

Coal City CUSD #1



Talented and Gifted Education Plan (TAG)

Grades 4 - 8

June of 2022

Mission

It is the mission of Coal City Community Unit School District #1 to prepare today's learners for tomorrow's challenges.

Philosophy

In accordance with our Mission Statement, Coal City School District is committed to providing unique opportunities for talented and gifted students in grades 4-8 that allow those students to achieve their maximum potential. The talented and gifted education program will focus on enriching individual reading and math needs of students identified as being in the top 5% of their class in reading and/or math skills. This program is known as the Talented and Gifted Education Plan (TAG).

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

The district's 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 in order to compile a list of those students in the top 5% of their class for the given school year. This data will be placed in a scoring matrix to ensure an unbiased population is represented.

The following criteria will be utilized to determine eligibility for the TAG program for students entering 4th grade:

AIMSweb Plus Composite Score Assessments in Reading:

Students will receive the following points for the Spring AIMSweb Plus assessments in Reading:

- **Composite Score Range: 683 – 583**
 - *5 Points*
- **Composite Score Range: 582 – 562**
 - *3 Points*
- **Composite Score Range: 561 – 530**
 - *1 Point*

AIMSweb Plus Composite Score Assessments in Math:

Students will receive the following points for the Spring AIMSweb Plus assessments in Math:

- **Composite Score Range: 325 – 310**
 - *5 Points*
- **Composite Score Range: 309 – 300**
 - *3 Points*
- **Composite Score Range: 299 – 290**
 - *1 Point*

Illinois Assessment of Readiness (IAR):

Students will receive the following points for IAR scores:

- **Exceeds Expectations - Reading**
 - *5 Points*
- **Meets Expectations - Reading**
 - *3 Points*
- **Exceeds Expectations - Math**
 - *5 Points*
- **Meets Expectations - Math**
 - *3 Points*

The following criteria will be utilized to determine eligibility for the TAG program for students entering 6th grade:

AIMSweb Plus Composite Score Assessments in Reading:

Students will receive the following points for the Spring AIMSweb Plus assessments in Reading:

- **Composite Score Range: 678 – 640**
 - *5 Points*
- **Composite Score Range: 639 – 620**
 - *3 Points*
- **Composite Score Range: 619 – 590**
 - *1 Point*

AIMSweb Plus Composite Score Assessments in Math:

Students will receive the following points for the Spring AIMSweb Plus assessments in Math:

- **Composite Score Range: 353 – 345**
 - *5 Points*
- **Composite Score Range: 344 – 336**
 - *3 Points*
- **Composite Score Range: 335 – 330**
 - *1 Point*

Illinois Assessment of Readiness (IAR):

Students will receive the following points for IAR scores:

- **Exceeds Expectations - Reading**
 - *5 Points*
- **Meets Expectations - Reading**
 - *3 Points*
- **Exceeds Expectations - Math**
 - *5 Points*
- **Meets Expectations - Math**
 - *3 Points*

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. If the previous identifiers fail to produce a true 5% representation of each class, further identifiers will be used to make a determination. Other indicators that could be used, if necessary, include district common assessment scores and oral reading fluency scores.

New Students to the District

New students to the school district who possess criteria identifying 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 similar program within another school district does not constitute automatic admission into the Coal City School District's TAG program. The Director of Special Populations and the school psychologist will review records to determine possible eligibility for the TAG program within Coal City Schools.

Exit Procedure

Students who are eligible for the TAG program entering 4th grade will remain in the TAG program in 5th grade as well. Prior to entering 6th grade, the entire class will be reevaluated using the TAG identification criteria. Students who requalify will remain in the TAG program and students who do not qualify will be replaced with new students who qualify to identify 5% of the class based on current data. Students who qualify for TAG as 6th graders will remain in the TAG program throughout their time at the Middle School.

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/guardian of the student requests their child be allowed to leave the program, that request will be granted. In addition, if performance levels of the child decrease greatly, the TAG teacher will meet with parents/guardians to discuss in the program is meeting the needs of the student. 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 defined as placing together a number of identified gifted students at one level in the same classroom. Classroom teachers with a cluster group will differentiate instruction to match the level and pace of the cluster group. Examples of how the instruction may be differentiated include:

- Modified course content
- Modified process of instruction
- Modified learning environment
- Modified product expectations

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 4-5:

Identified students at this grade level will be placed in a cluster classroom with a teacher who is certified in gifted education. All services will be provided within the classroom. Once a student qualifies for TAG as a 4th grade student, the student will remain the TAG program throughout grade 5 and will then be reevaluated prior to entering 6th grade at the Middle School.

Grades 6-8:

Placement at the grade level is separated into ELA and Math. TAG eligible ELA students will be placed in a cluster classroom. TAG eligible Math students will be placed in a cluster classroom. Once a student qualifies for TAG as a 6th grade student, the student will remain in the TAG program throughout grades seven and eight.

Staff Development

Procedure for Selection of Cluster Group Teachers:

Selection of teachers for TAG cluster classrooms will be made by the principal in consultation with the Director of Special Populations and considering the following criteria.

Completion of one or more of the following:

- Completion of the Gifted Education Endorsement as approved by the Illinois State Board of Education
- A Gifted Education Institute approved by the Illinois State Board of Education
- An Advanced Learners Institute approved by the Illinois State Board of Education
- A 3-hour graduate course with “gifted” or “advanced learners” in the 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 related to gifted education.

Student Evaluation

The TAG teacher will keep data on student progress on standardized tests, common assessments and other data as it relates to students' academic progress and abilities.

At each grade level, the 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 ensure 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 such as assessments, portfolios and projects
2. Teacher-made assessments: pre-tests and post-tests
3. 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. Questions regarding the TAG program can be communicated to the teacher at the parent/teacher conference or at the beginning of the school year "meet the teacher" events.

Program Evaluation

Evaluation of the TAG program will be conducted annually. The district's TAG team will meet at the conclusion of each school year and as needed throughout the school year. The district's TAG plan will be adjusted as the team sees necessary.

The TAG team will review the following annually:

1. Budget Allocations
2. TAG Plan
3. Cluster Teacher Assignments