

Woodlawn _____ **School**
Andrea Porter- Lopez _____ **Principal**
Cathy Parker _____ **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	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.	Staff Meeting/PLC Notes	October 19, 2018
The principal will ensure teachers are nominating students from underrepresented populations in the following manner: Student list review, Students data review, Past nominations, teacher recommendations	Test data from previous years broken down by ethnic groups, TAG listed in TAG folder	November 6, 2018
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
The building will use the following procedures throughout the ID process: TAG Facilitator will coordinate the process using the IDPF	List of recommendations filed in TAG folder	November 30, 2018

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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. Small Group, Flexible Grouping, Pre and Post Test, Higher Level Questioning, online extensions</p> <p>2) Describe how the following strategies are used in all classrooms to meet the rate and level of students.</p> <p style="padding-left: 20px;">a. Flexible Grouping Small groups</p> <p style="padding-left: 20px;">b. Pre-Assessments Formal Pre/Post Assessments, Quizzes, Student work, Benchmark Assessments, Quizzes, student Work, Benchmark Assessment Scores</p> <p style="padding-left: 20px;">c. System of on-going or formative assessments that inform instruction Data from all assessments analyzed to inform instruction for individuals and groups. Extended learning opportunities provided for students.</p> <p style="padding-left: 20px;">d. Quad D instructional experiences</p> <p>3) What are the school-wide structures that provide for rigorous and relevant coursework at the appropriate rate and level? Teacher Observations, Goal Setting, Teacher Coaching, On-going Professional Development</p>	<p>Teacher Lesson Plans, Classroom Observations, Master Schedule, Student Work, Assessment Data</p>	<p>On-going</p>

<p>We determine whether a student needs acceleration in the following way: Assessments Scores (SBAC, BAS, Dibels, MAPS), Pre-test, Recommendations from Teachers, Parents and Student Work Samples, Work Products</p>	<p>Assessment Data Meeting Notes</p>	<p>On-going</p>
<p>Our process for using <i>data</i> to measure the growth of our TAG students is: During Data Meetings and PLC’s, look at TAG Student progress and formulate a plan to meet their needs</p>	<p>Meeting Notes</p>	<p>On-going</p>
<p>The following options for acceleration are available at our school: 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</p>	<p>Schedules, Lesson Plans</p>	<p>On-going</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: Grade Advancement K-5 Online Tools - 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.</p>	<p>Student Schedules, Lesson Plans</p>	<p>On-going</p>
<p>Additional services available for TAG students include: Individual student contract K-5, Club participation (student council, green team) The students access these services in the following manner: Teacher Nomination, TAG Identified, Student Request</p>	<p>Master Schedule, Title of Classes Offered, TAG Notebook, Class Lists</p>	<p>On -going</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: Reviewing Lesson Plans, Observations of Students and Classrooms, Discussions with Teacher and Staff.</p>	<p>Walk-through Notes, Lesson Plans, Informal Observations and Conversations</p>	<p>On-going</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: TAG Facilitator remains stable. Online attendance verification, Discussing of timeline/ notes</p>	<p>Successful attendance and completion of required activities</p>	<p>On-going</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 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</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, Balanced Literacy Implementation.</p>	<p>PD Schedule</p> <p>Agendas of PD Meetings and Notes</p>	<p>August 2018 October 2018 November 2018 January 2019 February 2019 April 2019 April 2019-June 2019</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: Looking at Student Data, Forward Planning, Identifying Targets and Sharing Learning</p>	<p>Agendas and Notes from Meeting</p>	<p>On-going discussions</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: Lesson Plans, Learning Targets, Student Work, Posters, Charts</p>	Communication from teachers	On-going
<p>The administrator uses the school newsletter to communicate with families about TAG in the following ways: Nomination Timelines, 2nd grade testing information, Identification timeline</p>	Monthly	On-going
<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: TAG Facilitator</p>	Bulletin up and current	On-going
<p>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</p>	Notices will be distributed	November 1, 2018- November 1, 2019
<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.</p>	Forms signed and placed in Salmon folder	December 14, 2018

Due to the PPS TAG Office by February 28, 2019

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 _____

Received _____

Approved _____