

Coal City CUSD #1

Talented and Gifted Education Plan (TAG)

Grades 3-8

Revised June 2017

## Mission

It is the mission of Coal City Community Unit School District #1 to prepare a community of learners to reach their maximum potential when encountering life's experiences.

## Philosophy

In accordance with our Mission Statement, Coal City School District is committed to providing unique opportunities for talented and gifted students in grades 3-8 that allow those students to achieve their maximum potential. The talented and gifted education program will focus enriching individual reading and math needs and talents of students identified as being in the top 5% of their class in reading and/or math skills. This program is known as Talented and Gifted Education Plan (TAG).

In addition, the program will create and sustain opportunities for nurturing the academic, social and emotional needs of gifted reading and math students. We will provide opportunities for those academically gifted and talented students to achieve their maximum learning potential, within their classroom setting.

Our beliefs align with those of Dr. Sylvia Rimm, noted clinical psychologist:

“The surest path to high self-esteem is to continuously be successful at learning tasks that are perceived to be difficult.”

## **Identification Procedures**

In an effort to accurately identify the consistently, academically superior students of Coal City School District, the TAG committee will review the identification data points from all students and compile a list of those students in the top 5% of their class for the given school year. These data will be placed in a scoring matrix to ensure an unbiased population is represented. The TAG committee will review data and make the final decision on participation based on such. The TAG committee will consist of the Director of Special Populations and building principals from the Elementary and Intermediate Schools.

The following criteria will be utilized to determine eligibility for the TAG Program:

- Students who receive an SAI of 130 or higher are automatically eligible
- Total SAI score will be used for eligibility in grades 3-5
- Nonverbal SAI score will be used in grades 6<sup>th</sup> -8<sup>th</sup> to identify students for the TAG math class (a whole class is necessary for progression into Math sequence at the high school)
- Verbal SAI score will be used in grades 6<sup>th</sup> -8<sup>th</sup> to identify students for the top 5% in Reading
- Students who receive the following SAI scores are awarded these points:
  - 129=5
  - 128=4
  - 127=3
  - 126=2
  - 125=1
  - below 125 =0

Students' local Math and Reading Assessments will be averaged for the year and the following points will be awarded:

- Averages of 94 or above =1
- Averages of 93 or below=0

Students will receive the following points for each AIMSweb Plus assessment in Reading:

- Percentages between 95-99 =4
- Percentages between 90-94 =2
- Percentages below 90 =0

Students will receive the following points for each AIMSweb Plus assessment in Math:

- Percentages between 95-99 =4
- Percentages between 90-94 =3
- Percentages between 85-89 =2
- Percentages between 80-84 =1
- Percentages below 80 =0

Students (Grades 4-6) will receive the following points for PARCC scores:

- Exceeded Expectations =2
- Met Expectations =1

Once all data is entered into the Matrix and points are awarded, students will be ranked. The TAG students will be identified based on their ranking. (A copy of the matrix is available upon request.)

Starting with the 2018-2019 school year the district will no longer use OLSAT 8 as a data point in the matrix to determine eligibility for the TAG program.

Children new to the district

Any students new to the school district who possess criteria indicating they might be a candidate for the TAG program will be evaluated for the program within 30 days after school records are received. Previous participation in a program in another school system does not constitute admission into the program in the Coal City School District. The school psychologist will give the OLSAT8 and or review records to determine possible eligibility for the program.

### Exit Procedure

Students in the TAG program, Grades 3-8, are entered into the program on a yearly basis. Students will be evaluated for the program upon the conclusion of 2nd grade. New recommendations will be considered using the identification criteria. Students will be encouraged to stay in the program whenever possible. However, in some cases it is understood that leaving the program may be in the best interest of the student. If the parent of the student requests their child be allowed to leave the program, that request is honored. In addition, if performance levels of the child decrease greatly, the TAG teacher will meet with the parents to discuss if the program is meeting the needs of the child. If a child's performance greatly declines, the TAG committee will make a final decision on participation in the program.

## **Programs**

### Cluster groups

Clustering is placing together a number of identified gifted students at one grade level in the same classroom. Classroom teachers with a cluster group will differentiate instruction to fit the level and pace of the cluster group.

- Modify course content
- Modify process of instruction
- Modify learning environment
- Modify product expectation

### Teachers with clusters of TAG students

Cluster teachers will be responsible for staying current on trends in gifted education and for keeping records on differentiation techniques within the regular education classroom. Cluster teachers will be responsible for reporting projects and other differentiation techniques taking place in their classroom.

### Grades 3-5

Identified students at this grade level will be placed in a Cluster classroom with a teacher who has gifted certification. All services will be provided within the classroom.

### Grades 6-8

Placement at this grade level is separated into Reading/Language Arts and Math. TAG eligible Reading/Language Arts students will be placed in a Cluster classroom. TAG eligible Math students will be placed in a Cluster classroom.

## **Staff Development**

It is crucial to the success of the district's gifted education program that the plan be successfully implemented and that a change occur in the modification of the core curriculum. Staff development activities must be ongoing with the intent to familiarize staff with an awareness of our district's gifted education program and the characteristics of gifted students. Continued staff development is encouraged through staff participation in training institutes, workshops, and district on-site consultations.

Personnel who are presently qualified in gifted education and those who are willing to become qualified are considered for teaching positions in the program. The district will educate staff members to fill vacancies in the program should they occur. The assignment to teach academically gifted and talented students is reviewed on an annual basis.

### **Procedure for selection of cluster group teachers**

Selection of teachers for TAG cluster classrooms will be made by the principal based on the following criteria.

Completion of one of the following:

- A Gifted Level I and II Institute sanctioned by the state
- A 3-hour graduate course with gifted in its title
- Two-years of full time experience working with gifted students.

Teachers in the TAG program are strongly encouraged to annually participate in continuing education through professional conferences, seminars, workshops, or graduate courses in gifted education

## **Evaluation 4-5**

### **Student Evaluation**

The TAG teacher will keep data on student progress on standardized tests. In addition, a quarterly progress report will be sent home.

At each grade level, each teacher with a cluster group of identified TAG students in their classroom will be responsible for ongoing evaluations of the TAG students' progress in all learning areas in order to assure that the TAG program is adequately meeting the needs of the students. Cumulative records of cluster group activities will be kept by each cluster teacher, which may include the following:

1. Students works/portfolios/projects
2. Observation checklists/anecdotal records
3. Teacher-made tests/pre-test/post-test
4. Tic-Tac-Toe boards and other teacher tools used for differentiating curriculum

## **TAG Parent/Teacher Conferences**

The classroom teacher will be responsible for conducting parent/teacher conferences according to standard district practice, as well as summarizing differentiated services provided.

### Program Evaluation

Evaluation of the TAG program will be conducted annually. Evaluation tools will include the following:

1. Evaluation sheets will be sent to teachers actively involved with teaching A/E students.
2. A survey will be given to TAG students in the program.
3. A survey will be sent to parents with students in the TAG program.
4. Teacher evaluations of individual TAG student performances will be reviewed.
5. Budget allocations will be reviewed.

To Review annually:

- 1) Budget allocations
- 2) TAG Plan
- 3) Cluster teacher assignments