

**Markham Elementary School**  
**Shawn Garnett- Principal**  
**Kim Johnson - TAG Coordinator**

**XExempt for 2019-20**  
 **Non-Exempt for 2019-20**  
 (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): Teachers print out from Synergy the “Program Assignments” report for their class and will highlight the students’ names and designation areas on the class lists and the lists will be placed in teachers’ planning books. Teachers will then receive from building TAG Coordinator any new TAG students after annual district TAG testing results are reported.	This information is checked at a staff meeting and then kept in the teacher’s planning book. The principal and TAG Coordinator will also keep a record of all TAG students. All teachers who teach a Specials class will be given a list of TAG students by teacher to keep in their planning books.	August/September 2019 and after annual district testing results have been reported for new TAG students in spring of 2020

<b>FOCUS: Identification of Students</b>		
<b>Action</b>	<b>Documentation</b>	<b>Expected Completion Date or Check Point</b>
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.	Staff PD Calendar	October 2019
The principal will ensure teachers are nominating students from underrepresented populations in the following manner: This occurs as a part of our October professional development training focusing on ways we meet the diverse needs of our students, especially around those who are	Staff PD Calendar Hand out and review: <ul style="list-style-type: none"> <li>• Characteristic Strengths and</li> </ul>	Bullet 1: October 2019  Bullets 2 and 4: October up to

<p>English Language Learners and children of color. PD will focus on:</p> <ul style="list-style-type: none"> <li>• Understanding the learning characteristics of a student who should be nominated</li> <li>• Encouraging staff, including ESL and Special Education, to focus on these students for possible nomination</li> <li>• Examining with a lens of Equity the list of nominated students</li> <li>• As a part of visiting classrooms, be aware of students who should be nominated and following up with classroom teachers to ensure it happens.</li> </ul>	<p>Challenges Associated with Giftedness</p> <ul style="list-style-type: none"> <li>• Attributes of Talented and Gifted English Learners</li> <li>• Characteristics Underrepresented Gifted Students- Checklist</li> </ul>	<p>nomination process</p> <p>Bullet 3: Throughout nomination process</p>
<p>Our school will use the following observation tools and/or data in the TAG identification process:</p> <ul style="list-style-type: none"> <li>• K-2 fall Phonics Survey and DIBELS data</li> <li>• Attributes of Talented and Gifted English Learners Checklist</li> <li>• ESL teachers may nominate through work samples</li> <li>• Use of TAG pre-screening checklist</li> <li>• All 2<sup>nd</sup> grade students will participate in the universal intellectual assessment screener (Cognitive Abilities Test – CogAT) for possible identification for Talented and Gifted services in Portland Public Schools. Based on the results of the screener, students may be invited to take a complete version of the CogAT7. <i>Testing Dates: October 1st-October 19th</i></li> <li>• PPS students will be assessed in 3<sup>rd</sup>, 4<sup>th</sup> and 5<sup>th</sup> grade on the SBAC Reading ELA and Math assessments and these scores will be used by the TAG Department as identification.</li> </ul>	<p>Bullets 1 and 6: Data displayed on DIBELS website and Teacher Dashboard</p> <p>Bullets 2 and 4: Checklists given to teachers</p>	<p>Bullet 1 and 6: October 2019 up to nomination process</p> <p>Bullet 2 and 5: October 2019</p>
<p>The school will use the following procedures throughout the ID process:</p> <ul style="list-style-type: none"> <li>• Each teacher uses an observation tool for the first weeks of school</li> <li>• Screening assessments include in addition to the ones above:             <ol style="list-style-type: none"> <li>1. Characteristics of Giftedness (doc)</li> <li>2. KOI: Students from Poverty and/or Diverse Cultures (doc)</li> </ol> </li> </ul>	<p>October PD calendar agenda through December</p>	<p>October – November 2019</p>

<p>3. Possible Problems that may be associated with strengths of gifted children (doc)</p> <p>4. Myths and Truths about gifted students (doc)</p>		
---	--	--

<b>FOCUS: TAG Services</b>		
<b>Action</b>	<b>Documentation</b>	<b>Expected Completion Date or Check Point</b>
<p>Differentiation strategies:</p> <p>1) Please list differentiation strategies used within a variety of classrooms. Evidence of the following can regularly be observed in the classroom:</p> <ul style="list-style-type: none"> <li>- Flexible Grouping within classroom, grade levels, or school</li> <li>- Instruction using Rigor and Relevance Framework and Quad D experiences</li> <li>- Mathematical Practices (CCSS)</li> <li>- Instructional Shifts in Literacy: Text Complexity, Text-based Questions (CCSS)</li> <li>- Compacting curriculum</li> <li>- Other grouping (ability, interest) within classroom, grade levels, or school</li> <li>- Tiering lessons</li> <li>- Higher Level Questioning Strategies</li> <li>- Independent Project Work</li> <li>- Acceleration (single subject, within classroom or school)</li> <li>- Cluster Grouping of TAG students</li> <li>- Enrichment options</li> <li>- Use of mentors</li> </ul> <p>2) Describe how the following strategies are used in all classrooms to meet the rate and level of students.</p> <p>a. Flexible Grouping (Allows the teacher to put intellectual peers together to work deeper on specific content and or collaborate to</p>	<p>Teacher lesson plans, assessments, Principal walk-throughs</p>	<p>Ongoing throughout year</p>

<p>create a project to show understanding.)</p> <p>b. Pre-Assessments (Pre-Assessments allow the teacher to determine what material needs to be introduced or reviewed and plan lessons and student groupings accordingly based on the pre-assessments)</p> <p>c. System of on-going or formative assessments that inform instruction (Formative assessments allow the teacher to analyze students’ rate and level of learning and make decisions on whether content should be compacted, reviewed or more challenging activities used to meet learning needs.)</p> <p>d. Quad D instructional experiences - Quad D refers to the depth of content that requires students to examine:</p> <ol style="list-style-type: none"> <li>1. facts &amp; concepts</li> <li>2. generalizations</li> <li>3. related principles and theories</li> </ol> <p>Quad D necessitates uncovering details and new knowledge related to a topic of study and encourages students to adopt perspectives and to see patterns in connections.</p>		
<p>We determine whether a student needs acceleration in the following way: Markham uses:</p> <ul style="list-style-type: none"> <li>• K-2 fall Phonics Survey, K-3 DIBELS data and easyCBM for grades 4<sup>th</sup> and 5<sup>th</sup></li> <li>• MAP for grade 3<sup>rd</sup> through 5<sup>th</sup> in math and 5<sup>th</sup> for reading</li> <li>• SBA scores for students in grades 3<sup>rd</sup>, 4<sup>th</sup> and 5<sup>th</sup></li> <li>• Formative and summative content assessments</li> <li>• Teacher and staff observations and input on a student’s social, emotional and academic behavior</li> </ul>	<p>Assessments and observations</p>	<p>Ongoing throughout year</p>
<p>Our process for using <i>data</i> to measure the growth of our TAG students is: TAG Committee and Site Council may review disaggregated data, including progress and growth of TAG students. We use this information in the following way: Staff meetings or grade level meetings may be devoted to developing differentiated instruction, including common TAG strategies/lessons for use with the high level learners. This will help provide consistency within grade levels.</p>	<p>Agendas from staff and team meetings where TAG student performance is discussed Teacher lesson plans *School-wide TAG PD</p>	<p>At least 4 times a year during our TAG PD</p>

<p>The following options for acceleration are available at our school: Students access these options in the following manner:</p> <ul style="list-style-type: none"> <li>• Accelerating within grade level by adapting curricula and student groupings to require deeper knowledge and skills</li> </ul>	<p>List of students and type of schedule/acceleration they are receiving kept by classroom teacher or as indicated in grade level schedules</p>	<p>Ongoing throughout year</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"> <li>• Teacher referral</li> <li>• Parent referral</li> <li>• TAG Department</li> </ul>	<p>List of students and type of schedule/acceleration they are receiving kept by classroom teacher or as indicated in grade level schedules</p>	<p>Ongoing throughout year</p>
<p>Additional services available for TAG students include:</p> <ul style="list-style-type: none"> <li>• Eight to ten Enrichment sessions per grade levels 1<sup>st</sup> through 5<sup>th</sup>. Our Enrichment Coordinator, Mr. Kertay, develops the schedule and curricula that demonstrates rigor and relevance for each grade level.</li> <li>• 4<sup>th</sup> and 5<sup>th</sup> grade math enrichment with volunteer, Mr. Wood once a week throughout the year.</li> <li>• Markham also participates in Destination Imagination ran by parent volunteers.</li> <li>• After school SUN classes</li> <li>• Off-site opportunities such as Saturday Academy and yearly on-site Saturday Academy Math Enrichment Class for 4<sup>th</sup> graders</li> <li>• Right Brain Residencies once a year per grade level</li> <li>• Science Fair Projects</li> <li>• Oregon Writing Project for grades 4<sup>th</sup> and 5<sup>th</sup></li> <li>• District Spelling Contest for grades 1<sup>st</sup> – 5<sup>th</sup></li> </ul> <p>The students access these services in the following manner: All TAG and selected unidentified TAG students are allowed to take part in the Enrichment classes.</p>	<p>Enrichment Schedule and participation list Class lists of SUN participants Lesson plans documenting in school enrichment opportunities District Informational Flyer on OMSI/PPS Science Showcase</p>	<p>Ongoing throughout year</p>

<p>Students are allowed to opt out. The Destination Imagination Teams are prioritized to serve TAG students and other students the program suits well. The number of teams will be based on the number of parent volunteers.</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: The principal observes in classrooms, checks lesson plans and student work and ensures TAG PD's are carried out with staff, emphasizing areas of growth.</p>	<p>Lesson plans and student work</p>	<p>Ongoing throughout year</p>

**FOCUS: Responsibilities of TAG Coordinator**

<b>Action</b>	<b>Documentation</b>	<b>Expected Completion Date or Check Point</b>
<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:</p> <ul style="list-style-type: none"> <li>• TAG coordinator selected/volunteers each spring</li> <li>• TAG coordinator meets with TAG TOSA and attends all TAG PD trainings</li> <li>• Ensures TAG Coordinator Checklist is followed</li> </ul>	<p>School PD Calendar</p>	<p>June 2020 Based on PPS TAG PD dates during 2019-20 for facilitator/coordinator to attend.</p>

**Focus: Professional Development**

<b>Action</b>	<b>Documentation</b>	<b>Expected Completion Date or Check Point</b>
<p>A PD schedule is provided that demonstrates when each of the following is included in the school's professional development plan: Quad D work, Rigor and Relevance in the classroom, increased use of mathematical practices, etc. These strategies will be integrated into our school professional development plan in the following ways: (CCSS Implementation, Equity Work, Implementation of the Rigor and Relevance Framework, Quad D and instructional experiences, EBBL and GVC training)</p>	<p>Yearlong PD Calendar</p>	<p>Ongoing throughout year</p>

<p>Administrator(s)/Teachers will use their staff meetings to integrate these strategies into their instruction in the following manner: As part of whole group instruction, small group, or individualized for a particular student or students. We will specifically focus on PD around Quad D work and Rigor and Relevance as it relates to teaching math and reading. Markham will have a significant focus on improving student math and reading skill through GVC training. This includes our gifted students along with our struggling students. OATAG and PPS TAG Present: Talented and Gifted Mini Conference - Sat. Nov. 4<sup>th</sup></p>	<p>Staff meeting agendas and PD Calendar</p>	<p>Staff meetings on Tuesdays specified on Markham PD Calendar</p>
---	--	--

<p align="center"><b>FOCUS: Communication</b></p>		
<p align="center"><b>Action</b></p>	<p align="center"><b>Documentation</b></p>	<p align="center"><b>Expected Completion Date or Check Point</b></p>
<p>Teachers communicate the differentiation strategies they’re implementing in their classrooms in the following ways:</p> <ul style="list-style-type: none"> <li>• Back to School Night to share with parents/guardians about instructional strategies they will be using</li> <li>• Classroom newsletters discussing instructional strategies</li> <li>• Conversations with parents, either formal such as conferences, or informal by phone or in person</li> </ul>	<p>Back to School night agenda Classroom newsletters TAG plan/s, TAG Parent Night</p>	<p>Sept. 2019 Back to School Night <b>Nov. 2019 TAG Parent Night</b> Throughout the year</p>
<p>The administrator uses the school newsletter, also information put in Backpack Bulletin and PTA e-blast, to communicate with families about TAG.</p> <ul style="list-style-type: none"> <li>• Write about what she sees teachers doing in classrooms to meet rate and level</li> <li>• Give examples of types of services available to TAG students, such as LEAP classes, Saturday Academy, Destination Imagination, etc.</li> <li>• Parent TAG meeting notification</li> </ul>	<p>Principal’s newsletter, PTA Backpack Bulletin, TAG Bulletin Board and notifications home</p>	<p>Monthly in PTA Backpack Bulletin, Principal Newsletter, TAG bulletin board and notifications home</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, <b>current</b> ID Process forms and other relevant information in languages</p>	<p>Bulletin Board up at first of year and updated throughout the year</p>	<p>Updated as needed</p>

<p>represented in the school community when available. The TAG Bulletin Board will be maintained by: TAG Coordinator and Principal</p>		
<p>A Fall TAG parent meeting will be held on 11/2019. Details include: This meeting will take place in the Markham Cafeteria. The district slide presentation will be used. Each participant will be given a current Markham TAG Plan. Interpreters will be scheduled as needed. There will be a question and answer time at the end.</p>	<p>Parent sign in sheets for the meeting</p>	<p>November 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 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 scanned to students electronic CUM file.</p>	<p>The school exempt forms will be signed by parents at parent/teacher conferences and put in students’ electronic CUM TAG folders</p>	<p>November 2019</p>
<p>Our families will have the following opportunities to evaluate our TAG services:</p> <ul style="list-style-type: none"> <li>• Input at parent TAG meeting</li> <li>• Input from parents at conferences/ scheduled meeting with principal or TAG Coordinator</li> </ul>	<p>Minutes from parent meetings</p>	<p>November TAG Parent meeting</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"> <li>• Encourage them to contact child’s teacher(s)</li> <li>• Contact the principal after speaking with the teacher</li> </ul>	<p>Principal notes/summaries of parent meetings/conversations</p>	<p>As needed</p>

Submitted \_\_\_\_\_

Received \_\_\_\_\_

Approved \_\_\_\_\_