

School: Scott K-8 School
Principal: Megan McCarter
TAG Coordinator: Alina Cary

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):	Signed Class Lists	September and January of each year

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. Grade level PLCs meet and discuss test data (DIBELS, IDEL, NWEA, SBAC), classroom assessments, and observational data. Teachers will disaggregate data by race and special populations.	Staff Meeting	Every Fall
The principal will ensure teachers are nominating students from underrepresented populations in the following manner: Principal will discuss at staff meeting, review PLC notes, communicate with parents, and check in with teachers.	Staff Meeting Agendas PLC Notes	Monthly

Due to the PPS TAG Office by February 28, 2019

<p>Our school will use the following observation tools and/or data in the TAG identification process:</p> <p>Test data (DIBELS, IDEL, NWEA, SBAC), classroom assessments, and observational data.</p>	<p>PLC Notes Test data Staff Meeting Notes</p>	<p>During TAG Identification window</p>
<p>The building will use the following procedures throughout the ID process:</p> <p>Principal/TAG Coordinator will coordinate the ID process yearly, using the IDPF and TAG Department guidelines</p>	<p>Facilitator will keep copies of IDPFs and follow TAG department submission guidelines</p>	<p>Nov. IDPF deadline Testing in January Keep samples of student work Submit recommendations to TAG Department</p>

<p align="center">FOCUS: TAG Services</p>		
<p align="center">Action</p>	<p align="center">Documentation</p>	<p align="center">Expected Completion Date or Check Point</p>
<p>Differentiation strategies:</p> <p>1) Please list differentiation strategies used within a variety of classrooms. Accelerated curriculum, grouping, curriculum compacting, differentiated instruction, enrichment opportunities, high-level thinking or questioning, tiered lessons, partner work, and independent projects, pre-assessments, single-subject acceleration in math</p> <p>2) Describe how the following strategies are used in all classrooms to meet the rate and level of students.</p> <p>a. Flexible Grouping: single-subject acceleration in math, compacted math, small ability-level groups</p>	<p>Teacher’s lesson plans with strategies</p> <p>Observations by Principal and Asst. Principal</p> <p>Student work</p> <p>Schedules, lesson plans, PLC notes</p>	<p>Ongoing</p>

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<p>b. Pre-Assessments: formal curriculum-based pre/post assessments, student work, teacher observation-especially during levelled small group work, DIBELS/IDEL scores, NWEA scores</p> <p>c. System of on-going or formative assessments that inform instruction: Teachers use the data from the assessments listed above to inform instruction in the following ways: modify individual instruction and performance tasks, form groups, extend learning opportunities</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)</p> <p>Single-subject acceleration for math, teacher observation, grade level PLCs weekly, support of English or Spanish Instructional Specialists, collaborative planning time, professional development of curriculum extensions, pre/post assessments, GLAD, CBELD, Spanish Immersion</p>	<p>Data collection, lesson plans, PLC notes</p>	
<p>We determine whether a student needs acceleration in the following way: Test scores (SBAC, NWEA, DIBELS, IDEL), pre-tests, teacher recommendations, parent recommendations, student work, and observational data. Teachers and parents can request that the classroom teacher and TAG facilitator review their request for acceleration. TAG identification process.</p>	<p>Assessment data, meeting notes</p>	<p>As requested</p>
<p>Our process for using <i>data</i> to measure the growth of our TAG students is: During grade level PLCs, teachers will look at data to determine the level of progress and plan accordingly to enrich or accelerating the curriculum. They will consider grouping and compacting strategies.</p>	<p>PLC Notes, lesson plans, teacher notes, assessment data</p>	<p>On-going as needed</p>

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<p>The following options for acceleration are available at our school: Within the classroom, acceleration occurs through compacting the curriculum, high level questions, independent projects, and levelled small group. Between grade levels, single-subject acceleration is available in math. Students access these options in the following manner: test data, pre-tests, parent advocacy, and teacher advocacy</p>	<p>Schedules, lesson plans, meeting agendas, groupings, and PLC Notes</p>	<p>On-going as needed</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: Single-subject acceleration, online learning, independent study, compacted curriculum</p>	<p>Master schedule, student schedules, class lists, lesson plans</p>	<p>On-going as needed</p>
<p>Additional services available for TAG students include: Enrichment opportunities such as OMSI classes and OMSI field trips, projects within the classroom. Opportunities outside of school will be shared with families. The students access these services in the following manner: teacher planning, parent requests, some are automatic</p>	<p>Master schedule, master calendar, student schedules, News Notes</p>	<p>On-going</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: Classroom observations, lesson plans, reading PLC notes, conversations with teachers and parents</p>	<p>walk throughs, lesson plans, formal observations, conversations, PLC notes</p>	<p>On-going</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: The TAG department checks in to ensure this</p>	<p>Notification to TAG Department</p>	<p>Approximately monthly, or as scheduled by TAG department</p>
<p style="text-align: center;">FOCUS: Professional Development</p>		
<p style="text-align: center;">Action</p>	<p style="text-align: center;">Documentation</p>	<p style="text-align: center;">Expected Completion Date or Check Point</p>
<p>A quarterly PD schedule is provided that demonstrates when each of the following is included 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>Common Core, curriculum, and best practices PD. Weekly grade level PLC meetings to discuss and utilize strategies for planning. Equity PD. CHAMPS, PBIS, RJ PD. Second language acquisition.</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, GLAD, CBELD</p>	<p>Master calendar, master schedule, sign-in sheet at TAG PD</p>	<p>On-going</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: Look at specific data, discuss and plan differentiation, share instructional practices</p>	<p>Meeting agendas, notes from meetings, PLC notes</p>	<p>On-going</p>

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: Daily learning targets for students, meetings with parents, posters/charts, student work, lesson plans, websites, newsletters, Back to School Night, Parent-Teacher conferences	Lesson plans, newsletters, communication, BTSN, Parent-Conferences	On-going
The administrator uses the school newsletter to communicate with families about TAG in the following ways: Enrichment opportunities and classes, IDPF Process	News Letter	Weekly
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	On-going
A Fall TAG parent meeting will be held before 10/31. Details include: Back to School Night, parent questions	BTSN handout	September or October
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.	Distributed to teachers, signed forms in salmon folders	November
Our families will have the following opportunity(ies) to evaluate our TAG services: Input solicited at conferences	Verification of communication form	November

Building TAG Plan

2019-2022

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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/in-person conversations with teacher, email/in-person conversations with administrator. Contact the TAG office.	Email, notes from meeting	As needed
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Submitted _____

Received _____

Approved _____