

Woodmere ES _____ **School**

Katherine Polizos _____ **Principal**

Monica Loosemore _____ **TAG Coordinator**

FOCUS: Acknowledgement of TAG Identified Students		
Action	Documentation	Expected Completion Date or Check Point
<p><i>Method used to ensure all teachers know TAG students enrolled in their class(es):</i></p> <ul style="list-style-type: none"> • Teacher or secretary prints out from eSIS the “Program assignments” report for each class. • Teachers record appropriate TAG identification designation in their grade books and on lesson plans, then, highlight TAG students, sign this list and return it for filing in TAG notebook. • Teachers know the names and areas of identification of each of their TAG students. • Student names will appear in instructional action plans as teachers differentiate instruction. 	<p>A signed copy of the teachers TAG lists will be kept in the building TAG Binder as verification. Teachers will also keep a readily accessible list in their classroom in either their plan book or record book.</p>	<p>Highlighted lists are filed in office TAG Binder by end of September and January each year.</p>

FOCUS: Identification of Students who Perform in the 97th Percentile or Demonstrate the Potential to Perform		
Action	Documentation	Expected Completion Date or Check Point

<p>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.</p> <ul style="list-style-type: none"> - TAG facilitator or principal will access schoolwide data in order to compare general population with ethnicity of school and Identified TAG students. - As Data meetings occur teams meet and review data from screening assessments, they will keep in mind TAG nomination PD discussions - Staff additionally will use CLED scales to support identification of student groups that have been historically underrepresented. TAG facilitator and/or SIS will provide PD and coaching through data team meetings to identify students to nominate looking at multiple data points. 	<p><u>Agendas and notes:</u> Data team meetings</p> <p>Additionally, each teacher has a TAG folder for all Identification materials</p>	<p>Fall of each year & on going as needed</p>
<p>The principal will ensure teachers are nominating students from underrepresented populations in the following manner:</p> <ul style="list-style-type: none"> - Being familiar with the characteristics to notice a student who should be nominated - Encouraging staff, including ESL and Special Ed. Staff, at staff meetings and during goal setting conferences to nominate students from underrepresented populations. - Reviewing the list of nominated students. - Examining school population student by student by ability - Examining the results of 2nd grade Intellectual screening results looking particularly at ELL, SPED and minorities and recommending further testing as appropriate. 	<ul style="list-style-type: none"> - Fall TAG Information Letter for Teachers from TAG Coordinator - Staff meeting plans/ agenda 	<p>Fall of each year & on going as needed</p>
<ul style="list-style-type: none"> - Our school will use the following observation tools and/or data in the TAG identification process: During the first weeks of school, each teacher will use the following Observation tools <ul style="list-style-type: none"> o Pre-Screening Checklist o Attributes of Talented and Gifted English Learners checklist (Talented and Gifted English Learner form) o Characteristics of Giftedness (doc) o KOI: Students from Poverty and/or Diverse Cultures (doc) o Possible Problems that may be associated with strengths of gifted children (doc) <p>And theses Screening assessments:</p>	<p>These are found in TAG Binder and in individual teacher Tag folders.</p> <p>Collection of screening paperwork completed</p>	<p>Fall of each year & on going as needed</p>

<ul style="list-style-type: none"> ○ Unit and/or selection assessments ○ Observations and anecdotal data (including those made during math discussions) ○ MAP testing ○ DIBELS ○ Easy –CBM ○ BAS assessments/Running records ○ Information gained at DATA days meetings ○ SBAC Score grade 3 and above (95%ile SBAC lists from R&E) 	<p>and kept in students' portfolio</p>	
<p>The building will use the following procedures throughout the ID process:</p> <ul style="list-style-type: none"> ○ The TAG coordinator will coordinate the ID process using the latest IDPF. 	<p>List of recommendations will be filed in TAG notebook.</p>	<p>by</p>

<p style="text-align: center;">FOCUS: TAG Services</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>Differentiation strategies:</p> <p>1. Please list differentiation strategies used within a variety of classrooms.</p> <ul style="list-style-type: none"> - Flexible Grouping - Other grouping (ability, interest) within classroom, grade levels, or school - Compacting curriculum – as determined by pre-assessments - Tiering lessons - Higher Level Questioning Strategies - Independent Project Work - Acceleration (single subject, within classroom or school) - Cluster Grouping of TAG students - Enrichment options <p>2. Describe how the following strategies are used in all classrooms to meet the rate and level of students.</p>	<ul style="list-style-type: none"> - Assessment data is collected regularly and used to form flexible groupings and to plan instruction - Differentiated rubric of expectations for projects - Unit /lesson plans that document higher level questions and extensions - Principal observations - Student work - Group lists 	<ul style="list-style-type: none"> - Quarterly assessments - Unit plans - Student work throughout the year

<p>a. Flexible Grouping - Students are grouped using formative assessments on a regular basis. These groups are targeted by specific skill or strategy based on assessment results.</p> <p>b. Pre-Assessments Results of tests such as Dibels, MAP, BAS, District math assessments, quizzes, teacher observations, KWL charts, pre and post quizzes will be shared and used by grade level PLCs .</p> <p>c. System of on-going or formative assessments that inform instruction Teachers are working in Grade Level PLCs to continually create and use formative assessments. This data is used is looked at and used to inform instruction or to make changes to groups during quarterly data days with the help of our Instructional Specialist.</p> <p>3. What are the school-wide structures that provide for rigorous and relevant coursework at the appropriate rate and level?</p> <p>Staff Meetings twice per month focused on instruction. PLCs Unpacking GVC and Common Core standards to develop differentiated lessons Instructional Leadership Team participates in walkthroughs three times per year, analyzes feedback from staff, and meets monthly to help plan for PD aligned to meet the needs of all learners (including TAG identified students)</p>	<p>QTEL training / Seven Strategies and ATI PD agendas</p> <p>- Walk through, Data collection Agendas for PD, Documented lesson plans, PD, PLC Agenda and Notes Unit/lesson plans</p>	<p>On going</p> <p>As needed</p>
<p>We determine whether a student needs acceleration in the following way: Formative and Summative assessment test scores, work samples, teacher and sometimes family and student recommendations are used to determine the need for compacting or accelerating a subject or concept, or for providing independent projects to meet an individual’s needs.</p>	<p>Assessment data and meeting notes</p>	<p>On going</p>

<p><i>Our process for using data to measure the growth of our TAG students is:</i> Teachers look at data in PLCs and specifically will look for growth in TAG students. -Teachers meet weekly during embedded PD with the SIS to review data and create action plans for accelerating student learning and filling any noticed gaps in learning in the areas of reading, math, writing, behavior and attendance. The curricular area rotates weekly. TAG students are part of this review. - Student progress is also monitored on a quarterly bases in a more formal manner to ensure that continued growth is occurring. This growth is discussed at Data Day</p>	<p>MAP growth reports</p>	<p>On going</p>
<p><i>The following options for acceleration are available at our school:</i> SSA in Math <i>Students access these options in the following manner:</i> Through teacher/parent request</p>		
<p><i>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:</i></p> <ul style="list-style-type: none"> - <i>compacted curriculum</i> - <i>independent study projects</i> 		
<p><i>Additional services available for TAG students include:</i> <i>The students access these services in the following manner:</i></p>		
<p><i>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:</i></p>		

<p align="center">FOCUS: Responsibilities of TAG Coordinator</p>		
<p align="center">Action</p>	<p align="center">Documentation</p>	<p align="center">Expected Completion Date or Check Point</p>
<p><i>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:</i></p>		

FOCUS: Professional Development		
Action	Documentation	Expected Completion Date or Check Point
<p><i>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</i></p> <p><i>These strategies will be integrated into our school professional development plan or school improvement plan in the following ways: (CCSS Implementation, Equity Work,)</i></p>	<p>Professional Development Calendar accessed on Woodmere Staff page</p>	
<p><i>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:</i></p> <ul style="list-style-type: none"> - Integrating TAG students discussions about questioning strategies, student levels, and performance into conversations that are part of regular staff meetings, and the curriculum during PLC time. - Maintaining TAG as a lens that is utilized regularly for all of our students and subject areas. - <p>-- Team meetings used for evaluating instruction/formative assessments and creating action plans for filling gaps, extending and accelerating student learning.</p> <p>-- common planning time for grade level teams.</p>		

FOCUS: Communication		
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<p>Teachers communicate the differentiation strategies they're implementing in their classrooms in the following ways:</p> <ul style="list-style-type: none"> - At conferences - Classroom Newsletters and meetings with families - Communicating information through conversations with parents and through interpreters at Fall parent meetings. - In their lesson plans and in their posted work 	<p>Lesson plans, documentation of meetings. Agenda for back to school nights / including meetings held by ESL with interpreters in the Fall</p>	<p>Ongoing throughout the year.</p>
<p>The administrator uses the school newsletter to communicate with families about TAG in the following ways:</p> <p>To let families know about any extra curricular opportunities, including afterschool classes through SUN and Saturday Academy</p> <p>To let families know about any important TAG dates</p>	<p>Woodmere Weekly</p>	<p>Ongoing throughout the year</p>
<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:</p> <p>TAG Coordinator</p>	<p>Bulletin Board will be up and current</p>	<p>Ongoing throughout the year</p>
<p>A Fall TAG parent meeting will be held before 10/31. Details include:</p> <ul style="list-style-type: none"> - A slide show explaining the structure of TAG in PPS - the identification process and schedule in our building. - Our methods of communication, definitions of words they might hear when discussing students with teachers are handed out - Copies of the Building TAG Plan are distributed and shared - TAG resources available online and in the community - Location of our TAG bulletin board 	<p>Agenda - Sign-in - Handouts kept in TAG Binder</p>	<p>By the end of October each year</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 and level. If an individual plan is written, a copy of the individual plan will be placed in the student's salmon folder.</p>	<p>Forms are signed and placed in students' TAG folders</p>	<p>By Nov 30th of each year</p>

<p><i>Our families will have the following opportunity(ies) to evaluate our TAG services:</i></p> <ul style="list-style-type: none"> - At parent conference, input is solicited by teachers and concerns can be addressed. 		Fall of each year
<p><i>If parents have concerns about their child's TAG services they will have the following opportunities (process) to inform the school:</i></p> <ul style="list-style-type: none"> - Parents are encouraged to contact the teacher(s) with concerns in person, in writing, by email, or by phone. - Then contact the principal after speaking with the teacher 	Notification of this process is communicated to parents at the Fall TAG meeting or when they contact the office or the TAG coordinator	As needed

Submitted _____

Received _____

Approved _____