

Building TAG Plan**2019-2022**

Due to the PPS TAG Office and your Regional Administrator on February 28, 2019

Boise-Eliot/Humboldt**School****t****Kaveh Pakseresht****Principal****Stacey Golden****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): Teachers will receive a roster of all TAG students in the building and their identification area. A new roster will be distributed after newly identified students are added in the Spring.</p> <p>TAG students will be designated on any rosters for differentiated groupings in K-5 that involve a student receiving instruction from someone other than their homeroom teacher.</p>	<p>Rosters in TAG notebook in the office</p> <p>Rosters in each teachers' ESIS and designation listed on all differentiated grouping lists</p>	<p>September and after newly identified students are added each Spring</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. The TAG coordinator will lead professional development that discusses identification.</p> <p>Possible documents for discussion are: Characteristics of Gifted Students, Characteristics Common to Underachieving Gifted Students</p>	<p>Agenda from meeting</p> <p>Identification documents</p>	<p>October of each year</p>
<p>The principal will ensure teachers are nominating students from underrepresented populations in the following manner:</p>		

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<p>Leadership Team will look at test data (SBAC, EasyCBM, MAP and DIBELS) from the previous year and make recommendations</p> <p>Grade Level teams will discuss students' performance on common formative assessments, classroom assignments and other STEAM-related engineering challenges and activities</p> <p>Encourage all staff members to nominate students from underrepresented populations and closely examine students who may not be classified as underachieving</p>	<p>Data from Dashboard, and benchmark assessments</p> <p>Grade Level team meeting notes and classroom teacher documentation</p> <p>Fall TAG staff PD</p>	<p>Benchmark periods (September, January, April)</p> <p>Prior to fall IDPF deadline</p> <p>Prior to fall IDPF deadline</p>
<p>Our school will use the following observation tools and/or data in the TAG identification process:</p> <p>Test Data: SBAC, EasyCBM, MAP, DIBELS, grade-level common formative assessments Observation Tools: Teacher observations, IRLA documentation at grades 1-5, and pre-screening checklists</p>	<p>Teachers will collect student work samples, observational tools and data</p>	<p>Benchmark periods</p>
<p>The building will use the following procedures throughout the ID process:</p> <p>The TAG facilitator will ensure that the process/timeline identified in the IDPF is followed</p>	<p>All recommendations will be filed in TAG notebook</p>	<p>Fall IDPF due date</p>

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.</p> <p>Small groups, differentiated instruction, personalized learning opportunities using adaptive technology, pre-tests in STEAM units, STEAM experience rotation at K-5, Project-Based Learning opportunities</p>	<p>Teacher lesson plans, BEH master schedule, admin and instructional specialist</p>	<p>Ongoing</p>

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<p>2) Describe how the following strategies are used in all classrooms to meet the rate and level of students.</p> <p>Flexible Grouping-Individual instruction and small instructional groups based on IRLA</p> <p>reading data at 1-3 nd th</p> <p>Pre-Assessments-2 -5 grade Seeds of Science units have multiple pre-assessments to inform instruction; pre-assessments used in other subjects with all grade-levels to inform instruction</p> <p>System of ongoing formative assessments that inform instruction-Teachers will use data from WTW, IRLA, and ENY and Number Corner math assessments, as well as Lexia and Dreambox score reports to modify instruction, create flexible groups, and extend learning</p> <p>3) What are the school-wide structures that provide for appropriate rate and level?</p> <p>STEAM focus for K-8, use of Instructional Specialists to coach teachers, teacher observations by administrators, goal setting process, professional development and adaptive technology placements in both reading and math, AVID strategies</p>	<p>observations, student work</p> <p>Assessment data used to create groups</p> <p>Assessment data and student work</p> <p>Assessment data, student work and unit/lesson plans</p> <p>Agendas for PD, meeting minutes, K-5 STEAM plans and adaptive tech data</p>	
<p>We determine whether a student needs acceleration in the following way:</p> <p>Assessment data (SBAC, DIBELS, EasyCBM, IRLA, in-program curriculum assessments), pre-tests, ongoing formative assessments and curriculum pre-tests, recommendations (from teachers, students, and parents)</p>	<p>Assessment data, Data Team meeting minutes</p>	<p>Ongoing</p>
<p>Our process for using <i>datato</i> measure the growth of our TAG students is:</p> <p>PLC and data teams review assessment results to determine the level of TAG students' progress and plan accordingly.</p>	<p>Meeting minutes and student plans</p>	<p>Ongoing</p>

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<p>The following options for acceleration are available at our school: Within the classroom with adaptive technology-based personalized learning, walk to read groupings at specific grade levels, STEAM projects, Students access these options in the following manner: Assessment results, teacher observation and advocacy, student and parent advocacy</p>	<p>Meeting minutes, lesson plans, anecdotal notes</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: Subject acceleration in classrooms using higher grade materials Curriculum advancement Single subject acceleration</p>	<p>Student schedules, lesson plans</p>	<p>Ongoing</p>
<p>Additional services available for TAG students include: STEAM projects Cross grade-level supports AVID strategies The students access these services in the following manner: Teacher nomination, student advocacy</p>	<p>STEAM building and grade-level plans, partnerships, master schedule</p>	<p>Ongoing</p>
<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: Classroom observations Attendance, participation and co-planning with teachers during STEAM curriculum camp Provides teachers with necessary professional development</p>	<p>Observation notes, unit and lesson plans, PD agendas</p>	<p>Ongoing</p>

FOCUS: Responsibilities of TAG Coordinator

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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, Rigor in the classroom, assessments to inform instruction, increased use of mathematical practices and instructional shifts, increased text complexity and text-based questions</p> <p>Site-based TAG professional development will focus on the Rigor and Relevance Framework, problem solving and inquiry through the integration of ELA and STEAM content, and the use of formative assessments to guide instruction and differentiate for students.</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,)</p> <p>PLC professional development, implementation of the CAP plan</p> <p>Trainings will be imbedded in staff meetings and grade-level PD opportunities</p>	<p>Agendas, notes from meetings, BEH PD calendar</p>	<p>Ongoing</p>
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<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: An all staff meeting will be dedicated to the Characteristics of Talented and Gifted Students and the use of differentiation in the Levels and Rate of Learning especially in literacy. K-1 and 2-5 Instructional Specialists will also focus on grade-level specific information at team meetings as necessary.</p>	<p>PD calendar and agendas</p>	<p>Prior to identification period each Fall and ongoing</p>
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<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: Shared with parents during conferences Shared with Instructional Specialists and admin via lesson plans and unit documentation</p>	<p>Conference notes Lesson plans</p>	<p>Fall Ongoing</p>
<p>The administrator uses the school newsletter to communicate with families about TAG in the following ways : When appropriate the TAG Coordinator will write an update for the newsletter</p>	<p>Copies of information in newsletter</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: Stacey Harold-Golden, TAG Coordinator</p>	<p>Bulletin Board materials, TAG binder</p>	<p>Ongoing</p>
<p>A Fall TAG parent meeting will be held before 10/31. Details include: Meeting will take place one evening each fall, prior to identification. We will use both the district provided presentation and school-specific information about STEAM instruction.</p>	<p>Presentation, Power Point, Sign-in sheet</p>	<p>Before October 31</p>

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<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 uploaded to student's ESIS file..</p>	Input form	fall conferences
<p>Our families will have the following opportunity(ies) to evaluate our TAG services: TAG families will be able to share feedback at the Fall parent night and with the principal or TAG Coordinator at any time. Students will be surveyed each Spring via a STEAM engagement survey.</p>	Meeting agenda STEAM survey	ongoing
<p>If parents have concerns about their child's TAG services they will have the following opportunities (process) to inform the school: Contact the teacher Contact the TAG Facilitator Contact the principal</p>	Notes from the conversation	As needed

Submitted _____

Received _____

Approved _____

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