

Building TAG Plan

Due to the PPS TAG Office and your Regional Administrator on January 2016

Richmond School
Dave Allen Principal
Beth Martin & Dave Allen TAG Co-Facilitators

X Exempt for 2016-17

Non-Exempt

(Teachers write individual TAG Plans)

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 classes: <ul style="list-style-type: none"> Teachers know the names and ID designation of each student by name Teachers are given class lists and highlight each TAG and TAG potential student, noting area of identification. Teachers review CUM folders of students who have been identified Teachers make notes and highlights in grade-book for each student and the area of identification. 	This information is turned into TAG facilitator and Administrator. Documentation is stored in TAG facilitator Binder and in teacher grade book/binder	September 2016

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 Agenda, meeting hand-outs, and staff sign-in	Fall TAG PD
The principal will ensure teachers are nominating students from underrepresented populations in the following manner: <ul style="list-style-type: none"> Staff will participate in professional development lead by school administration and building TAG facilitator that centers on the characteristics of gifted students and how to examine the academic and social strengths of chronically underrepresented groups (SPED, ESL, Students of Color). Administration and TAG facilitator will periodically review nominations as they are turned in, and examine the list once it is completed. Administration and TAG facilitator will work with second grade team to closely 	Agendas, handouts and notes from professional development sessions. Staff sign-in/attendance from sessions	September - November of 2016 TBA (based on receiving results of 2 nd grade assessment)

Building TAG Plan

Due to the PPS TAG Office and your Regional Administrator on January 2016

<p>analyze the intellectual screening scores of all students, especially those students who belong to one or more of the underrepresented groups listed above.</p>	<p>Notes taken by administration and TAG facilitator kept in TAG binder.</p>	<p>September - November of 2016 TBA (based on receiving results of 2nd grade assessment)</p>
<p>Our school will use the following observation tools and/or data in the TAG identification process: Staff will work towards 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 mtgs. to nominate students from underrepresented populations. • Review with staff the attributes of Gifted English Language Learners • Pre-Screening Checklists • Attributes of Talented and Gifted Learners checklist (ESL Teacher) • DRAs, PPS literacy Profiles, SBAC data (grades 4 and 5) • Work Samples 	<p>Teachers will meet in grade level teams to discuss this work. Grade-level team minutes will be collected.</p>	<p>September – November of 2016</p>
<p>The building will use the following procedures throughout the ID process:</p> <ul style="list-style-type: none"> • Administration and TAG facilitator will review the ID process with staff and make all necessary forms available • Host a meeting in the fall of 2016/2017 for parents interested in learning more about the Identification process. Go over all necessary paperwork and detail the timeline. • Make IDPF forms available in the office, on the TAG bulletin board, and on the Richmond School website. • Work with teachers to ensure proper completion of the IDPF forms, including collection of appropriate work samples, advocacy and test history portion. 	<p>Tag facilitator records of meetings, check-lists, and actions</p>	<p>September – November of 2016 (On-going)</p>

Due to the PPS TAG Office and your Regional Administrator on January 2016

<ul style="list-style-type: none"> Send Parent/Student surveys home for all identified TAG students. Make sure TAG list matches with Cum. files. 		
---	--	--

FOCUS: TAG Services		
----------------------------	--	--

Action	Documentation	Expected Completion Date or Check Point
<p>Differentiation strategies:</p> <ul style="list-style-type: none"> Flexible grouping within classrooms and grade-levels: Some examples – leveled literacy groups used in the classroom, leveled reading groups used in Japanese classrooms (walk-to-read), math groups with varied degree of problems (varying the level of rigor and challenge) Compacting Curriculum – The nature of our immersion program requires teachers to compact curriculum. Teachers regularly combine several lessons into a more complex, multi-step learning experience. Tiered Lessons – teachers provide multiple access points to match student background knowledge. Higher Level Questioning Strategies-Bloom’s Taxonomy and Rigor and Relevance Framework. Teachers align lessons with CCSS to emphasize depth and complexity. • familiar with the <i>Rigor and Relevance Framework</i> and will aim to provide instructional opportunities that are grounded in moving students from acquiring new information to analyzing and applying their learning. Students might be given “real-world problems” to wrestle with, a chance to provide solutions to a school or community based challenge, or the opportunity to use newly acquired skills in math or the sciences to do independent work. Focusing on teaching the whole child/offering students a diverse and rich educational experience. Some examples: Independent project work (developing researching and presentation skills, as well as opportunity to pursue individual interest), hands-on science experiences, fine arts integrated into the classroom, battle of books, student council, student mediators, book buddies/shared reading 	<p>Discussion at staff meetings, grade-level meetings.</p> <p>Classroom observation</p> <p>Teacher plan-book or folder, notes from team meetings, teacher grade book.</p> <p>Teachers will record data measuring benchmarks in math and literacy.</p>	<p>On-Going</p>

Due to the PPS TAG Office and your Regional Administrator on January 2016

<p>across grade-levels.</p> <p>Pre-Assessment and on-going formative assessments or assessments for learning:</p> <ul style="list-style-type: none"> • Pre-assessments for units or course of study • KWL (What is known, Want to know, What we learn) • Observation, notes, on-going feedback • Reading – pre-assessment from Scott Foresman Reading program • Math, Science, and Social studies – pre-assessment from units of study • Use of district and state rubrics (in writing and speaking) to provide on-going feedback to students • Pk-2 grade teachers use DIBELS, easyCBM, and district literacy assessment data to inform instruction. <p>Grade level or school-wide structures in place that offer rigorous coursework at the appropriate rate and level are:</p> <ul style="list-style-type: none"> • The nature of our Japanese Immersion program provides a rigorous structure, anchored by intensive and comprehensive Japanese language instruction throughout K-5 grades. • Flexible grouping within classes and grade-to-grade available (Groupings are determined after reviewing assessments from previous year and pre-assessments) • Teachers do further differentiation, including tiered lessons, cluster grouping, and high level questioning strategies in all content areas. Utilizing Bloom’s Taxonomy (Creating, Evaluating, Analyzing, Applying, Understanding, and remembering) • Formal/Informal assessments are both formative and summative. Teachers work collaboratively in grade level groups to analyze student data and share feedback with parents and students. 	<p>Minutes from team meetings where TAG groupings and strategies are discussed.</p> <p>Classroom Observations</p>	
--	---	--

Due to the PPS TAG Office and your Regional Administrator on January 2016

<p>We determine whether a student needs acceleration in the following way:</p> <ul style="list-style-type: none"> • Teachers will use assessment data (pre-assessments, on-going formative assessments, SBAC, and post assessments), student self-assessments, student interest, and work samples to best determine whether a student needs acceleration. • Teachers will use appropriate rubrics and scoring guides to accurately assess student work, determining a base level of knowledge, the present level of proficiency and whether a student is capable to learn at an accelerated pace. • Grade level meetings where teachers can discuss assessment results and on-going work in acceleration. • <p>Teachers will have on-going conversation with students and families to help identify student interest and what motivates them.</p>	<p>Teacher grade book or student file with scores for pre/post assessments and work samples</p>	<p>On-Going</p>
<p>Our process for using <i>data</i> to measure the growth of our TAG students is:</p> <ul style="list-style-type: none"> • On-going: Teachers and grade-level teams use data from a variety of formative and summative assessments to consistently monitor instructional practices. <p>We use this information in the following way:</p> <ul style="list-style-type: none"> • Meetings or planning times are devoted to developing common TAG strategies/lessons for use with the high level learners – consistency within the grade levels. 	<p>Agendas and minutes from team meetings where TAG student performance is discussed</p>	<p>Throughout the year</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:</p> <ul style="list-style-type: none"> • Teacher will differentiate as needed to meet the instructional needs of students by compacting curriculum. Teachers will offer independent projects on similar or related topics, opportunity to assist or lead group work. • Teachers will use pre-assessment data to implement cross-grade instructional groups (especially in the area of reading and Japanese Language) to meet the rate and level of students. • Teachers will direct students and families to appropriate on-line resources. 	<p>Fall Survey, Parent-Teacher Conferences, and on-going communication between families and staff</p>	<p>Fall 2016/On-going</p>

Building TAG Plan

Due to the PPS TAG Office and your Regional Administrator on January 2016

<ul style="list-style-type: none"> • Administrator will work with teachers, students, and parents to develop additional and/or supplemental instructional options. • Chromebooks and laptops are used to meet students individual academic needs. 		
<p>The following options for acceleration are available at our school: Students access these options in the following manner:</p> <ul style="list-style-type: none"> • On-going in classroom accommodations for all students. • Subject acceleration in classroom using more advanced materials • Scott Foresman – tiered lessons • Math – Bridges Extension Activities • Online math, science, social science, and literacy apps are used. • Independent projects – School-wide poetry celebration, classroom presentations demonstrating learning, additional opportunities to make classroom presentations. • On-going differentiation in the classroom, allowing students to gain greater independence and avenues to pursue a greater level and scope of contents. Writer’s workshop, math problem solving, multi-variable experiments in science 	<p>Work samples, student observation, informal and formal assessment data from teacher grade book and/or student file</p>	<p>On-Going</p>
<p>Additional services available for TAG students include: The students access these services in the following manner:</p> <ul style="list-style-type: none"> • In School enrichment classes (these vary from year to year, but have included calligraphy, Taiko drumming, dance/drama, visual arts) and a variety of cultural assemblies and opportunities related to our on-going study of Japanese culture and society. • After school classes, such as Kendo, science, and music are offered at Richmond. • Classroom programs, school-wide assemblies, and an evening at OMSI for Richmond families. 	<p>Rosters of students taking enrichment classes.</p> <p>School and Classroom Newsletter Web-site/Richmond List-Serv.</p>	

Building TAG Plan

Due to the PPS TAG Office and your Regional Administrator on January 2016

<p>The administrator(s) ensures the use of differentiated strategies, rigorous and relevant course work, and instruction provided at the appropriate rate and level in the following ways:</p> <ul style="list-style-type: none"> • Walk-throughs to see that TAG strategies are being implemented into the classroom and incorporate observation notes and data with staff both informally and as a part of the evaluation process • Provide staff with professional development that connects TAG specific teaching and learning strategies to over-arching school improvement goals 		
FOCUS: Responsibilities of TAG Facilitator		
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 ID process in the school, in the following manner:</p> <ul style="list-style-type: none"> • Select or elicit volunteer for TAG facilitator position in spring • On-going administrative support to the TAG facilitator, including meeting with facilitator to review data and help coordinate professional development opportunities that will be most beneficial to the staff. • Ensure the TAG Facilitator Checklist is followed 	Meeting notes	On-Going
FOCUS: Professional Development		
Action	Documentation	Expected Completion Date or

Building TAG Plan

Due to the PPS TAG Office and your Regional Administrator on January 2016

<p>Four TAG Professional development sessions have been scheduled on the Richmond Yearly Professional development calendar will integrate the Comprehensive Achievement Plan (CAP) and our ongoing focus on equity. Topics may include:</p> <ul style="list-style-type: none"> • CCSS – mathematical practices and shifts in literacy instruction • Rigor and Relevance Framework • Formative assessment or assessment for learning • Beyond Diversity training (2 days) provided by PPS <p>Administrators/teachers will use staff meetings, collaborative planning times, or team planning times to integrate these strategies into their instruction</p>	<p>Meeting agendas, hand-outs, and teacher sign-in sheet</p>	<p style="text-align: center;">Check Point</p> <p>By end of September 2016.</p> <p>Fall, winter, and spring 2017. Professional developmental dates are pending until school calendar has been set.</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:</p> <ul style="list-style-type: none"> • At Back to School Night teachers communicate how a variety of strategies are used to meet the rate and level of all students. • Sending home newsletters (at least monthly) informing families of current instructional topics, curriculum highlights, and communicating up-coming classroom and school-wide events. 	<p>Office file of classroom newsletters</p> <p>Agendas and back to school night informational packets</p>	<p>On-going</p>
<p>The administrator uses the school newsletter to communicate with families about TAG.</p>	<p>Richmond Newsletter (Shinbun)</p>	<p>Monthly (as needed)</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 TAG facilitators.</p>	<p>TAG Bulletin Board</p>	<p>On-going</p>

Building TAG Plan

Due to the PPS TAG Office and your Regional Administrator on January 2016

<p>A Fall TAG parent meeting will be held before 10/31/2016. A spring TAG meeting will be held in May of 2014. Details include:</p> <ul style="list-style-type: none"> • TAG Nomination timeline • Opportunity to share TAG plan and hear general feedback from parents and answer questions regarding plan. • If funding allows, a guest speaker with TAG expertise will be brought in to address topics relevant to parenting and teaching students who are identified as TAG. 	<p>Meeting Agendas, hand-outs, and attendee sign-in sheets</p>	<p>Fall of 2016 and Spring of 2017</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.</p>	<p>Signed form placed in TAG salmon folder in cumulative files</p>	<p>Fall of 2016</p>
<p>Our families will have the following opportunities to evaluate our TAG services:</p> <ul style="list-style-type: none"> • Parent Conferences • Richmond TAG Parent Meetings • On-going discussion with teachers and administrators. 	<p>Fall parent/student survey TAG Parent Meetings On-going communication</p>	<p>On-going</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"> • Encourage parents to contact the teacher(s) • Contact TAG facilitators • Contact building administrators • Contact PPS TAG office 		<p>On-going</p>

Submitted _____

Received _____

Approved _____