

## School-wide TAG Plan

Due to the TAG Office **and** your Area Director on June 1, 2009.

**Lewis School**  
**Tim Lauer Principal**

**Leslie Lauretti TAG Coordinator or Designee**

### 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): teachers recorded appropriate TAG identification/designation in their grade books . These lists will be printed by the school office and shared with teachers at first staff meeting.	This information is kept in...classroom/office	Sept. 09/April 10

### FOCUS: Identification of Students who Perform in the 97th Percentile or Demonstrate the Potential to Perform

Action	Documentation	Expected Completion Date or Check Point
Leslie Lauretti lead staff meeting regarding characteristics of gifted students	Attendance sheets Agenda	Oct. 09
<p>Discussion with staff around ID of under-represented and underachieving students occurs at staff and team planning meetings.</p> <ul style="list-style-type: none"> <li>- Comparing the general population with ethnicity of school and identified TAG students</li> <li>- Attributes of Talented and Gifted English Learners checklist (Talented and Gifted English Learner form)</li> <li>- <b><u>Teachers will have access to the documents given out in 09-10 at the Characteristics training:</u></b> <ul style="list-style-type: none"> <li>▪ Characteristics of Gifted students (doc)</li> <li>▪ KOI: Students from Poverty and/or Divers Cultures (doc)</li> <li>▪ Possible Problems that may be associated with strengths of gifted children (doc)</li> </ul> </li> </ul> <p>Myths and Truths about gifted students (doc)</p>	Attendance sheets Agendas	Oct. 09

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<p>The principal will ensure teachers are nominating students from underrepresented populations in the following manner:  <u>at staff meetings and reviewing TAG nomination forms.</u></p> <ul style="list-style-type: none"> <li>- Being familiar with the characteristics to notice a student who should be nominated</li> <li>- Encouraging staff, including ESL and Special Ed. Staff, at staff mtgs. to nominate students from underrepresented populations</li> <li>- Reviewing the list of nominated students</li> <li>- Asking a teacher to nominate a particular student if s/he comes to the attention of the administrator while visiting classrooms</li> <li>- Examine 2nd grade NNAT screening testing scores of ELL students, nominate those students, recommend further testing as appropriate</li> </ul>	<p>Staff meeting agendas of these specific meetings</p>	<p>Oct, 09</p>
<p>Our school will use the following observation tools and/or data in the TAG identification process:  <u>DRA's, OAKS testing, pre-assessments, observations and work samples, 2<sup>nd</sup> grade TAG assessment,</u></p>	<p>Data from actions</p>	<p>Sept. 09 – Nov. 09</p>
<p>The building will use the following procedures throughout the ID process: surveys, nominations, collected data and checked cum files  <u>TAG Coordinator will coordinate the ID process.</u></p>	<p>Data from actions/cum files</p>	<p>Sept. 09 – Nov. 09</p>

## FOCUS: TAG Services

Action	Documentation	Expected Completion Date or Check Point
<p>Differentiation strategies in place in the classrooms include <u>flexible grouping, tiered lesson, higher level questioning strategies, enrichment options and acceleration</u></p> <ul style="list-style-type: none"> <li>- Flexible Grouping (walk to read, etc) within classroom, grade levels, or school</li> <li>- Compacting curriculum</li> <li>- Other grouping (ability, interest) within classroom, grade levels, or school</li> <li>- Tiering lessons</li> <li>- Higher Level Questioning Strategies</li> <li>- Independent Project Work</li> <li>- Acceleration (single subject, within classroom or school)</li> <li>- Cluster Grouping of TAG students</li> <li>- Enrichment options</li> <li>- Use of mentors</li> </ul>	<p>Walk to read, teacher lesson plans, observations</p>	<p>Sept. 09 – June 10</p>

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<p>Pre-assessment or on-going formative assessments used to help inform instruction include: <u>pre-assessments for units, observations and student projects</u></p> <ul style="list-style-type: none"> <li>- Subject area or unit Pre-assessments and/or formative assessments</li> <li>- KWL</li> <li>- Observation</li> <li>- Student work</li> </ul> <p>Teachers use the data from these assessments to inform instruction in the following way(s)...</p> <p>Flexible Grouping (walk to read, et.c) within classroom, grade levels, or school</p> <ul style="list-style-type: none"> <li>- Compacting curriculum</li> <li>- Other grouping (ability, interest) within classroom, grade levels, or school</li> <li>- Tiering lessons</li> <li>- Higher Level Questioning Strategies</li> <li>- Independent Project Work</li> <li>- Acceleration (single subject, within classroom or school)</li> <li>- Cluster Grouping of TAG students</li> <li>- Enrichment options</li> <li>- Use of mentors</li> </ul>	<p>Completed student work, teacher grade books Notes from planning time Schedules</p>	<p>Sept. 09 – June 10 How often do your teachers meet in teams to plan for TAG strategies? Once a month?</p>
<p>The administrator(s) monitor the use of differentiated strategies in the classroom in the following way: <u>observations and meetings with teachers.</u></p>	<p>Observation notes</p>	<p>Sept. 09 – June 10 How often do these observations occur?</p>

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<p>Our process for using <i>data</i> to measure the growth of our TAG students is reviewing OAKS results, DRAs, report cards, Literacy spreadsheets, pre and post assessments? We use this information in the following way: grade level planning time to develop common TAG lessons</p>	<p>Lesson plans and observations</p>	<p>Monthly Sept. 09 – June 10</p>
<p>Grade-wide or school-wide structures in place that offer rigorous coursework at the appropriate rate and level are Walk to read, move students to higher grade level for math.</p>	<p>Student reading lists, teacher grade books Schedules Lesson plans</p>	<p>Sept. 09 – June 10</p>
<p>We determine whether a student needs acceleration in the following way: pre and post assessments, clear agreed upon criteria.</p>	<p>Teacher grade books, report cards</p>	<p>Sept. 09 – June 10</p>
<p>The following options for acceleration are available at our school...moving to higher grade for single subject, walk to read, walk to math, attending a class off site and subject acceleration. Students access these options in the following manner: common reading block, individual conferences</p>	<p>Student reading lists, teacher grade books Schedules Lesson plans</p>	<p>Sept. 09 – June 10</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: principal works with teacher and parents to find the best fit for the student.</p>	<p>Teacher grade books Lesson plans</p>	<p>Sept. 09 – June 10</p>
<p>Additional services available for TAG students include technology block at grades 3, 4 and 5 (video production, animation, music production). Chess Club, Drama Club, The students access these services in the following manner: during the school day</p>	<p>Master schedule</p>	<p>Jan. 09 – March 09</p>

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<b>FOCUS: Responsibilities of TAG Coordinator</b>		
<b>Action</b>	<b>Documentation</b>	<b>Expected Completion Date or Check Point</b>
<p>The administrator ensures the TAG Coordinator is trained and familiar with the requirements of the TAG Coordinator Job Description, which include mandatory attendance at TAG sponsored PD and coordinating the ID process in the school, in the following manner: review previous year’s OAKS testing, review TAG agendas, conducted workshop with staff to identify TAG candidates, check attendance lists at monthly TAG meetings</p> <ul style="list-style-type: none"> <li>- Principal will conduct Walk-throughs to see that TAG strategies are being implemented into the classroom. Principal will keep a walkthrough database which will include data about TAG in addition to other classroom indicators.</li> </ul> <p>Provide staff with Professional Development opportunities</p>	<p>Assigned attendance sheet at monthly PD meetings. Monthly discussions to track progress to meet the TAG mandate.</p>	<p>On-going throughout the year.</p>

<b>FOCUS: Professional Development</b>		
<b>Action</b>	<b>Documentation</b>	<b>Expected Completion Date or Check Point</b>
<p>Site-based professional development in our school will include the development and/or implementation of the strategies introduced in 08-09 (Check all those that apply)</p> <ul style="list-style-type: none"> <li>▪ <b>Grouping</b></li> <li>▪ <b>Tiered Instruction</b></li> <li>▪ Characteristics</li> <li>▪ <b>Compacting</b></li> <li>▪ Questioning strategies</li> <li>▪ Depth/Complexity</li> <li>▪ Other</li> </ul> <p><i>Bold are areas of further development</i></p>	<p>Signed attendance sheets from monthly PD meetings Agendas</p>	<p>End of: Oct 09, Jan 10, March 10, April 10,</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: <b>grade level teams meet monthly to discuss strategies to provide enrichment curriculum for high performing students. They also discuss ways to differentiate their instruction.</b></p>	<p>Principal attends team meetings. Integration of TAG strategies into lessons</p>	<p>On-going throughout the year.</p>
<p>The administrator will ensure differentiation strategies are implemented into the classroom in the following way: <b>classroom walkthroughs.</b></p>	<p>Observations notes</p>	<p>On-going throughout</p>

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### FOCUS: Communication

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Teachers communicate the differentiation strategies they're implementing in their classrooms in the following ways: at Open House Night and parent-teacher conferences. Teachers publish weekly classroom updates on the web and via paper newsletter, these updates will include information about ongoing classroom TAG activities.	Walkthroughs during Curriculum night and feedback from parent-teacher conferences. Newsletters on file and on the web.	Fall 2009
The administrator uses <i>his/her</i> the school newsletter to communicate with families about TAG in the following ways: TAG nomination information and deadlines, information about District TAG meetings, provide information about extended learning opportunities for TAG students during the school day, after school and outside of school hours.	Weekly school newsletter, TAG bulletin board and school website.	On-going throughout the year.
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	Check TAG bulletin board	On-going throughout the year.
ID Process forms and other relevant information in languages represented in the school community when available. The TAG coordinator will maintain the TAG Bulletin Board.		
TAG parent meeting will be held before 11/15/2009. The structure for this meeting will be cluster.	Cluster meeting with other schools in our cluster	Cluster TAG meeting on October 2009
Parent/teacher will sign a form at Parent-Teacher Conferences that indicates parents have had the opportunity to offer input into and reviewed the teacher's plan for meeting a student's rate and level (ES). This form is placed in the student's salmon folder.	TAG plans and/or waivers in salmon folder.	Nov. 2009
Our families will have the following opportunity(ies) to evaluate our TAG services: the TAG Coordinator and Principal are available to discuss modifications to the building TAG plan and the TAG program in general throughout the year. This information will be shared in our parent handbook	Meeting with parents, parent survey (describe this in the action area)	On-going
If parents have concerns about their child's TAG services they will have the following opportunities (process) to inform the school: talk to the classroom teacher, then the TAG coordinator and finally the principal.	Meetings with parents	On-going

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