

<p>The principal will ensure teachers are nominating students from underrepresented populations in the following manner: The administration will share Smarter Balanced (SBAC) data in math and English/Language Arts (ELA) with staff, disaggregated by race, Special Education/504 Plan identification and English Language Learner status in Professional Learning Communities (PLCs). PLCs will meet with TAG coordinator and/or an administrator to identify students. Teachers will nominate students with SBAC scores that are at the 85th percentile or above in at least one subject area and/or based on work samples and teacher observation data that would indicate that they may need TAG services.</p>	<p>Meeting agendas and attendance sheets, number of students nominated by race, special education/504 identification and ELL status</p>	<p>Late September/Early October of every year</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"> ● Smarter Balanced (SBAC) scores ● PSAT scores ● Teacher observations ● Historical Testing data (from middle or elementary school) ● TAG pre-screening checklist ● Attributes of gifted ELL students 	<p>Identification forms and number of students nominated based on data</p>	<p>February of every year</p>
<p>The building will use the following procedures throughout the ID process: Staff will gather the following data, as appropriate for each nominated student:</p> <ul style="list-style-type: none"> ● Historical Testing data ● Work Sample Scores ● ELPA scores ● TAG pre-screening checklist ● Attributes of gifted ELL ● Teacher observation (of student performance) <p>TAG Coordinator and Administration will complete the following during the nomination process:</p>	<p>Completed TAG nomination forms, parent letter/email sent home to students who meet criteria as well as other students who were nominated by staff</p>	<p>October/November-gathering data January/February-testing April-notification</p>

Due to the PPS TAG Office by February 28, 2019

<ul style="list-style-type: none"> ● Send out emails and forms to staff for completion ● Send out emails and/or call parents of nominated students to gather consent and data about their student <p>TAG Coordinator will:</p> <ul style="list-style-type: none"> ● Send nomination documentation to the district TAG office as needed ● Support District TAG personnel as well as nominated students and families with TAG testing ● Review data from various sources to determine (with a team) regarding identification ● Notify staff of newly-identified TAG students 		
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FOCUS: TAG Services		
Action	Documentation	Expected Completion Date or Check Point
<p>Differentiation strategies:</p> <p>1) Please list differentiation strategies used within a variety of classrooms.</p> <ul style="list-style-type: none"> a. Utilizing pre and post assessment information to guide instructional strategies and to select supplemental curriculum/materials b. Implementation of flexible grouping to maximize students’ strengths and to meet the needs of all learners c. Using tiered lessons to give students the opportunity to learn the same concept or skill using different tasks that best suit the learner d. Independent projects, acceleration through Advanced Placement, Honors, and Dual Credit courses 	<p>Teacher Syllabi</p>	<p>September of each year</p>

<p>2) Describe how the following strategies are used in all classrooms to meet the rate and level of students.</p> <ul style="list-style-type: none">a. Flexible Grouping Teachers mix students by ability level when creating groups for classroom learning activities. b. Pre-Assessments Teachers implement a pre-test to assess the different rates and levels of students prior to an instructional unit. c. System of on-going or formative assessments that inform instruction Teachers collect and utilize formative assessment data to drive their instruction and and to differentiate for different levels of learners. d. Quad D instructional experiences Students will apply their learning to real-world problems in their Career and Technical Education classes, as well as in a variety of project-based assignments. <p>3) What are the school-wide structures that provide for rigorous and relevant coursework at the appropriate rate and level?</p> <p>Students are eligible to take Advanced Placement, Dual Credit, and Honors classes here at Franklin. There are also after-school clubs that focus on a higher aptitude and skill set in specific areas. Students and staff can work together to create Independent Study Courses to meet their needs. Finally, if the students have outpaced options within the building, the school</p>		
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<p>has partnerships with local colleges and universities to provide them with higher-level instruction.</p> <p>Teachers will continue to work on expanding opportunities for students to be challenged with rigorous coursework through their department PLC work.</p>		
<p>We determine whether a student needs acceleration in the following way: During Sophomore year, students are eligible to start taking AP and/or Dual Credit classes. Teachers can also offer additional acceleration opportunities within their classes based on:</p> <ul style="list-style-type: none"> ● Students demonstrate proficiency on pre- and post-assessments ● Through parent, student, and counselor recommendations ● Student expressing an interest in advanced coursework and if the student is working at or above grade level in a subject area. 	<p>Forecasting guide</p>	<p>Spring of each year</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"> ● Disaggregating test data and course performance to analyze TAG student performance, specifically looking at: <ul style="list-style-type: none"> ○ Review student grades and measuring passing rate ○ Review number of students enrolling in Honors, Dual Credit and AP courses ○ Track the comparison in AP test scores and grades received in AP courses 	<p>Meeting notes, meeting agendas</p>	<p>October and February of each year</p>
<p>The following options for acceleration are available at our school:</p> <ul style="list-style-type: none"> ● Advanced Placement, Dual Credit and Honors courses at our school. ● Off-site courses and online courses ● Subject acceleration in the classroom using higher grade-level materials 	<p>TAG Bulletin Board, forecast sheets, counselor notes</p>	<p>January (for forecasting) and on-going</p>

<p>Students access these options in the following manner:</p> <ul style="list-style-type: none"> • Talking with their teacher or counselor 		
<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"> • Counselors are familiar with planning activities, information sessions, and policies that assist TAG students in planning their academic career before, during, and after school. They are also available to address specific social-emotional needs as well. • Students wishing to take courses on a college campus or online should schedule a meeting with their counselor first to ensure they select appropriate courses • High School must include a specific plan for accessing AP, IB, or similarly rigorous, college-ready courses. <ul style="list-style-type: none"> • All students are able to take Advanced Placement, Honors or Dual Credit classes as long as prerequisite requirements are met. Staff will encourage TAG students to take these classes to challenge them as appropriate. • TAG students are also encouraged to become a part of the Advanced Scholar Program. This program mentors students, encourages them to take at least 4 Advanced Placement and/or Dual Credit courses over their high school career, requires a 2.75 or above GPA, offers field trips and college visits. 	<p>Transcripts, forecast sheets and program applications</p>	<p>September, January</p>
<p>Additional services available for TAG students include:</p>	<p>Bulletin, Newsletter, and Forecast Sheets</p>	<p>Ongoing</p>

<ul style="list-style-type: none"> ● Students that have exhausted all levels in a particular subject area are encouraged to apply to the Reed College Young Scholars Program, Portland Community College, and PSU Link Program ● Administration encourages all teachers to provide differentiated instruction and opportunities for all students whether they are teaching an Advanced Placement course or not ● Students can participate in a variety of clubs and Career Technical Service Organizations ● Enrichment opportunities include the Science Fair and American Math Competition (AMC) ● Many other options exist and are listed in our forecast guide, bulletins, newsletters, and announcements <p>The students access these services in the following manner:</p> <ul style="list-style-type: none"> ● Contact TAG Coordinator, counselor, and/or advisors of programs for more information 		
<p>The administrator(s) ensures the use of differentiated strategies, rigorous and relevant coursework, and instruction provided at the appropriate rate and level in the following ways:</p> <ul style="list-style-type: none"> ● Teacher evaluations ● Review of teacher syllabi ● Administrators provide professional development in differentiated strategies, increasing rigor, and meeting a student's rate and level 	<p>Teacher syllabi and evaluations, powerpoint and teacher sign in for professional development</p>	<p>September and May of each year</p>

FOCUS: Responsibilities of TAG Coordinator		
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 Nomination and Identification process in the school, in the following manner:</p> <ul style="list-style-type: none"> • Meetings at least quarterly between the TAG Facilitator and the Administrator 	<p>Meeting notes</p>	<p>Quarterly at the beginning of the quarter</p>
<p style="text-align: center;">FOCUS: Professional Development</p>		
<p style="text-align: center;">Action</p>	<p style="text-align: center;">Documentation</p>	<p style="text-align: center;">Expected Completion Date or Check Point</p>
<p>A quarterly PD schedule is provided that demonstrates when each of the following is included in the school’s professional development plan:</p> <p>Flexible grouping, Rigor in the classroom, assessments to inform instruction, increased use of mathematical practices and instructional shifts, increased text complexity and text-based questions</p> <ul style="list-style-type: none"> • 1st Quarter of the school year: Characteristics of TAG students and Flexible Grouping • 2nd Quarter of the school year: Rigor, Rate and level • 3rd Quarter of the school year: Assessments to inform instruction • 4th Quarter of the school year: increased text complexity and text-based questions <p>These strategies will be integrated into our school professional development plan or school improvement plan in the following ways:</p>	<p>Professional Development Agendas and Meeting Notes</p>	<p>At the end of every quarter</p>

<ul style="list-style-type: none"> • TAG Coordinator will meet with administration to get on the Professional Development calendar in the spring for the next school year 		
<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:</p> <p>Staff meetings will utilize the Professional Learning Community structure to distribute and discuss TAG strategies.</p>	<p>Professional Learning Community Agendas and notes</p>	<p>Quarterly</p>

<p align="center">FOCUS: Communication</p>		
<p align="center">Action</p>	<p align="center">Documentation</p>	<p align="center">Expected Completion Date or Check Point</p>
<p>Teachers communicate the differentiation strategies they're implementing in their classrooms in the following ways:</p> <ul style="list-style-type: none"> • Teachers will submit and post their syllabi online for every course they teach outlining the specific strategies they use to enhance their instructional practices. The administration will encourage staff to share this information with parents through written communication, email, course information letter, and self-created web pages and blogs. 	<p>Teacher syllabi, newsletter, FHS website, and teacher communication</p>	<p>September of each year, and then ongoing</p>
<p>The administrator uses the school newsletter to communicate with families about TAG in the following ways:</p> <ul style="list-style-type: none"> • Inform students and families of upcoming TAG events and activities. • Notify students and families of dates and deadlines for the TAG identification process 	<p>Archived Newsletters</p>	<p>Quarterly</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:</p> <p>Franklin High School TAG Coordinator</p>	<p>Bulletin Board</p>	<p>September of each year, then ongoing</p>
<p>A Fall TAG parent meeting will be held before 10/31. Details include:</p> <ul style="list-style-type: none"> ● Sharing information on the TAG identification process ● Information for parents on ways to advocate for their students and communicate with teachers ● Opportunities for parents and students 	<p>Agenda, announcements, and sign-in sheets</p>	<p>October of each year</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. If an individual plan is written, a copy of the individual plan will be placed in the student’s CUM folder.</p> <ul style="list-style-type: none"> ● Teachers will review with parents (and students) at conferences. ● Teachers will use and share a “Franklin TAG Plan at a Glance” with information for parents about how Franklin provides differentiation for student’s rate and level. 	<p>Parent signature page/per staff member</p>	<p>November of each year (after parent/teacher conferences)</p>
<p>Our families will have the following opportunity(ies) to evaluate our TAG services:</p> <ul style="list-style-type: none"> ● Review and comment at TAG Parent Night and during Parent Teacher Conferences. ● They may also contact the TAG coordinator at any time to discuss concerns 	<p>Comment Cards</p>	<p>November of each year (after parent/teacher conferences)</p>

Due to the PPS TAG Office by February 28, 2019

<ul style="list-style-type: none"> • Comment cards at Parent/Teacher conferences 		
<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"> • Parent/Teacher conferences • Meet with teacher, counselor, TAG coordinator, and/or Administrator 	<p>Conference sign-in sheet, meeting notes, emails</p>	<p>June of each year</p>

Submitted _____

Received _____

Approved _____