

**Building TAG Plan**

Due to the PPS TAG Office and your Regional Administrator on Friday, June 7, 2019

**Beach**                      **School**  
**Lisa Hawking**        **Principal**  
**Ayn Frazee** TAG Coordinator

⊙ **Exempt for 2019-22**  
**INon-Exempt for 2019-2022**  
 (Teachers write individual TAG Plans)

<b>FOCUS: Acknowledgement of TAG Identified Students</b>		
<b>Action</b>	<b>Documentation</b>	<b>Expected Completion Date or Check Point</b>
Method used to ensure all teachers know TAG students enrolled in their class(es): <ul style="list-style-type: none"> <li>Teachers will highlight the names and designation areas of their own TAG students on a class list.</li> <li>Each list will be signed by the teacher and given to the TAG Coordinator to keep on file.</li> <li>School Secretaries will print out “Program Assignments” report from Synergy for classrooms. Teachers will keep this report in their grade book.</li> </ul> Teachers will devise a system to mark TAG designation in their grade books.	This information is kept on classroom attendance sheets. The TAG Coordinator and the principal will keep lists of TAG students in the TAG Binder by homeroom.	Within two weeks of the beginning of the school year.

<b>FOCUS: Identification of Students who Perform in the 97th Percentile or Demonstrate the Potential to Perform</b>		
<b>Action</b>	<b>Documentation</b>	<b>Expected Completion Date or Check Point</b>
School staff use data and teacher input to help aid in the identification of under-represented and underserved students. As the year ends we look to teacher recommendations as well as incoming teacher input for students who may need to be tested as well as receive accommodations for rate and level. We also seek out this information from parents as well. We try and triangulate our data through the use of MAP Assessment data, SBAC scores, classroom performance, and any other performance indicators that would signify that students may need to be considered for identification.	Notes from staff meetings, PLC meetings, as well as data from MAP, SBAC, and other performance indicators.	Will review at the beginning of the year and then again during identification window.
The principal will ensure teachers are nominating students from underrepresented populations in the following manner:	Team meetings, level meetings, Instructional Coach support and	Fall of each school year, and during the nomination window

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Using the data we have available, the principal will review TAG nominations, data, and notes in order to make sure that all students who should be considered for identification are in fact considered.	observation, ELL support and observation.	
Our school will use the following observation tools and/or data in the TAG identification process: MAP Assessment, lexile , SBAC, CogAT for cognitive ability testing, IOWA test, writing scores, work samples, teacher feedback, parent feedback from IDPF nomination form	Examination of data from the following sources: MAP, lexile , SBAC, CogAT for cognitive ability testing, writing scores, work samples, teacher and parent feedback from IDPF	Nomination window each year, and ongoing as new students come into the school
<p>The building will use the following procedures throughout the ID process:</p> <ul style="list-style-type: none"> <li>● The TAG Coordinator will coordinate the ID process.</li> <li>● Parent/Teacher nomination forms made available by end of October</li> <li>● Test scores and work samples will be collected</li> <li>● Names submitted to PPS TAG office for testing</li> <li>● Students tested, results returned to school for completion of process</li> <li>● TAG Committee (TAG coordinator, Administrator, GENED &amp; ESL/SPED if needed) will discuss possible nominations for TAG using classroom data and teacher input.</li> </ul> <p>Staff will send home student/parent surveys for those already identified.</p>	Spreadsheet of Students IDPF's and work samples.	IDPF reviewed during the nomination window. Parents notified during conferences and prior to conferences about nomination process.

<b>FOCUS: TAG Services</b>		
<b>Action</b>	<b>Documentation</b>	<b>Expected Completion Date or Check Point</b>
<p>Differentiation strategies:</p> <ol style="list-style-type: none"> <li>1) Please list differentiation strategies used within a variety of classrooms. Small Groups, Flexible Grouping, Pre and Post Test, Higher Level Questioning</li> <li>2) Describe how the following strategies are used in all classrooms to meet the rate and level of students.</li> </ol>	All teachers required to provide a written statement of differentiation plans for their subject matter and grade level. This is used in	Ongoing and each quarter so that any potential changes in students instruction for rate and level can

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<p>a. Flexible Grouping:</p> <p>Beach teachers use flexible grouping in the classroom as a tool to Re-teach, and in order to provide practice or enrichment. Such grouping can be a single lesson or objective, a set of skills, a unit of study, or a major concept or theme. Flexible grouping allows teachers to create temporary groups for a period of time that is determined by the objective of that particular group. This strategy is not meant to create permanent groups.</p>	<p>communicating how differentiation is occurring in the classroom. Can include online resources, extensions, enrichment, field trips, etc.</p>	<p>be addressed as needed.</p>
<p>b. Pre-Assessments-</p> <p>Beach Teachers use pre assessments to determine what students already know in order to maximize instructional time. Once this information is known, lessons and groups can be tailored by using the data gathered through the pre-assessment.</p>	<p>Student scores and data examined to see if need for differential coursework exists prior to placement in classes. Teacher and parent input sought additionally.</p>	
<p>c. System of on-going or formative assessments that inform instruction</p> <p>Beach teachers utilize a variety of formative assessments in order to inform instruction. Teachers then use this data in the day to day planning for their students. Exit slips, anecdotal observations, informal assessments all help to provide teachers with a sense of how learning is progressing at the group and the individual level. This assessment helps to determine what re-teaching needs to occur as well as to help inform extensions or modifications that need to be in place for students who are demonstrating mastery of content and concepts.</p>	<p>Assessments, lesson plans</p>	
<p>d. Quad D instructional experiences</p> <p>Beach teachers are asked to push the thinking of their students. Quad D instructional experiences combine high levels of student knowledge with high levels of</p>		

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<p>application. These lessons are typically highly engaging, and very relevant for our students. Our work in school wide AVID is helping us in this area. Students are required to have high level questions for tutorials that happen in the AVID classes twice a week. These tutorials are aided greatly when students are pushed to think critically and push themselves. We are working school wide to try and raise the bar for our students through the use of these school wide AVID strategies as well as the implementation of System Thinking strategies with students and staff.</p> <p>3) What are the school-wide structures that provide for rigorous and relevant coursework at the appropriate rate and level?</p> <p>Administration and staff are working to articulate up and down with feeder schools what a relevant and rigorous curriculum looks like. Roosevelt Cluster is working on a cluster wide implementation of what it means to be on a path to being career and college ready. In this examination we are looking to make sure that the courses we are offering our students sets them up for a successful experience at the next level. In order to do so we need to provide opportunities for both remedial as well as accelerated course work.</p>	<p>Through school wide planning, Systems Thinking planning, curriculum mapping.</p> <p>Use of school improvement planning process to drive this work. This is monitored through the PLC planning documents that we develop. Administrator observations determine if the level and complexity of the work being offered to our students is at a rigorous enough level.</p>	
<p>We determine whether a student needs acceleration in the following way: Smarter Balance testing, classroom pre-assessment and assessment data, as well as other unit assessment data</p> <p>Formal Single Subject Acceleration decisions are based on the whole child and should follow these guidelines:</p>	<p>Acceleration noted in teacher lesson plans and grade records. PPS process for individual subject acceleration.</p>	<p>Application window for SSA is in the Spring each year</p>

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<p>SSA process has been followed          The student shows a need for placement          Current achievement is at least one grade level above the current grade level          Academic gaps will not be created as an unintended consequence          Student agrees to acceleration          Receiving school or classroom is aware and supportive          Same-race peer relationships have been considered          The child's linguistic and cultural needs are addressed          Transportation has been considered and is provided by the parent          The social/emotional well-being of the student is seriously considered. Not all students are prepared to be placed with older students          Parent, teacher, student have given input and discussion has taken place in order to determine how best to meet the students' needs</p>		
<p>Our process for using <i>data</i> to measure the growth of our TAG students is: MAP, lexile , SBAC, writing scores, work samples, ELPA are examined to show the growth of our TAG students. Review student data during PLCs. We use this data to guide ongoing differentiation for all students. Teachers will incorporate pre-assessment data into data discussions.</p>	<p>MAP, lexile , SBAC, writing scores, work samples, ELPA assessments and PLC meeting minutes.</p>	<p>Quarterly</p>
<p>The following options for acceleration are available at our school:</p> <ul style="list-style-type: none"> <li>● Working with other students on enrichment projects</li> <li>● Providing flexible grouping options that allow accelerated students to work together</li> <li>● Literacy and math blocks scheduled to allow access to an upper grade's math or literacy blocks for single subject acceleration purposes</li> </ul> <p>Students access these options in the following manner:</p> <ul style="list-style-type: none"> <li>● These options are used by teachers to differentiate for students. They are developed using multiple sources of data.</li> </ul>	<p>Classroom record books and student working file notations will include documentation of acceleration practices for TAG students.</p>	<p>Students access advanced course work through demonstration of performance on assessment or behavioral support at start of year, but ongoing as needed.</p>

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<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"> <li>Administration, teacher, TAG Coordinator and/or counselor (if appropriate) will work with student/parent to find the best fit whether at another grade level or at local MS. Algebra is offered to students demonstrating readiness for high school level Algebra. For students needing geometry, arrangements will be made with Jefferson H.S. to provide geometry for accelerated Beach students.</li> </ul> <p>Mid-Level must include a specific plan for helping students access courses such as Geometry. High School must include a specific plan for accessing AP, IB, or similarly rigorous, college-ready courses.</p>	<p>Annual review of test scores for high achieving students to determine curricular needs</p>	<p>Previous to the beginning of the year, and then ongoing as acceleration is looked at.</p>
<p>Additional services available for TAG students include: Beach After School Enrichment classes (SUN School), Oregon Writing Festival, Oregon Battle of the Books, Science Fair, after school activities hosted by the TAG coordinator The students access these services in the following manner: Advertised in school newsletter, shared through the TAG newsletter.</p>	<p>Students sign up for SUN School classes</p>	<p>Quarterly</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: Formal observations and multiple informal walkthroughs. If needed, whole group and small group model lessons will be provided.</p>	<p>Observations shared in writing with teachers.</p>	<p>Ongoing</p>

<p><b>FOCUS: Responsibilities of TAG Coordinator</b></p>		
<p><b>Action</b></p>	<p><b>Documentation</b></p>	<p><b>Expected Completion Date or Check Point</b></p>
<p>The administrator ensures the TAG Coordinator is trained and familiar with the requirements of the TAG Coordinator Job Description, which include mandatory attendance at TAG sponsored PD and coordinating the ID process in the school, in the following manner: Principal or assistant principal and TAG coordinator will meet as necessary. School staff will be required to attend district TAG PD meetings. District attendance sheet documentation will be used.</p>	<p>Emails and meeting notes. Signed list and attendance verified.</p>	<p>Ongoing</p>

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<b>FOCUS: Professional Development</b>		
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<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 framework in the classroom, assessments to inform instruction, increased use of mathematical practices and instructional shifts, increased text complexity and text-based questions.</p> <p>The TAG Coordinator will facilitate a fall and spring staff meeting to review the school TAG plan and provide instructional resources to staff. Some of these PD items will also be facilitated by our leadership team or administration throughout the school year.</p> <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. The PD plan allows for both the TAG coordinator and the leadership team or administration to facilitate these items at staff meetings.</p> <p>Review of lesson plans, informal and formal observations, walkthroughs</p>	<p>PD schedule, assessments, meeting agendas, attendance sheets</p>	<p>October and February each year</p> <p>Ongoing</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>During PLC’s, staff will work together to use strategies for differentiating homework and every day lesson plans. These will be shared at a staff meeting.</p> <p>Pre-assessments will be primarily addressed at PLC meetings throughout the year. Staff will share pre-assessment techniques and instruments with one another in grade level teams.</p>	<p>Team meeting notes and grade level team notes</p>	<p>Weekly</p>

**FOCUS: Communication**

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Teachers communicate the differentiation strategies they're implementing in their classrooms in the following ways: Lesson plans, classroom newsletters, learning targets, student work, posters, anchor charts	Communication from teachers	Prior to Parent teacher conferences so that it can be shared with parents.
The administrator uses <i>his/her</i> the school newsletter to communicate with families about TAG in the following ways: Introductory articles describing TAG, nomination process, notes regarding upcoming meetings, information about upcoming classes and out of school opportunities for TAG students. All notes will be communicated in English and Spanish. Nomination timeline will be published. TAG email newsletter will be sent electronically to families of identified students.	School newsletter available electronically and distributed bilingually on paper. TAG newsletter emailed.	Monthly
TAG Bulletin Board will be available for parents to read in September 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: the TAG Coordinator	TAG Bulletin Board	September, ongoing
A Fall TAG parent meeting will be held during Open House each year. Details include: Powerpoint presented and Q&A with administrator and TAG Facilitator	Agenda and attendance sheets	Fall
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 CUM folder.	Yes- Documentation would be signed forms and individual plans, if requested	By December each year
Our families will have the following opportunity(ies) to evaluate our TAG services: Fall and Spring Parent survey, as well as input taken at conferences and throughout the year. Families will provide feedback at the Open House night TAG presentation	Survey results. Meeting notes	Fall, spring, and ongoing.
If parents have concerns about their child's TAG services they will have the following opportunities (process) to inform the school: They will have the opportunity to meet	Noted in the school newsletter and on school TAG web site.	Ongoing



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first with the classroom teacher, next with the TAG Coordinator and finally with the building principal. Concerns will be addressed with the teacher or team as appropriate.		
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Submitted \_\_\_\_\_

Received \_\_\_\_\_

Approved \_\_\_\_\_