

School: Arleta
Principal: Diana Kruger
TAG Facilitator: Britt Kuether

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> <ol style="list-style-type: none"> 1. Teachers review their class list in SYNERGY finding the “Program assignments” report for each class. TAG Coordinator confirms this list with classroom teachers. 2. Teachers know the names of their TAG students and their TAG designation. 3. Teachers disaggregate TAG student data by race, language proficiency. 4. Lists will be updated after TAG testing is completed in the winter 	<p>Student data folders in classroom TAG facilitator’s binder</p>	<p>September, 2019-22 April, 2019-22</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> <ol style="list-style-type: none"> 1. Arleta uses the TAG screener forms from the TAG website. 2. Teachers will analyze their test data, CLED, SBAC, and NNAT3 screeners, to identify and nominate students from under-represented groups who are high performing 3. Data will be reviewed throughout the year during grade level meetings and PLCs. 	<p>TAG screener forms Test data PLC notes Agendas from meetings</p>	<p>Before fall conferences and ongoing throughout the year</p>
<p>The principal will ensure teachers are nominating students from underrepresented populations in the following manner:</p> <ol style="list-style-type: none"> 1. Encourage staff to nominate students from underrepresented populations 	<p>TAG screener forms Test data PLC notes</p>	<p>Before fall conferences and</p>

<p>2. Review the list of nominated students, MAP, NNAT3 and SBAC test results. 3. Teachers will also communicate with specialists to compare observations and assessments.</p>	<p>Agendas from Meetings</p>	<p>throughout the year</p>
<p>Our school will use the following observation tools and/or data in the TAG identification process:</p> <p>1. District wide benchmark testing data (MAPS, DIBELS, EasyCBM) 2. SBAC 3. NNAT3 4. Iowa Reading and Math Scores 5. CLED scale 6. Classroom work samples</p>	<p>TAG spreadsheet with scores Work Samples Observation tools</p>	<p>Before fall conferences and ongoing throughout the year</p>
<p>The building will use the following procedures throughout the ID process:</p> <p>1. Parents and teachers nominate potential TAG students 2. TAG Facilitator will coordinate the process using the Nomination Form (IDPF) 3. TAG Facilitator will input data into the TAG spreadsheet 4. IDPF forms will be picked up at school by TAG department 5. District proctors will administer tests 6. Based on observation tools and/or data, the school will make recommendations to the TAG department 7. The TAG department will notify parents</p>	<p>Completed IDPF forms TAG spreadsheet with scores</p>	<p>Ongoing throughout the year, (nominations in fall, testing in winter, recommendations in spring)</p>
<p>FOCUS: TAG Services</p>		
<p>Action</p>	<p>Documentation</p>	<p>Expected Completion Date or Check Point</p>
<p>Differentiation Strategies:</p> <p>1. Please list differentiation strategies used within a variety of classrooms.</p>	<p>Rate and Level PD</p>	

<ul style="list-style-type: none"> a. adjustments for rate and level b. small reading groups (flexible grouping) c. self directed learning d. high level questioning strategies e. use of open-ended tasks to promote creativity and meaningful learning <p>2) Describe how these strategies are used in all classrooms to meet the rate and level of students.</p> <ul style="list-style-type: none"> a. Flexible grouping occurs within each classroom and is based on student achievement, TAG identification and student preference. b. Pre-Assessments are used from every adopted curriculum program. In addition, teacher created pre and post assessments are often implemented. c. On-going formative assessment - Teachers analyzing assessment data as well as information they gather through many informal observations, teacher created assessments, writing samples and students and parent conference interviews to inform their instructional decisions. d. Use of Tiered Lessons e. Compacted Curriculum f. Quad D instructional experiences <p>What are the school-wide structures that provide for rigorous and relevant coursework at the appropriate rate and level?</p> <ul style="list-style-type: none"> a. Ongoing professional development b. Support from TAG TOSAs, math TOSAs, Literacy Coaches c. PLC time for teachers to plan and reflect d. Teacher observations and goal setting 	<p>Student/Parent Survey sent home in September</p> <p>Verification of Services form signed at conferences</p> <p>Lesson plans reflect differentiation to meet rate and level</p> <p>PLCs discuss pre and post assessment work as well as differentiated assignments</p>	<p>Rate and Level PD Delivered to Staff by end of October</p> <p>Verification of Services form signed each fall during conferences</p> <p>Ongoing through school year.</p>
<p>We determine whether a student needs acceleration in the following way:</p> <p>Pre and Post assessments</p> <p>On-going formative assessments the inform instruction</p> <p>Benchmark assessments (DIBELS, BAS, EasyCBM, MAP)</p>	<p>Assessment Data</p>	<p>Ongoing throughout the year</p>

<p>Our process for using <i>data</i> to measure the growth of our TAG students is: We collect multiple types of data such as math pre and post assessments, DIBELS, BAS, EasyCBM, SBAC, end of unit assessments, informal observations, classroom work samples, interviews, etc. to monitor and assess growth.</p>	<p>Assessment Data</p>	<p>Ongoing throughout the year, fall, winter and Spring benchmarking</p>
<p>The following options for acceleration are available at our school: Higher level book and novel studies Newsela Teacher created materials Online learning programs and tools Flexible Grouping Tiered assignments Differentiated instruction and expectations</p>	<p>Teacher Lesson Plans Flexible Grouping</p>	<p>Ongoing</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> <ol style="list-style-type: none"> 1. Whole grade acceleration - Fall 2. Early Entry into Kinder 3. Single Subject Acceleration in Math (application window opens April 1-May1) 4. Whole Grade Acceleration - Spring 5. Teachers will work closely to communicate with parents to help access appropriate courses or curriculum. 6. Mid-level compacted math for 7th and 8th grade -Graduating 8th grade students with a year of high school math credit. 	<p>Acceleration Pathways: https://www.pps.net/ Page/2885</p>	<p>Various dates throughout the year</p>
<p>Additional services available for TAG students include: A variety of enrichment activities are offered by the TAG department, the school and the PTA throughout the year. These include, but are not limited to:</p>	<p>Information available through the TAG department website: https://www.pps.net/domain/196</p>	<p>Ongoing throughout the year</p>

<p>Chess for Success, Battle of the Books (Grades 3-8) Artists in Residence, Science Fair, TAG Spelling Bee, Geography Bee, Oregon Writers Festival, Lego, Beginning and Advanced Band, Sun School classes, YMAP, Coding, Drama, Goldball SE Basketball, Spanish, Design U, & Musical Theater Co.</p>		
<p>The students access these services in the following manner: Information will be shared in the school newsletters informing about classes and events.</p> <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 : Administration will be doing formal and informal observations of lessons that include planning for TAG students, PLC meetings, trainings as needed, as well as providing opportunities for teachers to participate in peer observations.</p>	<p>Teacher newsletters/Blogs School Newsletter- Flipper TAG Bulletin Board will be used to post and communicate about enrichment clubs/classes from TAG department</p> <p>PLC Notes Formal and informal observations of lessons that include planning for TAG students Attendance at trainings Peer observations</p>	
<p>FOCUS: Responsibilities of TAG Coordinator</p>		
<p>Action</p>	<p>Documentation</p>	<p>Expected Completion Date or Check Point</p>
<p>The administrator ensures the TAG Coordinator is trained and familiar with the requirements of the TAG Coordinator Job Description, which</p>	<p>District meeting sign-in sheets and agendas</p>	<p>Monthly meetings - nomination and rate and level PD in fall, testing in</p>

<p>include mandatory attendance at TAG sponsored PD and coordinating the ID process in the school, in the following manner:</p> <p>TAG Facilitator uses the TAG checklist provided by the TAG department to guide expectations and requirements. The Facilitator attends monthly meetings at the district level. The facilitator works with the TOSA to meet timeline for nominations and Identification process.</p>	<p>Completion of IDPF documentation and spreadsheet Email communication with test proctors</p>	<p>winter and recommendations in spring</p>
<p>FOCUS: Professional Development</p>		
<p>Action</p>	<p>Documentation</p>	<p>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 instructional shifts Increased use of mathematical practices Text complexity and text-based questions</p> <p>These strategies will be integrated into our school professional development plan or school improvement plan in the following ways:</p> <p>CCSS implementation EBBL implementation</p>	<p>TAG Facilitator shares relevant information from meetings.</p> <p>PLC meetings to discuss assessment, strategies, differentiation, etc. for individual students.</p> <p>PLC notes</p> <p>PD schedule</p> <p>Agendas of PD meetings and notes</p>	<p>Monthly throughout the school year.</p>

<p>Administrators//Teachers will use their staff meetings, collaborative planning times, or team planning times to integrate these strategies into their instruction in the following manner: Our professional meeting time includes PLC time and is focused on reviewing data and collaboration. Time is given to identify targets and share learning. The meetings are designed for teachers to be able to collaborate and reflect upon/refine their practice around all students, including TAG students.</p>	<p>Weekly PLC meetings to discuss assessments, strategies and differentiation for individual students PLC notes PD Schedule Agendas of PD meetings & notes</p>	<p>Ongoing - throughout the year</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: Back to School Night, Lesson Plans, Learning Targets, Teacher Newsletters, Teacher Blogs and Posts, Parent Teacher Conferences.</p>	<p>Lesson Plans and communication from Teachers</p>	<p>Ongoing throughout the year</p>
<p>The administrator uses the school newsletter to communicate with families about TAG in the following ways: Invite families to fall TAG Parent Meeting, report upcoming events, Inform parents about nomination, testing, and identification timelies.</p>	<p>Arleta Flipper</p>	<p>Ongoing</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 Facilitator - Britt Kuether</p>	<p>TAG Bulletin Board</p>	<p>First day of school & ongoing throughout the end of the year</p>

<p>A Fall TAG parent meeting will be held before 10/31. At the fall meeting, a TAG slide deck will be provided by the TAG department and the Facilitator and school administrator will be available to answer questions.</p>	<p>Slide deck from the TAG department Sign in sheets, agenda, and handouts</p>	<p>Sept. 26, 2019</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 at 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> <ol style="list-style-type: none"> 1. TAG Facilitator will provide teachers with forms to have parents sign at conferences 2. TAG Facilitator will work with teachers to provide written Individual TAG Plans to all families who request one 3. All individualized TAG plans will be scanned into students digital CUM folders. 	<p>Forms signed and placed in CUM folder</p>	<p>Fall Conference each year</p>
<p>Our families will have the following opportunity(ies) to evaluate our TAG services:</p> <ol style="list-style-type: none"> 1. There will be a Fall TAG parent meeting with an opportunity to ask questions. 2. Parent review of building TAG plan 3. Parent comments can be shared during Parent/Teacher conferences 4. Site Council review where parent comments and input can be shared 	<p>Sign-in sheet for parents Written communication</p>	<p>Ongoing throughout the year</p>
<p>If parents have concerns about their child’s TAG services they will have the following opportunities (process) to inform the school: Parents are encouraged to contact the classroom teacher, TAG facilitator, and principal, as needed.</p>	<p>Parents should reach out first to their classroom teacher. They can then reach out to their TAG facilitator, TAG department and the administrator, as needed. They may do this via email, phone, or in person at any time.</p>	<p>Ongoing throughout the year, as needed</p>

Submitted _____

Received _____

Approved _____