# Welcome!

5:15 - 5:30 Dinner

5:30 - 5:45 Opening remarks, Title 1 presentation and RAFFLE!

5:45 - 6:30 Open House!

- Visit your classroom!
- Get a BINGO and earn a popsicle!
- Visit the community partner tables!
- 6:00 - 6:15 TAG presentation in the library
- 6:15 - 6:30 ESL presentation in room 11



Please sign in at the front table and visit our other tables!

# Back to School Night and Title I Annual Meeting

**Wednesday, September 28 5:30 - 6:30 pm**

# Welcome!

5:15 - 5:30 Dinner

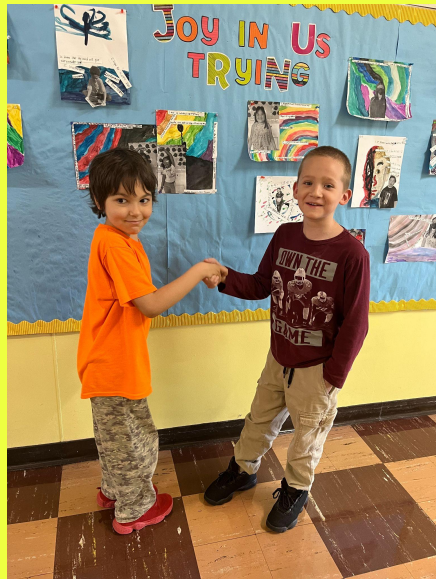5:30 - 5:45 Opening remarks, Title 1 presentation, and RAFFLE!

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# Welcome Families!

Take a minute to introduce yourself to someone sitting near you!

Community

Commitment

Empowerment

# Whitman Mission Statement

Whitman's students, families and staff are committed to creating a safe and healthy community of lifelong learners. All individuals are valued, respected and empowered through the acknowledgement of both their academic and emotional strengths. By having high academic expectations, Whitman students will be college and career ready.

# Whitman is a Title I School!

What does it mean to be a Title I school?

- Title I-A is United States Government's largest education assistance program for schools.
- Eligibility based on the number of students who qualify for free & reduced lunch
- Funds are used to provide additional academic support, staffing, and other resources
- High level of accountability for use of funds

# Title I-A Program Components
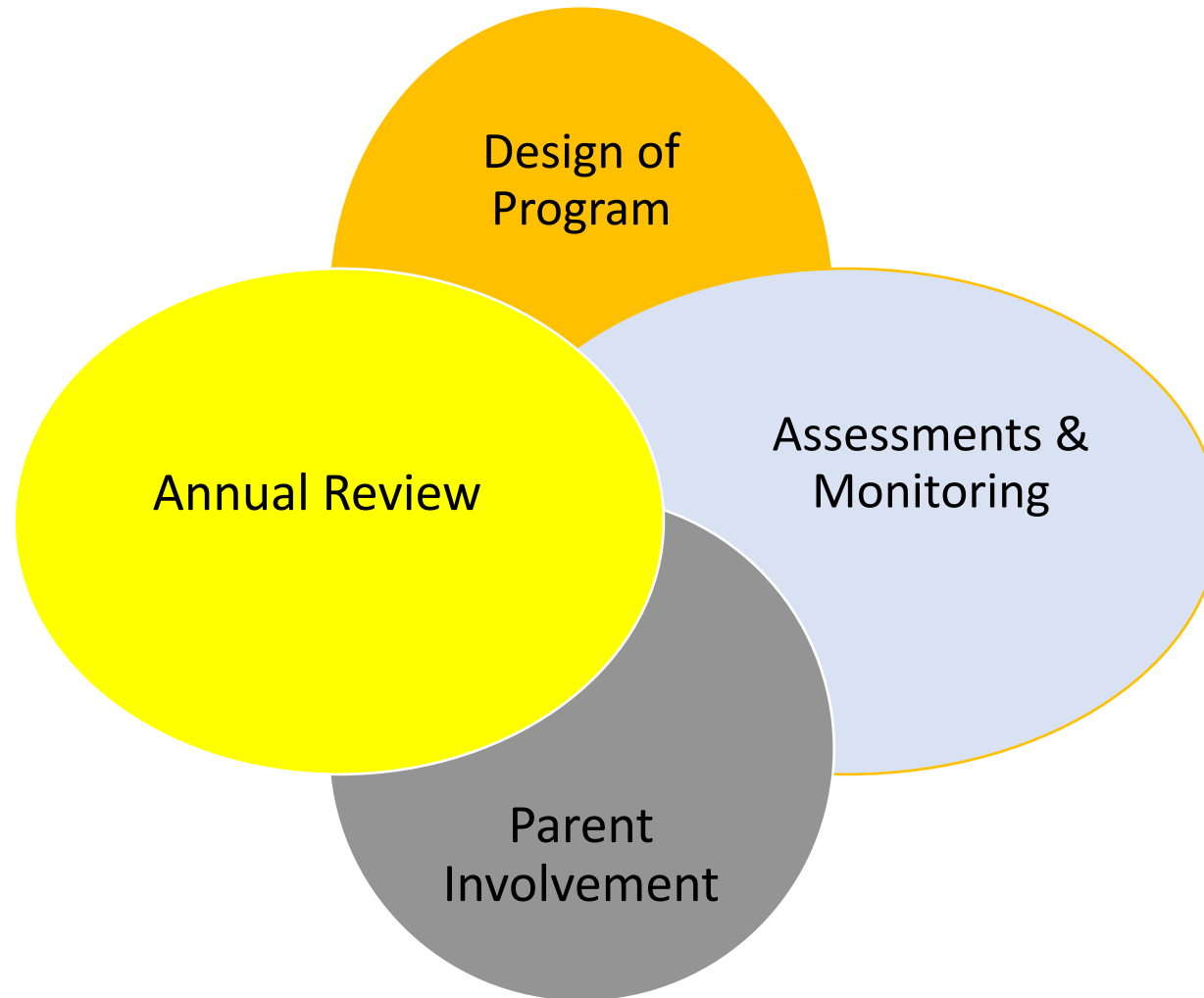
# Whitman Elementary Enrollment Data

**Enrollment: 153 students**

| | | |
|---|---|---|
| **K: 18** | **2nd: 25** | **4th: 27** |
| **1st: 24** | **3rd: 25** | **5th: 34** |

**Student Demographic Data:**

| | | |
|---|---|---|
| **Asian: 9.8%** | **Black/African American: 7.2%** | **Latinx: 28.8%** |
| **Multiple Races: 17%** | **Native American: 2.6%** | **Pacific Islander: 2.6%** |
| **White: 32.8%** | **English Learners:  13.7%** | **Students with IEPs: 13.7%** |

# Student Supports

- **Instructional Specialists to support Reading Instruction**
- **Full Time Counselor**
- **Full Time Social Worker**
- **Full Time SMS (Behavioral support coach)**

- **Teacher collaboration and professional development**
- **Tiered support for academic and social emotional needs**

Community partnerships: SUN/Impact NW, Champions, Morrison Kids, Growing Gardens

# Attendance Data 2022-23

**Year-to-Date Daily Attendance: 92.13%**

**37%** of our students have <u>chronic</u> or <u>severe</u> absences

- Chronic and severe absence means a student has missed more than 10% of school days (3 or more absences as of 9/28)
- Missing 10% or about 18 days of school can make it harder to learn to read
- Being late to school is often the gateway that leads to chronic absenteeism

We need our Wildcats here at school to ensure students remain on or above grade level in language arts and mathematics!

**OUR GOAL: 90% of Wildcat students are here 90% of school days!**

# Attendance Support 2022-23

**OUR GOAL: 90% of Wildcat students are here 90% of school days!**

- **Attendance team led by Ms. Jenny Locarno**
- **We are here to support you!**
  - **support finding transportation**
  - **attendance incentives for students**
  - **support accessing community resources**

# State Assessment Data 2021-22

**State assessment data will be shared soon! This will be shared in our Family Newsletter and discussed at Site Council along with our School Continuous Improvement Plan (SCIP).**
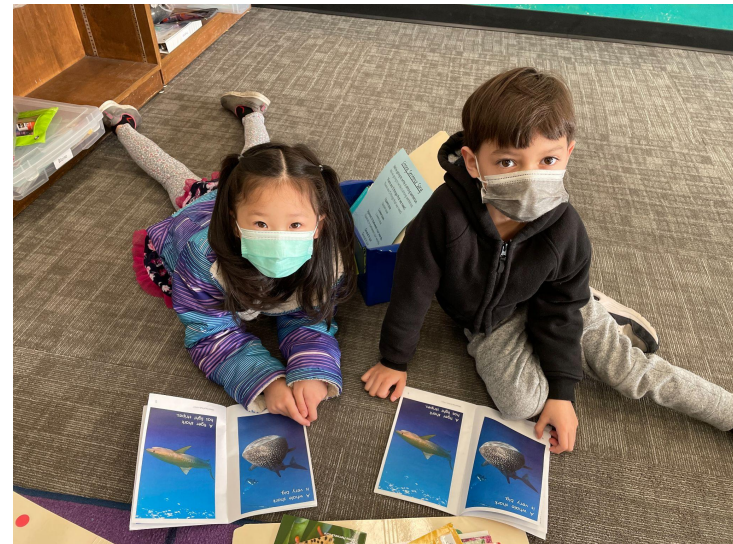
# How Can Whitman Families Stay Involved?

- Support your child's daily attendance to engage in learning
- Stay tuned to the Whitman website for important information and our weekly newsletters
- Attend Family Events (like tonight!)
- Attend Parent-Teacher Conferences
- Join the PTA
- Volunteer to be part of our School Site Council
- Submit a volunteer application and reach out to your child's teacher about volunteer opportunities including chaperoning field trips
- Visit our Whitman Open Garden Days
- Teach a SUN class

# Meet Our Staff!

# RAFFLE TIME!

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# PPS TAG Family Information

FALL 2022

# Topics for our Time Together

- What is TAG?

- Referral and Identification Process

- Supporting Learners: TAG Services

- Resources

# What is TAG?

TAG stands for Talented and Gifted.

**TAG students have the capability to perform at higher levels compared to others who are the same age, are in the same environment, or have the same experience.**

In PPS, classroom teachers provide TAG services through instructional practices

that meet the rate and level of student learning needs.

The PPS Instructional Framework identifies the components and indicators

that *every* PPS student should experience.

# TAG Rights: What is the TAG Charge?

**Talented and Gifted Education Act 1987
Oregon Revised Statute: 343.407, 409:
Identification of talented and gifted students.**

"School districts shall identify talented and gifted students enrolled in public schools under rules adopted by the State Board of Education."

"School districts shall provide educational programs or services to talented and gifted students enrolled in public schools under rules adopted by the State Board of Education."

Scan me to visit the ODE TAG Website!

# TAG Goals

- Develop a mechanism to identify students for TAG in creative ability, leadership ability, and ability in the visual and performing arts

- Develop a professional development series on TAG identification
and services, including twice- and thrice-exceptional students

- Increase the percent of historically underrepresented students
as eligible for TAG to better reflect building and district demographics

# Referral & Identification

# Areas of Referral and Identification

Your child may be identified as TAG in 3 areas:

- Intellectual Ability
- Math
- Reading

If your child is not currently identified in one of the areas and you feel they need to be assessed to determine eligibility, you may refer your child for assessment.

# TAG Referral based on Universal Screener

Families may receive a postcard if their child scores above the 95th percentile on certain assessments given to all students in these grades:

**Second Grade:** All students take the Naglieri Nonverbal Ability Test (NNAT) in the Fall. This assessment measures intellectual ability.

**3rd-8th Grade:** All students take the Measures of Academic Progress Assessment (MAP) assessment in the Fall. There are separate assessments for reading and math.

This is a notification ONLY.  **If you would like your child referred for TAG, you still need to complete the online referral form (available starting October 17).**

# Family Referral for TAG

**The first step is discuss your child's progress with their teacher.** In which areas (intellectual, reading, or math) does your child show capabilities above their peers?

❏ The classroom teacher **or** parent/guardian notifies the building TAG Facilitator that they are referring a student.

❏ Parents/Guardians can access the online Referral Form that is posted on the school's website for TAG referrals (available starting October 17).

❏ After the family has submitted their Referral Form, and consented to the referral, the building TAG Facilitator will send the teacher a Referral Form to complete.

# Next Steps in the Identification Process

**All parent and teacher referral forms are due by December 2, 2022.**

❏ A TAG Proctor or TOSA will work with the building TAG Facilitator to schedule the assessments. When appropriate, existing data from NNAT, MAP, or OSAS will be used for math and reading identification.

❏ A School TAG Team *(a teacher, administrator and the TAG Facilitator)* reviews the data and makes the final identification decision.

❏ The TAG office sends letters to notify families of students' TAG eligibility.

# TAG Services

# Rate & Level of Learning

- **<u>Rate</u>** of learning is a measure of the pace at which a student successfully progresses through the curriculum after being placed at the appropriate level

- **<u>Level</u>** of learning is the student's instructional level in the curriculum:  the place where the student will be successful, but will encounter knowledge and skills he or she has not yet learned or mastered

# Examples of Differentiation Strategies to Address Student Rate and Level

- ○ Flexible Grouping
- ○ Tiered Lessons
- ○ Curriculum Acceleration
- ○ Compacting
- ○ Independent Study/Project
- ○ High Level Questioning

# Going *faster* is not the answer!

Digging deeper, more analysis, explaining why or how, defend reasoning and conclusions, making real world applications in new situations.



**Depth of Knowledge (DOK) Levels**
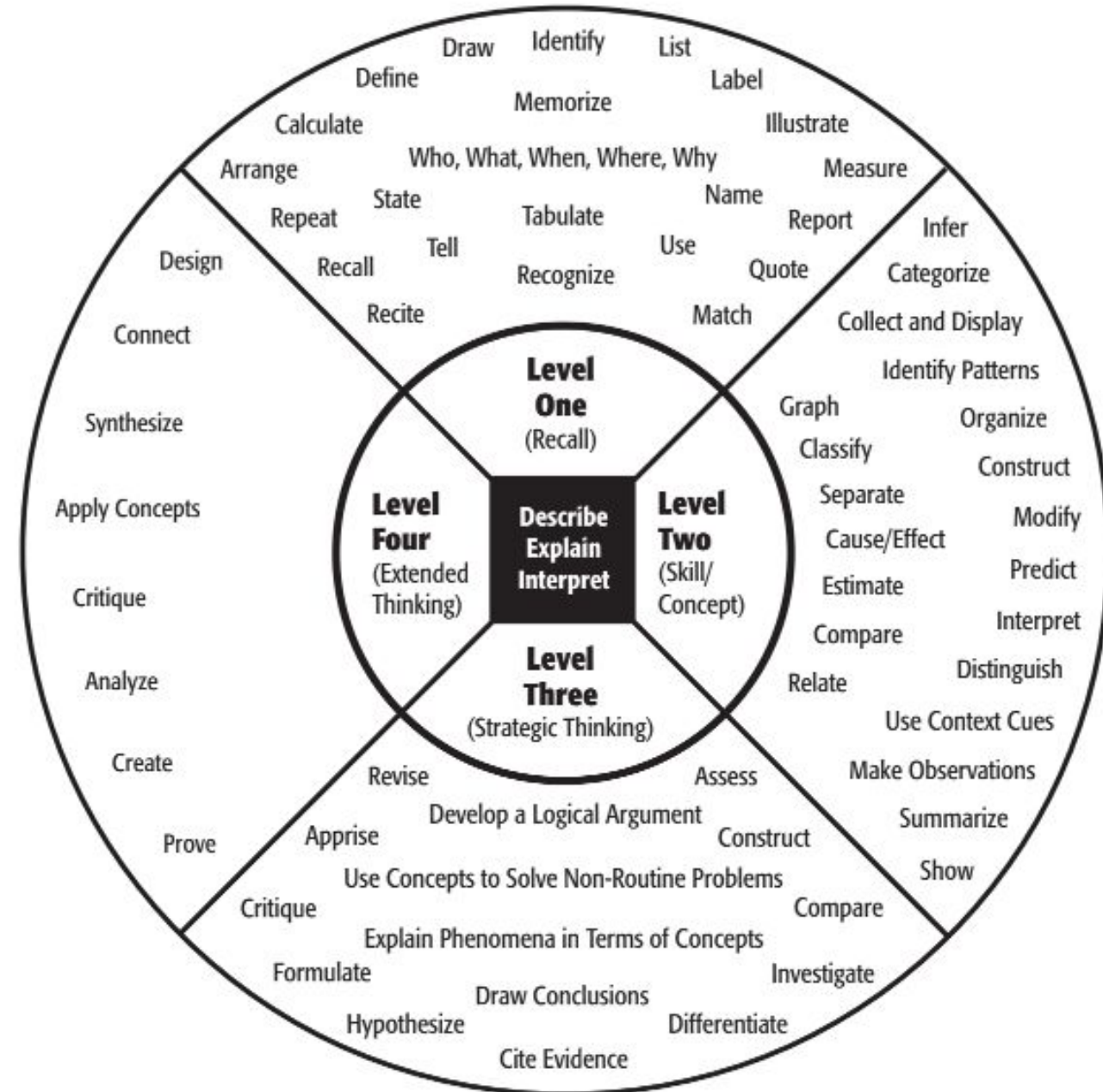
# Resources

# Communication Regarding TAG News

- Ongoing dialogue with teachers, building TAG Facilitator (Librarian Grace Butler), and the Principal

- TAG Bulletin Board in each school

- NEW in 2022! Quarterly Parent Newsletter and Monthly Office Hours for Parents with TAG TOSAs (4th Wednesday of each month starting Sept. 28, 2022–time TBD)

- PPS.NET/TAG

# Steps if your Child Needs Support

1. Consult your child's teacher.
    - Discuss how your child's needs are being met.
    - If you need more clarity around how, you can request a meeting to develop an Individual TAG Plan.

2. Consult the TAG Facilitator, Grace Butler, at your school if you feel your questions have not been answered by the teacher.

    - The Facilitator can also bring in additional support from the administrator and/or counselor

# District TAG Support

**Dana Nerenberg**, Senior Director, Academic Programs: dnerenberg@pps.net

**Lisa Draper**, AVID/TAG Dept Data Clerk: ldraper@pps.net

**Kim Bertelsen**, TOSA for Cleveland, Lincoln, and Wells-Barnett clusters: kbertelsen@pps.net

**Kasey Bond**, TOSA for Grant, Jefferson, and Roosevelt clusters: kbond@pps.net

**Michelle York**, TOSA for Benson HS, Franklin and McDaniel clusters, and Special Programs (Alliance, ACCESS, Pioneer, OLA): myork@pps.net

School TAG Facilitators are listed on the district TAG website

Scan me to go directly to the PPS TAG website!

# TITLE III

The purpose of Title III (3) is to help ensure that English Learners (ELs) attain English language proficiency and meet state academic standards. Federal funding is provided to assist states and districts in accomplishing this.

# Objectives of Title III

- To attain English proficiency
- To achieve at high levels in core academic subjects
- To develop high-quality language instruction educational programs and employ highly qualified teachers
- To promote parental and community participation

# What happens when my child exits the program?

Parents receive a letter each year to notify them of their student's progress in ESL.

Your student is monitored for 4 years to ensure they continue to make academic progress.

# How are students identified?

**LANGUAGE USE SURVEY**

Per Oregon Law: If a language other than English is indicated, your student will be referred for English language assessment to determine if they qualify for ESL services. Other responses may be used to determine if your student qualifies for assessment.

10. What language(s) does your child **hear or use** regularly in your household (i.e. spoken, media, music, literature, etc.)? **Hear:** _____ **Use** (i.e., American Sign Language (ASL)): _____

Each student entering Portland Public Schools has a **Home Language Survey** completed as a part of the registration process.

This survey asks for information about the student's first, home, or dominant language.

If the family answers **"other than English"** the student is tested for eligibility in the ESL program. The ELPA21 is used to determine English proficiency.

# Parental Notification
## of ESL services

**PPS must provide a letter of notification with 30 days of testing.**

- The letter must include eligibility, test results & program
- The letter includes information on the right to waive services
- The letter informs families who to contact for questions
- The letter will be provided in the five major languages
- Your school & PPS must make an effort to provide interpretation and translation services, upon request

# How Long Will My Student be in ELD?

*Students move through the English Language Learner (ELL) program at their own pace; research says it can take at least 5 to 7 years to acquire academic English*

# How do students exit ESL?

**In January-February,** all ESL students take a standardized state test of English proficiency called **"ELPA21"** which is the **E**nglish **L**anguage **P**roficiency **A**ssessment.

**ELPA21 has 3 levels:** Emerging, Progressing, and Proficient. Proficient is the highest level and a student who reaches Proficient is ready to exit ESL. The student will continue to be monitored for 4 years.

# Thank You!

Sarah Fish, Principal, sfish@pps.net, 971-806-9778 (work cell)
Karina Kidd, Assistant Principal, kkidd@pps.net