the classroom teachers, coordinator, student and parent.</p>	<p>Copies of plan</p>	<p>Ongoing throughout the year</p>
<p>Additional services available for TAG students include: Saturday Academy classes, opportunities for independent activities and /or research with access to extra items needed, such as a laptop. 21st Century Science grant provides for science classes after school The students access these services in the following manner: Working with the classroom teacher(s) and TAG coordinator. During our TAG parent meeting, we discuss how parents could access additional services.</p>	<p>Copies of extra course student roster</p>	<p>Saturday Academy has four six-week classes each year; twice for grades 2 and 3 and twice for grades 4 and 5. The 21st Century has three 8 week classes; either grades 2-3 or grades 4-5</p>
<p>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: The administrator will receive copies of lesson plans, classroom observations, grade level team meetings.</p>	<p>Copies of lesson plans, observations, grade level team meetings</p>	<p>Ongoing throughout the year.</p>

<p>FOCUS: Responsibilities of TAG Coordinator</p>		
<p>Action</p>	<p>Documentation</p>	<p>Expected Completion Date or Check Point</p>

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<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 ID process in the school, in the following manner: Coordinator or representative will provide copies of all TAG PD to administrator and staff when necessary</p>	<p>Copies of TAG meeting documents</p>	<p>Ongoing throughout the year</p>
<p>FOCUS: Professional Development</p>		
<p>Action</p>	<p>Documentation</p>	<p>Expected Completion Date or Check Point</p>
<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, Implementation of the Rigor and Relevance Framework) Mainly implemented through equity work and looking at learning styles.</p>	<p>Copies of all-day PD agendas and notes</p>	<p>EPD/grade level meetings in August, October, January and March</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: Use of a template with section designed for meeting learning styles.</p>	<p>Copies of meeting notes and lesson plans</p>	<p>Ongoing and throughout the year</p>

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FOCUS: Communication		
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Teachers communicate the differentiation strategies they're implementing in their classrooms in the following ways: Lesson plans and grade level team meetings	Copies of plans and meeting notes	Ongoing and throughout the year
The administrator uses the school newsletter to communicate with families about TAG in the following ways: Newsletter is sent home and on the school website	Copy on school website and paper copies in the office	Ongoing and throughout the year
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: Marilyn Call	New TAG bulletin board with information in English and Spanish	Ongoing and throughout the year
A Fall TAG parent meeting will be held before 10/31. Details include: Opportunities for acceleration and access, how to connect with TAG coordinator, options for TAG students, access to programs outside of school	Copies of meeting notes	August 13, 2018
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 salmon folder.	Copies in folder and copies of plan to parents	Ongoing and throughout the year
Our families will have the following opportunity(ies) to evaluate our TAG services: TAG survey, access to meeting with TAG coordinator at anytime	Copy of TAG survey	Ongoing and throughout the year

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If parents have concerns about their child’s TAG services they will have the following opportunities (process) to inform the school: email or call TAG coordinator and /or principal	Copies of notes from conversations and a plan	Ongoing and throughout the year
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Submitted _____

Received _____

Approved _____