

Forest Park School  
Kevin Crotchett, Principal

Julie Winder, TAG Coordinator or Designee

| FOCUS: Acknowledgement of TAG Identified Students  |  |   |
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| Action   | Documentation  | Expected Completion Date or Check Point |
| Method used to ensure all teachers know TAG students enrolled in their class(es): <ul style="list-style-type: none"> <li>- Teachers print out from eSIS the “Program assignments” report for each class highlighting each TAG identified student</li> <li>- Teachers record/indicate appropriate TAG Identification designation in their grade book</li> </ul> | This information is kept in teachers individual grade book. Copies of highlighted rosters are signed and collected by the principal. | No later than 09/03/09 & 02/08/09       |

| FOCUS: Identification of Students who Perform in the 97th Percentile or Demonstrate the Potential to Perform   |   |   |
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| Action   | Documentation   | Expected Completion Date or Check Point |
| Julie Winder and Kevin Crotchett will lead staff meeting regarding characteristics of gifted students <ul style="list-style-type: none"> <li>- <b><u>Documents given out this year at the Characteristics training will be used in teacher planning, assessment, and curriculum implementation:</u></b> <ul style="list-style-type: none"> <li>▪ Characteristics of Gifted students (doc)</li> <li>▪ KOI: Students from Poverty and/or Diverse Cultures (doc)</li> <li>▪ Possible Problems that may be associated with strengths of gifted children (doc)</li> <li>▪ Myths and Truths about gifted students (doc)</li> </ul> </li> </ul> | Staff roster of attendance  | No later than 10/12/09                  |
| Discussion with staff around ID of under-represented and underachieving students occurs <ul style="list-style-type: none"> <li>- Compare 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> </ul>   | Staff roster of attendance  | No later than 10/12/09                  |
| The principal will ensure teachers are nominating students from underrepresented populations in the following manner: <ul style="list-style-type: none"> <li>- Being familiar with the characteristics to notice a student who should be</li> </ul>  | Copy of classroom roll highlighting nominated students and indicating | 11/16/09                                |

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| <p>nominated</p> <ul style="list-style-type: none"> <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>reason for nomination. Further highlighting potential students for identification</p> <p>Copy of teacher checklists emphasizing attributes of TAG learners</p> <p>Service roster from ESL teacher with input on TAG nomination.</p> |  |
| <p>Our school will use the following observation tools and/or data in the TAG identification process:</p> <ul style="list-style-type: none"> <li>- Prescreening checklists for TAG attributes</li> <li>- Pre and post assessments for unit study</li> <li>- Attributes of Talented and Gifted English Learners checklist (Talented and Gifted English Learner form)</li> <li>- DRAs, EasyCBM, and/or Scott Foresman progress monitor (at all grade levels K-5)</li> <li>- OAKS scores for students grade 3 and above (95%ile OAKS list from R&amp;E)</li> <li>- Observations</li> <li>- Work Samples</li> </ul>  | <p>Class and assessment rosters identify students reading and performing 2+ grade levels above.</p> <p>OAKS testing in the 95% or greater percentile</p>   | <p>11/16/09</p>  |
| <p>The building will use the following procedures throughout the ID process:</p> <ul style="list-style-type: none"> <li>- Form a school assessment committee that receives input from TAG coordinator, ESL, SPED, Counselor, and Gen.Ed</li> <li>- Send Parent/Student Surveys home for those already identified</li> <li>- Parent/Teacher Nominations (IDPFs) made available on TAG bulletin board, in the main office, and on the school/district website</li> <li>- Collecting Work Samples, test history and teacher advocacy</li> <li>- Checking Cum files against TAG list sent by TAG Office</li> </ul> <p>Julie Winder will coordinate the ID process.</p> | <p>Staff meeting minutes and documentation of communication to parent community.</p>   | <p>Ongoing with a heightened process as annual testing window approaches</p> |

| <b>FOCUS: TAG Services</b>   |  |  |
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| <b>Action</b>  | <b>Documentation</b>   | <b>Expected Completion Date or Check Point</b> |
| Differentiation strategies in place in the classrooms include <ul style="list-style-type: none"> <li>- Flexible Grouping 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>- Cluster Grouping of TAG students</li> </ul>   | Lesson plans and master plan book indicate techniques used for differentiation of lesson or unit.<br>Walkthroughs document evidence of differentiation meeting student rate and level. | Ongoing  |
| Pre-assessment or on-going formative assessments used to help inform instruction include: <ul style="list-style-type: none"> <li>- Pre-assessments for units or course of study</li> <li>- KWL</li> <li>- Observation</li> <li>- Curriculum based pre-assessments from Scott Foresman Reading Program and Terc Investigations math curriculum</li> </ul> Teachers use the data from these assessments to inform instruction in the following way(s)... <ul style="list-style-type: none"> <li>- Identify students who demonstrate mastery of unit/lesson concepts</li> <li>- Identify students who should appropriately receive differentiated strategies for the given unit/lessons content/concepts.</li> <li>- Identify instructional methods that will best meet student needs.</li> </ul> | Lesson plans reflect and indicate planned pre-assessment to be used.<br>Documented teacher records record students success rate.   | Ongoing  |
| The administrator(s) will monitor the use of differentiated strategies in the classroom in the following way: <ul style="list-style-type: none"> <li>- Walk-throughs to see that TAG strategies are being implemented into the classroom</li> <li>- Provide staff with Professional Development opportunities</li> <li>- Annual teacher/admin goal conferences</li> </ul>  | Walkthrough documentation shared with individual teachers<br><br>Staff, team and PD meeting agenda and minutes   | Ongoing  |

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| <p>Our process for using <i>data</i> to measure the growth of our TAG students is to review data and analyze for trends at the whole school data level with Site Council, staff, and grade level teams. Disaggregating that data to the grade/classroom/and teacher level in small confidential data teams with staff, grade level teams, and individually with teachers.</p> <p>We use this information in the following way:</p> <ul style="list-style-type: none"> <li>- In team meetings or planning times are devoted to developing common TAG strategies/lessons for use with the high level learners- consistency within the grade levels</li> </ul> | <p>Staff, team and PD meeting agenda and minutes</p>  | <p>At least three times per year in combination with shared work sample alignment from the SIP</p> |
| <p>Grade-wide or school-wide structures in place that offer rigorous coursework at the appropriate rate and level are</p> <ul style="list-style-type: none"> <li>- Flexible grouping within classes and grade-to-grade available. (Groupings are determined after reviewing assessments from previous year and pre-assessments.)</li> </ul>   | <p>Agendas from team meetings where TAG groupings are discussed.</p>  | <p>At least 3 x per year.</p>  |
| <p>We determine whether a student needs acceleration in the following way:</p> <ul style="list-style-type: none"> <li>- Pre-assessments</li> <li>- Post-assessments</li> <li>- Work Samples</li> </ul>  | <p>Teacher grade book and records along with student file containing historic assessment data and work samples.</p> | <p>Ongoing</p>   |
| <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"> <li>- Subject acceleration in classroom using higher grade materials</li> <li>- Subject acceleration within the same grade, but in another room or supervised and directed independent study area</li> <li>- Case by case consideration for content specific grade level acceleration under consultation w/ district and online resources to meet student need</li> </ul>  | <p>Evidence by individual student receiving acceleration as needed.</p>   | <p>Ongoing</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: Teacher, grade level team, TAG coordinator, and/or Principal will work with teacher and student to identify compacting or alternate curriculum for differentiation to meet students needs.</p>  | <p>Evidence of differentiation by need from pre and post assessments.</p>   | <p>Ongoing</p>   |

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| <p>Additional services available for TAG students include</p> <ul style="list-style-type: none"> <li>- LEAP (Saturday Academy) classes at and off school site</li> <li>- After school clubs and enrichment activities</li> <li>- Other TAG and TAGalike opportunities advertised through school newsletters and parent information.</li> </ul> <p>The students access these services in the following manner:</p> <ul style="list-style-type: none"> <li>- All opportunities are advertised on the school website, in the monthly school newsletter, and through the school blog</li> </ul> | <p>School Newsletter, website, and blogs</p> | <p>Ongoing</p> |
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| <b>FOCUS: Responsibilities of TAG Coordinator</b>  |  |  |
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| <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:</p> <ul style="list-style-type: none"> <li>- Select or elicit volunteer for TAG Coordinator position in spring</li> <li>- Ensure the TAG Coordinator Checklist is followed and Teacher Checklist given to teachers</li> <li>- Check calendar for TAG Coordinator training</li> </ul> | <p>TAG Coordinator name submitted to the TAG office</p> <p>Email and meeting communication with TAG Coordinator throughout the school year in driving agendas and whole staff communication for TAG PD and timelines</p> | <p>Spring</p> <p>Ongoing</p>                   |

| <b>FOCUS: Professional Development</b>  |  |  |
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| <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</p> <ul style="list-style-type: none"> <li>▪ Grouping</li> <li>▪ Tiered Instruction</li> <li>▪ Characteristics</li> <li>▪ Compacting</li> <li>▪ Questioning strategies</li> <li>▪ Depth/Complexity</li> </ul> | <p>Agenda and minutes from staff meetings and PD</p> | <p>Ongoing</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</p>   | <p>Agenda and minutes from staff meetings and PD</p> | <p>Ongoing</p>                                 |

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| <p>manner:</p> <ul style="list-style-type: none"> <li>- No fewer than 4 staff meetings for whole group PD or discussion</li> <li>- No fewer than 4 monthly team meetings used for developing strategies such as writing tiered lessons for grade level teams</li> </ul>                        |   |                |
| <p>The administrator will ensure differentiation strategies are implemented into the classroom in the following way:</p> <ul style="list-style-type: none"> <li>- Minutes</li> <li>- Agendas</li> <li>- Sign in sheets</li> <li>- Walk-throughs</li> <li>- Goal-setting conferences</li> </ul> | <p>Staff meeting agendas and minutes</p> <p>Walkthrough documentation</p> | <p>Ongoing</p> |

| <b>FOCUS: Communication</b>   |   |  |
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| <b>Action</b>   | <b>Documentation</b>  | <b>Expected Completion Date or Check Point</b> |
| <p>Teachers communicate the differentiation strategies they're implementing in their classrooms in the following ways:</p> <ul style="list-style-type: none"> <li>- During the annual Back-to-School-Night teachers will tell parents about the differentiated instructional strategies they'll use to meet rate and level</li> <li>- Sending home newsletters at least monthly via the classroom blog or on paper and telling families what they're doing to meet rate and level and how they've pre-assessed</li> </ul>   | <p>Back-to-School-Night information at the classroom level</p> <p>Monthly paper or blogged newsletters with differentiation information</p> | <p>October</p> <p>Monthly</p>                  |
| <p>The administrator and or the TAG Coordinator uses the school newsletter to communicate with families about TAG in the following ways:</p> <ul style="list-style-type: none"> <li>- Writes about what s/he sees teachers doing in classrooms to meet rate and level</li> <li>- Cites specific examples of services made available for TAG students, e.g., LEAP classes, Destination Imagination</li> <li>- Cites Building TAG Plan and how it guides programming for TAG students and how Plan is being implemented</li> <li>- Parent TAG meeting(s)</li> <li>- PTA meetings</li> </ul> | <p>Monthly Newsletter (hard and soft copies)</p>  | <p>Monthly</p>                                 |
| <p>TAG Bulletin Board will be available for parents to read on the first day of school and</p>  | <p>Bulletin board to be</p>   | <p>Ongoing</p>                                 |

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| <p>will remain posted throughout the year. It will include a copy of the Building TAG Plan, <b>current</b> ID Process forms and other relevant information in languages represented in the school community when available. Julie Winder will maintain and update the TAG Bulletin Board.</p>   | <p>updated from one week prior to the start of the school year and maintained throughout the school year.</p> |  |
| <p>TAG parent meeting will be held no later than 11/15/2009. The structure for this meeting will be cluster.</p>  | <p>Meeting notice and attendance roster</p>   | <p>No later than 11/15/09</p>          |
| <p>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. This form is placed in the student’s salmon folder.</p>  | <p>TAG form signed and maintained in salmon folder in student record</p>                                      | <p>No later than 11/24/09</p>          |
| <p>Our families will have the following opportunity(ies) to evaluate our TAG services:</p> <ul style="list-style-type: none"> <li>- Develop a parent survey that asks for parent feedback on TAG services.</li> <li>- Parent input will be sought for development of Building TAG Plan at the time of the parent survey.</li> <li>- Formally and informally throughout the year at conferences and parent meetings.</li> </ul>  | <p>Survey and meeting minutes</p>   | <p>November<br/>Spring<br/>Ongoing</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>- Encouraged to contact the teacher(s)</li> <li>- Receive information on TAG students to include TAG characteristics, working with TAG children, and differentiation definitions from TAG Coordinator</li> <li>- Contact the principal after speaking with the teacher.</li> </ul> | <p>Teacher and administrative records of meetings</p>   | <p>Ongoing</p>                         |

Approved June 2, 2009