

Sunnyside Environmental School

Amy Kleiner Principal

Alexa Pearson TAG Coordinator

FOCUS: Acknowledgement of TAG Identified Students		
Action	Documentation	Expected Completion Date or Check Point
<p>Method used to ensure all teachers know TAG students enrolled in their class(es):</p> <p>Teachers will be given a class roster with student names highlighted with the area of TAG identification. Teachers will sign this and turn it in to the TAG Coordinator.</p> <p>Teachers will be given a TAG folder with a class roster with student names highlighted with the area of TAG identification. Teachers will keep this</p> <p>After testing and qualifying new students, teachers will again highlight and initial a class roster with TAG identification.</p>	<p>Rosters in TAG notebook in office.</p> <p>Folders in teacher’s classroom</p> <p>Rosters in TAG notebook in office.</p>	<p>Sept. 1st 2016</p> <p>Sept. 1st 2016</p> <p>Sept. 1st 2016</p>

FOCUS: Identification of Students who Perform in the 97th Percentile or Demonstrate the Potential to Perform		
Action	Documentation	Expected Completion Date or Check Point
<p>School has a discussion about school data and the identification of under-represented and underserved students and develops a plan to identify students, recognize leadership ability and develop talents.</p> <p>TAG focused staff meeting explaining TAG identification. Share Characteristics of Gifted Students, Attributes of Gifted ELL Students from Poverty and/or Diverse Cultures</p>	<p>Agenda for meeting/staff attendance roster in TAG notebook in office</p>	<p>By November 1, 2016</p>
<p>The principal will ensure teachers are nominating students from underrepresented populations in the following manner:</p>	<p>Test data from previous year analyzed by race in TAG folder.</p>	<p>By November 1, 2016</p>

Due to the PPS TAG Office and your Regional Administrator on January 4, 2016

Teachers will be given test data from previous year to analyze. Will have time in staff meeting to discuss students with TAG potential with a focus on underrepresented students.	Staff meeting agenda.	
Our school will use the following observation tools and/or data in the TAG identification process: Test data: SBAC, DRA, Easy CBM, classroom assessments, work samples, teacher observations and notes, pre-screening checklist from TAG office.	Data and observations in student file	December 16, 2016
The building will use the following procedures throughout the ID process: TAG coordinator will share the IDPF process and forms with teachers at a staff meeting. TAG coordinator will include reminders and links to the IDPF process in staff newsletters and email.	Lists of recommendations will be in TAG Google Drive and in TAG notebook	December 16, 2016

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. Small groups, flexible grouping, enrichment opportunities, depth of knowledge, partner work, acceleration, pacing, thematic project-based learning, higher level questioning</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 – Compacted math offered in 7th and 8th Grade, Math groupings within classes, small reading groups K-4, grouping for projects b. Pre-Assessments- Unit pre-tests, quizzes, formative assessment, DRA and Easy CBM, Teacher’s College reading/writing assessment. Assessments to be discussed in grade-level team meetings. c. System of on-going or formative assessments that inform instruction- Teachers use classroom formative assessments to determine groupings, modify instruction, individualize instruction, extend learning opportunities, and create personal learning goals. 	Administrative and peer observations and walkthroughs	<p>On-Going</p> <p>On-Going</p>

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<p>3) What are the school-wide structures that provide for appropriate rate and level? (Note: Walk to Math is not an approved structure to meet rate and level)- Storyline/thematic place-based study provides choice and differentiated learning opportunities for students. Students are able to go more in-depth and have options with the products they create.</p>	<p>Unit plans/lesson plans Projects Rubrics</p>	<p>On-going</p>
<p>We determine whether a student needs acceleration in the following way: Teacher observations and recommendations, assessment scores, parent and student input.</p>	<p>Assessment data PLC or meeting notes</p>	<p>On-going</p>
<p>Our process for using <i>data</i> to measure the growth of our TAG students is: During the student growth goal setting process, each teacher will be looking at growth data for all of their students including TAG students. While analyzing data, the grade-level team will determine whether to provide more enrichment and acceleration opportunities. The TAG team will look at TAG student progress as well to determine the effectiveness of the TAG program at the school.</p>	<p>Meeting Notes</p>	<p>On-going</p>
<p>The following options for acceleration are available at our school: Compacted math in 7th and 8th grade. Within classroom acceleration and enrichment during math and reading/writing workshop. Students access these options in the following manner: Student interest and/or parent request</p>	<p>Middle school schedule, Lesson Plans</p>	<p>On-going</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: Grade advancement K-7 after meeting with the TAG team Single subject acceleration Individualized plans for 8th-grade students if needed</p>	<p>Student schedules</p>	<p>As needed</p>

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<p>Additional services available for TAG students include: Clubs (math club, Oregon Battle of the Books), Middle school mini-classes, 8th-grade Cohorts, Saturday Academy classes (as funds allow) The students access these services in the following manner: Student and/or parent request</p>		On-Going
<p>The administrator(s) ensures the use of differentiated strategies, rigorous course work, and instruction provided at the appropriate rate and level in the following ways: Pre-conferences with teachers Looking at lesson plans and unit plans Observations of student learning in classrooms Analysis of student work</p>	Observation notes, lesson plans	On-Going

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 ID process in the school, in the following manner: Compliance check ins</p>	Attendance at TAG meetings, Notes, TAG notebook, On-line communication and documentation	On-Going

FOCUS: Professional Development

Action	Documentation	Expected Completion Date or Check Point
<p>A quarterly PD schedule is provided that demonstrates when each of the following is include in the school's professional development plan: Rigor in the classroom, Depth of Knowledge, assessments to inform instruction, increased use of mathematical practices and instructional shifts, increased text complexity and text-based questions.</p>		October 2016 – TAG characteristics, identification, Formative assessment

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<p>These strategies will be integrated into our school professional development plan or school improvement plan in the following ways: Culturally responsive teaching professional development on Wednesday mornings with the focus on meeting the individual needs of each student. When appropriate, teacher-led PD at staff meetings with sharing of CCSS implementation while using differentiation in their classroom. Bringing examples of student work to examine with peer groups.</p>	<p>Meeting Agendas and Notes</p>	<p>End of January 2016 and 2017 – Depth of Knowledge, Text-based questions</p> <p>End of March 2016 and 2017- Math practices/instructional shifts</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 manner:</p>	<p>Notes from meetings</p>	<p>On-going</p>

<p>FOCUS: Communication</p>		
<p>Action</p>	<p>Documentation</p>	<p>Expected Completion Date or Check Point</p>
<p>Teachers communicate the differentiation strategies they’re implementing in their classrooms in the following ways: Open house, parent/teacher conferences, teacher emails/blogs/newsletters</p>	<p>Emails, blogs, newsletters</p>	<p>On-going</p>
<p>The administrator uses the school newsletter to communicate with families about TAG in the following ways: School website has a TAG section with resources and information School messenger provides updates and information for families</p>	<p>Website</p>	<p>On-going</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: TAG Coordinator</p>	<p>TAG Bulletin Board by front office</p>	<p>August 25, 2016</p>
<p>A Fall TAG parent meeting will be held before 10/31. Details include: TAG parent meeting held the half-hour prior to Open House. Parent meeting includes</p>	<p>Presentation on Google Drive, Attendance sheet</p>	<p>October 31, 2016</p>

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<p>presentation of TAG services, identification process, and opportunities for parents to ask questions. Parents are also shown the TAG website, and they are given hard copies of the IDPF.</p>	<p>from meeting</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 salmon folder.</p>	<p>Signed forms in student folder</p>	<p>December 16, 2016</p>
<p>Our families will have the following opportunity(ies) to evaluate our TAG services: Parent/teacher conferences. Informal check ins with families who have students in the TAG program.</p>	<p>Meeting notes</p>	<p>On-going</p>
<p>If parents have concerns about their child’s TAG services they will have the following opportunities (process) to inform the school: Contact the assistant principal via email or by phone. Parents can set an appointment or discuss the matter over the phone or by email.</p>	<p>Meeting notes</p>	<p>As needed</p>

Submitted _____

Received _____

Approved _____