

Building TAG Plan

Due to the PPS TAG Office and your Regional Administrator by January 4, 2019

Alameda School
Raddy Lurie: Principal
Abby Largo TAG Facilitator

Exempt for 2019-21
 Non-Exempt for 2019-21

(Teachers write individual TAG Plans)

FOCUS: Acknowledgement of TAG Identified Students		
Action	Documentation	Expected Completion Date or Check Point
Method used to ensure all teachers know TAG students enrolled in their class(es): TAG Facilitator will print out TAG identified students from Synergy and give them to teachers. Teachers will highlight the identified student names, and will sign and date the sheets. Teachers will also record appropriate TAG identification for students in their class, and give consideration to student needs in differentiated lesson planning.	This information is turned into TAG Facilitator and Principal. Documentation is stored in TAG Facilitator Binder and in teacher grade book/binder.	September of each year

FOCUS: Identification of Students who Perform in the 97th Percentile or Demonstrate the Potential to Perform		
Action	Documentation	Expected Completion Date or Check Point
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.	Student Assessment Scores Student Checklists	October 20 and ongoing
The principal will ensure teachers are nominating students from underrepresented populations in the following manner: <ul style="list-style-type: none"> TAG Facilitator will review Pre-Screening process with teachers so that they can easily identify TAG specific abilities/behaviors. All teachers, including ELL and SPED teachers, will use the ESL pre-screening checklist as well as reference the TAG Checklist to determine student nominees from underrepresented populations 	Review class lists, CoGAT Review SBAC, MAP, and/or Easy CBM scores	October/November each year

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<ul style="list-style-type: none"> • Encourage teachers to analyze assessment data of students of color and/or Free and Reduced Lunch at grade level collaboration meetings. • Teachers will use observational data to determine if special considerations are needed for TAG identification. • Teachers will Pre-screen using classroom performance and other indicators with a focus on unrepresented students. • Fourth and Fifth grade teachers will review Math and/or Reading scores on last spring's SBAC to identify potential students for TAG testing. • Third grade teachers will also review cognitive ability data from 2nd grade students. 		
<p>Our school will use the following observation tools and/or data in the TAG identification process:</p> <ul style="list-style-type: none"> • All teachers will use a pre-screening checklist, Attributes of TAG English Learners, and/or Characteristics of Underachieving TAG Students form, as well as student work samples • All teachers will use exit ticket data, and mid/end of module assessments. • Primary teachers will use DIBELS and math work samples • Intermediate teachers (3-5) teachers will use SBAC, MAP, EasyCBM scores and/or student work samples • Administrators/TAG Facilitator will review Characteristics Common to Underachieving Gifted Students Document and Myths and Truths About Gifted Students Document at September staff meeting. • Dashboard data will be compared to general population with ethnicity of school and identified students • Grade level teams will compare data from screening assessments 	<p>DIBELS Scores 2 Years Above Grade Level 95th Percentile SBAC In The Exceeds Category In Math And /Or Reading 5 Or 6 Work Sample Scores</p>	<p>DIBELS/EasyCBM/MAP – Following The District Assessment Calendar SBAC Spring scores, Work Samples – Ongoing</p>
<p>The building will use the following procedures throughout the ID process:</p> <ul style="list-style-type: none"> • Highlight TAG students on class lists, sign, date and submit to TAG Facilitator • Send home Parent/ Student Survey and Parent letter home for TAG identified students. • Check Synergy against TAG list printed by TAG Facilitator 	<p>Record of meetings and action taken at meetings by the TAG Facilitator at staff meetings, teacher notes from PLC meetings.</p>	<p>September 2018 Ongoing Monthly</p>

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<ul style="list-style-type: none"> • Parent/Teacher Nominations (IDPFs) made available to families • Teachers will devise a system to identify TAG designation in their grade books, electronic, Synergy, paper, or other. • Use Synergy to identify TAG students. • Collect Work Samples, test history and teacher advocacy • Teachers will pre-screen for underrepresented students and will review the Math or Reading on last spring's SBAC to identify potential students for TAG and discuss possible nomination. • During Fall conferences teachers will discuss possible new TAG nominations based on Pre-Screening Checklists and other data, and have parents complete an IDPF. • Building TAG committee will conclude nomination process each spring. • The TAG Facilitator will coordinate the ID process. 		<p>Spring each year</p>
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FOCUS: TAG Services		
Action	Documentation	Expected Completion Date or Check Point
<p>Differentiation strategies:</p> <ol style="list-style-type: none"> 1) Please list differentiation strategies used within a variety of classrooms. <ul style="list-style-type: none"> • Flexible Grouping within the classroom • All staff using Daily 5 to meet rate and level for literacy instruction • All staff using Engage New York math curriculum • Compacting curriculum • Other grouping (ability, interest) within classroom, grade levels, or school • Tiered lessons • Higher Level Questioning Strategies • Independent Project Work • DOK/ Depth of Knowledge chart • Extension Activities 2) Describe how the following strategies are used in all classrooms to meet the rate and level of students. 	<p>Walk throughs Lesson plans Discussions at staff meetings Inclusion in class newsletters</p> <p>Student created goals Student Reflection</p>	<p>Ongoing throughout year</p>

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<p>a. Flexible Grouping: Used across grade levels primarily in reading to meet student needs. All teachers are using the Daily 5 model for differentiated reading instruction. With teacher guidance, students set their own goals for reading in the areas of Comprehension, Accuracy, Fluency, and Vocabulary. Teachers then group students with peers with shared goals. Teachers work with students to create new goals and regroup students as needed. In addition to Daily 5, 4th and 5th grades use novel groups and literature circles throughout the year based on ability and interest.</p> <p>b. Pre-Assessments: Used to determine baselines and to determine a student's aptitude in a particular content. They are used to help create flexible groups throughout the year.</p> <p>c. System of on-going or formative assessments that inform instruction: Teachers use DIBELSs and are preparing to use DIBELS/EasyCBM/MAP for ongoing information about student growth and needs. Grade level teams meet twice a month to review student work and determine learning needs. Administrators observe teachers using classwork, discussions, and various types of assessments to inform instruction. All teachers meet in monthly PLCs to discuss assessment data and creating lessons and learning opportunities for all students to show growth in academic achievement.</p> <p>d. Quad D instructional experiences: Students have many opportunities to engage in learning that is both relevant and rigorous. Teachers are expected to not only use questioning strategies that require complex thinking and learning, but are also expected to teach students to ask a variety of questions that include higher-level thinking. From overnight field trips to the Oregon Trail and Camp Hancock, to ongoing work with Biztown and the Oregon Food Bank, students are exposed to a variety of learning opportunities that go deeper than a typical classroom lesson. Storyline projects are used throughout the school and focus on students' ability to solve problems and take different perspectives.</p>	<p>Assessment data</p> <p>PLC Minutes</p> <p>Teacher newsletters</p>	
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<p>3) What are the school-wide structures that provide for rigorous and relevant coursework at the appropriate rate and level? See above for description of how Alameda uses Daily 5, flexible grouping, and Quad D experiences that provide rigorous and relevant coursework at each student’s appropriate rate and level. Teachers also use online extensions such as Zearn, Kahn Academy, IXL and other resources to extend learning.</p>		
<p>We determine whether a student needs acceleration in the following way:</p> <ul style="list-style-type: none"> • Pre-assessments/Formative Assessments/Post Assessments • Work Samples • Monthly Grade Level Collaboration to discuss assessment results • SBAC results • Grade level created rubrics/scoring guides 	<p>Teacher grade book or student file with scores for pre-assessment, post assessment, and work samples.</p>	<p>Ongoing</p>
<p>Our process for using <i>data</i> to measure the growth of our TAG students is on-going.</p> <p>Teachers use a variety of formative/summative assessments to consistently monitor students and keep them engaged at their rate and level of learning in all academic areas.</p>	<p>Observation of team meetings</p>	<p>Ongoing; 2x/month</p>
<p>The following options for acceleration are available at our school:</p> <ul style="list-style-type: none"> • Jr. Great Books • Engage New York Math Curriculum in K-5 • Scott Foresman Tiered Lessons • Daily 5 reading instruction • Subject acceleration/compacting in classrooms • Independent Projects 	<p>Principal and Assistant Principal observations, and staff discussion</p>	<p>Ongoing</p>

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<ul style="list-style-type: none"> • Flexible grouping • 5th Grade play • Service-Learning opportunities • IXL at 5th grade, Zearn in all grades <p>Students access these options in the following manner: With the exception of IXL, these are all built into the school day. Teachers create flexible grouping within their class for other literacy and math times. IXL/Zearn can be used at-home or in-class. IXL online math program is individually tailored to each student’s needs. Teachers use this program to supplement math homework or allow for extension activities/differentiation during class time.</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:</p> <ul style="list-style-type: none"> • Teacher will differentiate as needed to meet the instructional needs of students by tiering and compacting curriculum. • Independent projects/study contract with a teacher • Teacher will work collaboratively with student families and TAG Facilitator to support student 	<p>Survey Feedback that student needs are being met.</p>	<p>Parent Surveys Documentation from family meetings</p>
<p>Additional services available for TAG students include:</p> <ul style="list-style-type: none"> • After-school enrichment classes (Art, Spanish, Mad Science, etc.) • Battle of the Books • Songbirds Choir (4th and 5th grades) • 5th grade Band • 5th grade play • Service Learning projects • Kids Care Club • Green team • Oregon Trail overnight field trips • Camp Hancock overnight field trips 	<p>Rosters of students taking enrichment classes. School newsletter (Alameda News Notes) TAG Bulletin Board</p>	<p>Ongoing Bi-weekly</p>

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<ul style="list-style-type: none"> • Passport Club • Authors' Tea • Kinder Concerts • Biztown • Math & Science Nights • Science Fair • Chess Club • Geography Bee • Spelling Bee • Oregon Writing Festival • Off campus opportunities supported by PPS TAG Dept. <p>The students access these services in the following manner:</p> <ul style="list-style-type: none"> • On-site during the school day • Before and after school activities • Community services off-site <p>Administrators or TAG Facilitator will have monthly communication of additional services/opportunities through Alameda News Notes</p>		
<p>The administrator(s) ensures the use of differentiated strategies, rigorous and relevant course work, and instruction provided at the appropriate rate and level in the following ways:</p> <ul style="list-style-type: none"> • Teacher evaluation process • Informal observations and classroom walkthroughs • Observation of lesson and unit planning during team meetings • Ongoing discussion during staff meetings and equity professional development • Administrator facilitates peer observation time (i.e. CARE team, etc) 	<p>Meeting and PD agendas</p> <p>Observation Notes</p> <p>Unit Plans</p> <p>PLC Minutes</p>	<p>Ongoing</p>

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FOCUS: Responsibilities of TAG Facilitator		
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<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:</p> <ul style="list-style-type: none"> On-going communication with TAG Facilitator about TAG Professional Development, appropriate documentation and necessary deadlines. 	<p>Name of TAG Facilitator submitted to TAG office Emails to TAG Facilitator throughout year regarding meetings. Agendas where TAG Facilitator completes training.</p>	<p>June of 2018 and ongoing</p>
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: flexible grouping, Quad D work, Rigor and Relevance in the classroom, assessments to inform instruction, increased use of mathematical practices and instructional shifts, increased text complexity and text-based questions</p> <p>We will discuss ideas around differentiation and assessment data in our PLCs throughout the year. We will discuss strategies around rigor and relevance, Quad D instructional experiences, and differentiation in the content areas during monthly staff meeting times. We have times reserved to discuss these topics at monthly staff meetings. We may add more times as needed depending on teacher need, and TAG department advocacy.</p>	<p>PD Schedule</p>	<p>TBD</p>

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<p>These strategies will be integrated into our school professional development plan or school improvement plan in the following ways: CCSS Implementation, Equity Work, Implementation of the Rigor and Relevance Framework and Quad D instructional experiences</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: Teachers will meet in data teams and grade-level teams to plan on incorporating strategies. Administrators will observe and evaluate through formal and informal observations.</p>	<p>Lesson plans, observation</p>	<p>Ongoing</p>

<p style="text-align: center;">FOCUS: Communication</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>Teachers communicate the differentiation strategies they're implementing in their classrooms in the following ways:</p> <ul style="list-style-type: none"> • Back to School Night • Parent/teacher conferences • Direct parent communication via phone, notes, or email as needed • Classroom newsletters 	<p>Classroom newsletters (electronically or hard copy) BTSN Agenda</p>	<p>Monthly</p>
<p>The administrator uses <i>his/her</i> the school newsletter to communicate with families about TAG in the following ways:</p> <ul style="list-style-type: none"> • Citing specific examples of services made available to TAG students in TAG presentations and correspondence • Citing building TAG plan and describe how it guides programming in TAG presentations and correspondence • Sharing information about District or Cluster Parent TAG meetings • Sharing information and updates in TAG presentations and correspondence as well as share information about what teachers are doing in class 	<p>Copies of newsletter will include TAG information</p>	<p>Monthly</p>

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<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 Christy Caton</p>	<p>Updated throughout the year</p>	<p>Ongoing</p>
<p>A Fall TAG parent meeting will be held before mid-November each year. Details include:</p> <ul style="list-style-type: none"> • Building TAG plan and how it guides programming • Implementation of TAG services • Identification process • Differentiation offered to meet rate and level • Scheduling 	<p>Meeting Notice and attendance sheet</p>	<p>October-November, annually</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 your school is non-exempt, parents will be provided an opportunity to offer input into and review the student's individual TAG plan for meeting a student's rate and level. A copy of the individual plan will be placed in the student's salmon folder.</p>	<p>Form signed and given to TAG Facilitator</p>	<p>EOM November, annually</p>
<p>Our families will have the following opportunity(ies) to evaluate our TAG services:</p> <ul style="list-style-type: none"> • Parent survey • Fall TAG Family meeting • On-going communication from building principal and TAG Facilitator 	<p>Parent survey results</p>	<p>Fall, Ongoing</p>
<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"> • Contact teacher via email, phone, or in person • Contact TAG Facilitator via email, phone, or in person 	<p>Record of meetings with parents by building administrator and TAG Facilitator</p>	<p>Ongoing</p>

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<ul style="list-style-type: none">• Contact principal or vice principal via email, phone, or in person. If not resolved contact building principal		
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Submitted _____

Received _____

Approved _____