Sitton Elementary School
Dana Nerenberg, Principal
Rebecca Berry, 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):	Student Data Folders in the classroom Fall CUM Folder Review In TAG binder in the office	September 10, 2018 February 1, 2019

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.	Weekly Climate Data Team Notes, SIT, Tier 1 Data Team	Every Friday, Quarterly
The principal will ensure teachers are nominating students from underrepresented populations by: discussing formative disaggregated student achievement data during PLC's. This will be done during the Fall and Winter PLC cycles, before Winter TAG testing	Test data from previous year will be reviewed. Formative Assessment Data from PLC cycles.	Monthly, during Fall
Our school will use the following observation tools and/or data in the TAG identification process: Test Data (SBAC,BAS,Dibels, MAPS), Work Samples, Teacher Observations, Grade 2 Cogat Screener	Observational Tools filed in Student files or electronic files	November 6, 2018

FOCUS: TAG Services

Action	Documentation	Expected Completion Date or Check Point
Differentiation strategies **1. Please list differentiation strategies used within a variety of classrooms.** Small groups, Flexible groups, Compacting as needed, Exceptional learner notebooks with research topics and results, Tiered lessons, High level questioning, Partner work, Pretests before units to determine mastery, and posttests, Reading materials at students' levels. **2. Describe how the following strategies are used in all classrooms to meet the rate and level of students:** **a. Flexible Grouping-** Push in during What I Need (WIN) time, small group reading in K-5, Use extensions in Bridges & Engage New York curriculum **b. Pre-Assessments-** Formal tests as pretests/posttests, quizzes, student work, teacher observation, BAS, IDEL and Dibels scores. These will discussed during PLC's and Data meetings. **c. System of on-going or formative assessments that inform instruction**, Teachers use the data from these assessments to inform instruction in the following ways: to modify individual instruction and performance tasks, form groups, extend learning opportunities, and to create personal learning goals. **d. Enrichment Opportunities** including Friday Electives (opportunities for enhanced and specialized music, maker-space, art, and leadership, technology) AVID, Presentations. Clustering of TAG students within classrooms, when possible for Costa' Levels of Thinking and Questioning. **3. What are the school-wide structures that provide for rigorous and relevant coursework at the appropriate rate and level?** Teacher observation, mentor teaching, goal setting sessions and meetings, collaboration time, professional development of curriculum extensions, and rigorous and relevant instruction, pre and post assessments, new teacher orientation of curriculum extensions.	Teacher's lesson plans highlighted to denote strategies, observation of principal, student work, student portfolios. Schedules, lesson plans and meeting agendas. Electives course syllabus. Class student lists, Walk throughs, Data collection, Agendas for Professional Development, Documented lesson plans, PLC notes	On going

We determine whether a student needs acceleration in the following way: Test scores (SBAC, MAP, BAS, IDEL and Dibels), pre-tests, teacher recommendation, parent recommendation and student recommendation. Teachers and parents can request that the homeroom teacher and TAG coordinator can review request for acceleration.	Assessment data Meetings notes	Quarterly & On going
Our process for using *data* to measure the growth of our TAG students is: During Tier 1 data meetings we meet quarterly to monitor the progress of all students using BAS, MA, IDEL and Dibels) focused on extension of standards, small Groups, Individual Student Contracts, Online Tools. **Students access these options in the following manner:** Test Data, Pre-tests, Teacher Advocacy, Parent Advocacy, Student Advocacy	Weekly Climate Data Team Notes, SIT, Tier 1 Data Team,	On going
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 Advancement K-5 Online Tools - Dreambox, Lexia Searn, Myon	Student Schedules, Lesson Plans	On-going
Additional services available for TAG students include: Individual student contract K-5, OBOB participation **The students access these services in the following manner:** Teacher Nomination, TAG Identified, Student Request	Master Schedule, Title of Classes Offered, TAG Notebook, Class Lists	On -going
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: Reviewing Lesson Plans, Observations of Students and Classrooms, Discussions with Teacher and Staff.	Walk-through Notes, Lesson Plans, Informal Observations and Conversations	On-going

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 Nomination and Identification process in the school, in the following manner: TAG Facilitator remains stable. Online attendance verification, Discussing of timeline/ notes	Successful attendance and completion of required activities	On-going

FOCUS: Professional Development		
Action	**Documentation**	**Expected Completion Date or Check Point**
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 to inform instruction, Increased use of mathematical practices and instructional shifts, Increased text complexity and text- Based questions **These strategies will be integrated into our school professional development plan or school improvement plan in the following ways:** CCSS Implementation, Equity Work, Balanced Literacy Implementation.	PD Schedule Agendas of PD Meetings and Notes	August 2018 October 2018 November 2018 January 2019 February 2019 April 2019 April 2019-June 2019
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: Looking at student learning and data during weekly PLCs, Forward Planning, Identifying Targets and Sharing Learning	Agendas and Notes from Meeting	On-going discussions

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: Lesson Plans, Learning Targets, Student Work, Posters, Charts	Communication from teachers	On-going
The administrator uses the school newsletter to communicate with families about TAG in the following ways: Nomination Timelines, 2nd grade testing information, Identification timeline	Monthly	On-going
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 up and current	On-going
A Fall TAG parent meeting will be held before 10/31. Details include: Powerpoint will be presented and questions answered by Administrator and TAG facilitator	Notices will be distributed	Back To School Night
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.	Forms signed and placed in Salmon folder	December 14, 2018

Our families will have the following opportunity(ies) to evaluate our TAG services: Fall Tag and Parent Meetings, Parent input solicited at Parent/Teacher Conferences, Site Council review	Written Communication	On-going
If parents have concerns about their child's TAG services they will have the following opportunities (process) to inform the school: Informal Conversations with Teacher, Meetings with teachers, TAG Facilitator and/or Principal	Written Documentation of Meeting	As needed

Submitted 3/14/19 _____   Received _____   Approved _____