

| <b>FOCUS: Acknowledgement of TAG Identified Students</b>  |   |   |
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| <b>Action</b>   | <b>Documentation</b>  | <b>Expected Completion Date or Check Point</b>  |
| <p><b>Method used to ensure all teachers know TAG students enrolled in their class(es):</b><br/>                     Student TAG lists will be printed from Synergy and signed by all teachers to document that they know who their TAG students are and what classes they are in.</p>  | <p>A signed copy of the TAG lists will be kept with the admin and the TAG coordinator and each teacher will have their own class lists.</p> | <p>At the beginning of the year in September and When TAG testing results come back in February of each year.</p> |
| <b>FOCUS: Identification of Students who Perform in the 97th Percentile or Demonstrate the Potential to Perform</b>   |   |   |
| <b>Action</b>   | <b>Documentation</b>  | <b>Expected Completion Date or Check Point</b>  |
| <p><b>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.</b></p> <ul style="list-style-type: none"> <li>• Staff Meetings with all staff members and specialists/Grade level PLC Meetings/ Grade Level IB Meetings</li> <li>• Beginning of the year TAG presentation to staff on Attributes of a TAG learner.</li> </ul> | <p>Staff meeting agendas as well as team meeting notes</p>  | <p>Weekly and Monthly throughout the school year</p>  |

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| <p><b>The principal will ensure teachers are nominating students from underrepresented populations in the following manner:</b></p> <ul style="list-style-type: none"> <li>• Teachers will look at test data (SBAC, DIBELS and EasyCBM and MAP) from previous years that is broken down by ethnic groups, gender and already TAG identified.</li> <li>• Teachers will also communicate with specialists to compare observations and assessments.</li> </ul> | <p>Documented in Staff meeting agendas as well as team PLC agendas.</p>   | <p>September and October of each year to be ready to have conversations with families at conferences in November.</p> |
| <p><b>Our school will use the following observation tools and/or data in the TAG identification process:</b></p> <ul style="list-style-type: none"> <li>• Classroom observations by teachers</li> <li>• Running records</li> <li>• classroom work samples</li> <li>• assessment data from all state and district assessments</li> </ul>   | <p>Documentation will be reflected in teacher running record and observation notes as well as in student work samples and school wide assessment data</p> | <p>October and November of each year - Prior to the due date of the IDPF forms</p>                                    |
| <p><b>The building will use the following procedures throughout the ID process:</b></p> <p>TAG facilitator will keep a list of recommendations by all teachers, administrators, support staff and specialists.</p>  | <p>Records of meetings and PD around TAG and TAG students will be kept by the admin and TAG faciicator.</p>   | <p>November and February of each year.</p>  |
| <p><b>FOCUS: TAG Services</b></p>   |   |   |
| <p><b>Action</b></p>  | <p><b>Documentation</b></p>   | <p><b>Expected Completion Date or Check Point</b></p>   |
| <p><b>Differentiation strategies:</b></p>   | <ul style="list-style-type: none"> <li>• Teacher lesson plans</li> </ul>  | <p>Ongoing throughout the year</p>  |

1) **Please list differentiation strategies used within a variety of classrooms:**

- Compacted Curriculum
- Ability Grouping within grade levels
- Higher level questioning using our IB program
- Higher level question strategies through our IB program
- Independent work projects within each classroom
- VTS (Visual Thinking Strategies) Lessons within each classroom and IB Planner
- Enrichment opportunities for middle school students - Journalism, Film Studies, Inquiry

2) **Describe how the following strategies are used in all classrooms to meet the rate and level of students.**

- Flexible Grouping within classrooms and grade levels
- Pre-Assessments are used as a tool for individual student levels entering content areas
- System of on-going or formative assessments that inform instruction
- Inquiry based projects within each classroom

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)**

- School Wide structures of Pre-assessments, formative assessments and summative assessments
- Twice yearly data team meetings where teachers look at literacy, math and content assessments
- Instructional Specialist that works with staff
- Ongoing staff PD around student's rate and levels of learning

- IB Planners
- Classroom observations
- Master schedule providing supports and extension opportunities
- Student work samples
- Assessment data

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| <p><b>We determine whether a student needs acceleration in the following way:</b></p> <ul style="list-style-type: none"> <li>● Assessments Scores (SBAC, BAS, Dibels, MAPS)</li> <li>● Pre assessments</li> <li>● Post Assessments</li> <li>● Running Records of students</li> <li>● Teacher Check-in's</li> <li>● Data from student homework and class assignments</li> <li>● Recommendations from Teachers</li> <li>● Student Work Samples</li> <li>● Work Products</li> </ul>  | <p>Weekly and monthly documentation in team PLC meeting notes as well as in IB meetings notes</p>                                 | <p>Ongoing throughout the school year</p> |
| <p><b>Our process for using <i>data</i> to measure the growth of our TAG students is:</b></p> <p>In team meetings or planning times that are devoted to developing common TAG strategies and lessons for use with higher level learners</p> <p>Pre-Assessments and ongoing formative assessments used to help inform instruction and measure growth include:</p> <ul style="list-style-type: none"> <li>● Pre-assessments</li> <li>● KWL charts</li> <li>● Classroom observations</li> <li>● District adopted curriculum assessments</li> <li>● Novel study groups</li> <li>● Post assessments - to show student growth over time</li> <li>● PLC work - to ensure that all needs are being met</li> </ul> | <p>Documentation in team PLC meeting notes as well as IB Meeting notes</p>  | <p>Ongoing throughout the school year</p> |
| <p><b>The following options for acceleration are available at our school:</b></p> <ul style="list-style-type: none"> <li>● Flexible grouping within a classroom or grade level</li> <li>● Accelerated curriculum based on student ability</li> </ul>  | <ul style="list-style-type: none"> <li>● Student schedules</li> <li>● Teacher lesson plans</li> <li>● IB Unit Planners</li> </ul> |   |

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| <ul style="list-style-type: none"> <li>● Compacted curriculum within our middle school program - Math</li> </ul> <p><b>Students access these options in the following manner:</b></p> <ul style="list-style-type: none"> <li>● Parents can contact classroom teachers</li> <li>● Parents can contact the TAG facilitator</li> <li>● Parents can contact the school administrator</li> </ul>   |  |                                |
| <p><b>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:</b><br/> <i>(Mid-Level must include a specific plan for helping students access courses such as Geometry. - High School must include a specific plan for accessing AP, IB, or similarly rigorous, college-ready courses.)</i></p> <ul style="list-style-type: none"> <li>● Teachers will differentiate as needed to meet the needs of the individual student</li> <li>● Teacher will work closely and communicate with parents to help access appropriate courses or curriculum</li> <li>● Mid level compacted math for 7th and 8th grade - Graduating 8th grade students with a year of high school math credit.</li> </ul> | <ul style="list-style-type: none"> <li>● Student schedules</li> <li>● Master Schedule</li> <li>● Teacher lesson plans</li> <li>● IB Unit Planners</li> </ul> |                                |
| <p><b>Additional services available for TAG students include:</b><br/> <b>The students access these services in the following manner:</b></p> <ul style="list-style-type: none"> <li>● School leadership opportunities</li> <li>● After school enrichment classes</li> <li>● Other opportunities offered off campus and on weekends advertised through Saturday Academy</li> </ul> <p><b>Students have access to these services in the following manner:</b></p>  | <p>Documentation in weekly newsletters and classroom teacher communications. Flyers on the TAG bulletin board.</p>   | <p>Ongoing all school year</p> |

| <ul style="list-style-type: none"> <li>• School weekly newsletter</li> <li>• School TAG postings in the weekly school newsletter</li> <li>• Classroom teachers newsletters/websites or blogs</li> </ul>   |  |   |
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| <p><b>The administrator(s) ensures the use of differentiated strategies, rigorous coursework, and instruction provided at the appropriate rate and level in the following ways:</b></p> <ul style="list-style-type: none"> <li>• Class observations</li> <li>• Informal classroom walkthroughs</li> <li>• IB Planners and work with IB Coordinator and Instructional Specialist</li> </ul>  | Ongoing throughout the school year   |   |
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| <b>FOCUS: Responsibilities of TAG Coordinator</b>   |  |   |
| Action  | Documentation  | Expected Completion Date or Check Point |
| <p><b>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:</b></p> <ul style="list-style-type: none"> <li>• Providing staff meetings - TAG facilitator provides PD around TAG students</li> <li>• Ensures that the TAG Facilitator updates staff on all testing and results as well as instruction that can be used within the classroom.</li> <li>• Support TAG Facilitator in attending TAG facilitator monthly meetings</li> </ul> | <ul style="list-style-type: none"> <li>• Staff meeting agendas</li> <li>• Informal Observations</li> <li>• Grade level IB Planners meeting notes</li> <li>• Grade level PLC meeting notes</li> </ul> | Ongoing throughout the year             |
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## FOCUS: Professional Development

| Action   | Documentation   | Expected Completion Date or Check Point   |
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| <p><b>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</b></p> <ul style="list-style-type: none"> <li>● Teachers meet once a week for IB meetings - agenda topics are assessments, standards and differentiation within the classroom</li> <li>● Teachers meet weekly in grade level PLC’s where they look at assessment data that informs their instruction</li> <li>● Teachers meet twice a year in Data team meetings to look at grade level data and inform their instruction</li> <li>● Teachers work closely with the IB coordinator and Instructional Specialist to align standards and assessments and include elements of internationalism and equity</li> </ul> <p><b>These strategies will be integrated into our school professional development plan or school improvement plan in the following ways: (CCSS Implementation, Equity Work,)</b></p> | <ul style="list-style-type: none"> <li>● Teacher IB Planners</li> <li>● Administrative observations</li> <li>● Staff meeting agendas</li> <li>● Team meeting PLC notes</li> <li>● Grade level IB meeting notes</li> </ul> | <p>Ongoing throughout the school year</p> |
| <p><b>Administrator(s)//Teachers will use their staff meetings, collaborative planning times, or team planning times to</b></p>  | <ul style="list-style-type: none"> <li>● Teacher IB Planners</li> <li>● Administrative observations</li> </ul>  | <p>Ongoing throughout the school year</p> |

| <p><b>integrate these strategies into their instruction in the following manner:</b></p> <ul style="list-style-type: none"> <li>• Teachers meet once a week for IB meetings - agenda topics are assessments, standards and differentiation within the classroom</li> <li>• Teachers meet weekly in grade level PLC's where they look at assessment data that informs their instruction</li> <li>• Teachers meet twice a year in Data team meetings to look at grade level data and inform their instruction</li> <li>• Teachers work closely with the IB coordinator and Instructional Specialist to align standards and assessments and include elements of internationalism and equity</li> </ul> | <ul style="list-style-type: none"> <li>• Staff meeting agendas</li> <li>• Team meeting PLC notes</li> <li>• Grade level IB meeting notes</li> </ul> |   |
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| <b>FOCUS: Communication</b>   |   |   |
| Action  | Documentation   | Expected Completion Date or Check Point   |
| <p><b>Teachers communicate the differentiation strategies they're implementing in their classrooms in the following ways:</b></p> <ul style="list-style-type: none"> <li>• Back to School Night</li> <li>• Weekly Classroom Newsletters/Websites/Blogs</li> <li>• Curriculum Night</li> <li>• PTA presentations</li> <li>• IB Night</li> <li>• STEM Night</li> <li>• Art and Poetry Night</li> </ul>  | <p>School Calendar<br/>Class Newsletters/Websites/Blogs</p>   | <p>Ongoing throughout the school year</p> |



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| <p><b>The administrator uses the school newsletter to communicate with families about TAG in the following ways:</b></p> <ul style="list-style-type: none"> <li>● PTA Meeting Updates</li> <li>● Weekly Community and Staff Newsletter</li> <li>● Parent TAG meetings</li> <li>● Cites Building TAG plan and how it promotes TAG students</li> </ul>  | <p>Copies of all Community Newsletters have a TAG section that updates parents with all TAG information</p>           |  |
| <p><b>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:</b></p> <p>The TAG Facilitator will maintain the TAG bulletin Board</p> | <p>TAG Bulletin Board in main hallway</p>   | <p>Updated throughout the school year</p>                        |
| <p><b>A Fall TAG parent meeting will be held before 10/31. Details include:</b></p> <ul style="list-style-type: none"> <li>● TAG Powerpoint</li> <li>● Rate and level of a TAG student</li> <li>● Supports for TAG students at home and in school</li> <li>● School TAG Facilitator</li> <li>● School TAG documents and where to find them</li> <li>● Information about the Nomination process - IDPF forms</li> </ul>                | <p>Attendance list submitted to the TAG department after TAG Night Clear communicated system of all TAG documents</p> | <p>Beginning of the school year<br/>September</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</p>  | <p>All documents will be in student CUM folders and parent signed forms will be kept with the TAG Facilitator</p>     | <p>Beginning of the school year in<br/>September and October</p> |

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| <p>and level. If an individual plan is written, a copy of the individual plan will be placed in the student's salmon folder.</p> <ul style="list-style-type: none"> <li>• TAG Facilitator will provide teachers with forms to have parents sign at conferences</li> <li>• TAG Facilitator will provide written Individual TAG Plans to all families who request one</li> <li>• All Individualized TAG plans will be scanned into students digital CUM folders</li> </ul> |   |   |
| <p><b>Our families will have the following opportunity(ies) to evaluate our TAG services:</b></p> <ul style="list-style-type: none"> <li>• During the Fall Tag and Parent Meetings, Parent input will be solicited</li> <li>• Parent comments can be shared during Parent/Teacher Conferences</li> <li>• Site Council meetings where information can be shared and parent input can be heard</li> </ul>  | <ul style="list-style-type: none"> <li>• Information posted on School TAG Bulletin board</li> <li>• Information sent out in School Newsletter weekly</li> <li>• Information on District TAG web page</li> </ul> | <p>Ongoing throughout the school year</p> |
| <p>If parents have concerns about their child's TAG services they will have the following opportunities (process) to inform the school:</p> <ul style="list-style-type: none"> <li>• Communicate with the school Administrator</li> <li>• Communicate with the school TAG Facilitator</li> <li>• Communicate with the district TAG Coordinator</li> </ul>  | <ul style="list-style-type: none"> <li>• Information posted on School TAG Bulletin board</li> <li>• Information sent out in School Newsletter weekly</li> <li>• Information on District TAG web page</li> </ul> | <p>Ongoing throughout the school year</p> |

Submitted \_\_\_\_\_ Received \_\_\_\_\_ Approved \_\_\_\_\_