

Due to the PPS TAG Office by February 28, 2019

_____ **School: César Chávez K-8**
 _____ **Principal: Risa Muñoz**
 _____ **TAG Facilitator Cesar Augusto Hernandez**

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): TAG Reports printed from Synergy - Teachers have one copy for their records, and admin has one copy.</p> <p>Teachers Sign Acknowledgement Form</p>	TAG Report from Synergy	Yearly in October

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. As teachers develop their student growth goals using MAP/SBAC/Dibels/IDEL Data, they will identify who their TAG students are, who TAG potential students are and develop a plan to nominate students.</p>	PD Calendar including staff meeting and PLC agendas.	Yearly in October
<p>The principal will ensure teachers are nominating students from underrepresented populations in the following manner: Support teachers in becoming familiar with the characteristics of gifted learners from all populations, using the Parent/Teacher Nomination Form (IDPF), High Potential Culturally, Linguistically, and Economically Diverse Learner: Teacher Rating Scales, Supplemental Behavior Rating Scale, TAG Definitions, and collecting quality work samples. Send email to teachers of all TAG-potential students with instructions for nomination process.</p>	Weekly Bulletin Updates	Yearly in November October 12 and 13

<p>TAG Facilitator will meet with parents and teachers who have questions about the nomination process.</p>		
<p>Our school will use the following observation tools and/or data in the TAG identification process: Tools: Parent/Teacher Nomination Form (IDPF), High Potential Culturally, Linguistically, and Economically Diverse Learner: Teacher Rating Scales, Supplemental Behavior Rating Scale, TAG Definitions Data: SBAC, EasyCBM, Dibels, IDEL, ongoing formative assessments, summative assessments, anecdotal evidence.</p>		
<p>The building will use the following procedures throughout the ID process: TAG Coordinator will inform teachers of 3rd-8th grade students who are in the 97th+ percentile based on SBAC scores. TAG Coordinator will inform teachers of 3rd-8th grade students who are in the 80th+ percentile based on SBAC scores for possibility of being identified as TAG-Potential. TAG Coordinator will meet with parents and teachers to support through identification process CoGAT Testing will be in English and Spanish</p>	<p>Weekly Bulletin Updates</p>	<p>Yearly in November</p>

<p align="center">FOCUS: TAG Services</p>		
<p align="center">Action</p>	<p align="center">Documentation</p>	<p align="center">Expected Completion Date or Check Point</p>
<p>Differentiation strategies:</p> <ol style="list-style-type: none"> 1) Please list differentiation strategies used within a variety of classrooms. <ol style="list-style-type: none"> a. Acceleration, Cluster Grouping, Compacting, Flexible Grouping, Independent Study Projects, Tiered Assignments, Enrichment, Quality Questioning, Higher Level/Critical Thinking Skills, Graphic Organizers. b. Using data to inform flexible groups 2) Describe how the following strategies are used in all classrooms to meet the rate and level of students. <ol style="list-style-type: none"> a. Flexible Grouping-Students are grouped by assessment data and given material at their individual rate and level. 	<p>Data Day Agendas PLC Minutes Individual TAG Plans PD Agenda Middle School Schedules Teacher Lesson Plans Classroom Observation Notes</p>	<p>Ongoing throughout the school year</p>

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<p>b. Pre-Assessments-Use of pre-assessments provided by GVC, Data analysis of MAP data three times a year, ongoing formative assessments in classrooms. Teachers use data from these assessments in grade level PLCs to inform instruction and to continually create new flexible groups as appropriate and to create appropriate rate and level instruction for each student.</p> <p>c. System of on-going or formative assessments that inform instruction-Teachers use data from a variety of assessments in grade level PLCs and Data Teams to inform instruction by using assessments to continually create new flexible groups as appropriate and to create appropriate rate and level instruction for each student.</p> <p>d. Quad D instructional experiences-Use Depth Of Knowledge Framework in lesson planning, support teachers in backwards planning of rigorous lessons,</p> <p>3) What are the school-wide structures that provide for rigorous and relevant coursework at the appropriate rate and level? Staff PD on rate and level, Teacher coaching, ongoing data analysis through PLC using The 4 Essential PLC Questions (1) What do we expect our students to learn? (goals) (2) How will we know they are learning? (assessment) (3) How will we respond when they don't learn? (intervention) (4) How will we respond if they already know it?</p>	<p>TAG TOSA workshop</p>	<p>Ongoing</p>
<p>We determine whether a student needs acceleration in the following way: Students needing acceleration are determined by using pre-assessments to evaluate the need for compacting curriculum, acceleration of a subject or concept, or an independent work project to satisfy their particular needs.</p>	<p>Tests administered and data analyzed</p>	<p>Ongoing</p>
<p>Our process for using data to measure the growth of our TAG students is: educating all staff in being data literate and therefore being able to analyze data in PLCs and Data Teams to check the growth of TAG students.</p>	<p>PLC Minutes Data Day Agendas</p>	<p>Ongoing</p>
<p>The following options for acceleration are available at our school: Subject/content acceleration within the classroom through differentiation; Subject/content acceleration in a different grade level; independent study</p>	<p>State (SBAC), District (EasyCBM, CoGAT, Dibels/IDEL) and School</p>	<p>As needed throughout the school year</p>

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<p>Students access these options in the following manner: If a student needs acceleration, the classroom teacher meets with the grade level PLC, and then TAG Coordinator and administration will determine an appropriate plan</p>	<p>(ongoing formative assessments) Data PLC Minutes Coaching Meeting Agendas</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: K-8: PLC Teams will work with academic coaches and administrators to access appropriate rigorous and relevant work at the rate and level needed. 6-8 students can access Geometry by working in collaboration with the Roosevelt administration. Students will take 9th grade math assessment in the Spring and then will be placed in appropriate math classes for the following fall.</p>	<p>PLC Minutes Coaching Meeting Agendas</p>	<p>As needed throughout the school year</p>
<p>Additional services available for TAG students include: SUN Programing, PTA STEAM Night, options to participate in Spelling Bee, OMSI events, Oregon Writing Festival. The students access these services in the following manner: Teachers will work with parents, TAG coordinator and administrators to help students access these services.</p>	<p>Weekly Bulletin Updates District TAG Newsletters PTA Minutes</p>	<p>Ongoing</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: Staff PD about rate and level, teacher coaches facilitate PLCs, Data Days, Learning Walks</p>	<p>PD Calendar PLC Minutes Data Day Agendas Learning Walk Agendas/Feedback</p>	<p>Ongoing</p>

FOCUS: Responsibilities of TAG Coordinator

Action	Documentation	Expected Completion Date or Check Point
<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 Nomination and Identification process in the school, in the following manner:</p>	<p>TAG Coordinator Responsibilities Checklist Weekly Bulletins</p>	<p>Ongoing</p>

Check-ins about TAG requirements, support scheduling TAG requirements, access to weekly bulletins to update staff		
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: Differentiation through Workshop Model, PD on TAG Rate and Level, TOSA TAG Planning Day, Data Dives for flexible grouping planning</p>	School PD Calendar PLC Notes	Ongoing
<p>These strategies will be integrated into our school professional development plan or school improvement plan in the following ways: GVC Understanding and Implementation, Writing and Reading Workshop implementation, Use of Depth of Knowledge questioning in the classrooms, common practices/strategies for informational text used across grade levels and content areas.</p>	Classroom walkthrough notes PLC Notes	Ongoing
<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: Team planning time to work on collaborative lesson planning in order to incorporate key instructional strategies, time to discuss successes in classroom and share strategies with colleagues.</p>	PLC Notes	Ongoing

FOCUS: Communication		
Action	Documentation	Expected Completion Date or Check Point
<p>Teachers communicate the differentiation strategies they’re implementing in their classrooms in the following ways: Teachers share instructional strategies in PLC Meetings, during Data Days, and through peer observation and feedback learning walks.</p>	Teacher Lesson Plans PLC Notes Learning walk feedback	Ongoing

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<p>The administrator uses the school newsletter to communicate with families about TAG in the following ways: The administrator will share important dates, deadlines, information about nomination process, and contact information.</p>	<p>Monthly Newsletters</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: Risa Muñoz</p>	<p>TAG Bulletin Board</p>	<p>August/Ongoing for updates</p>
<p>A Fall TAG parent meeting will be held before 10/31. Details include: Who: All TAG students and families of Roosevelt HS, George MS, Astor, James John, Rosa Parks, Sitton and Cesar Chavez Where: Roosevelt High School When: Wednesday, October 3, 2018 Time: 5:30PM-7:30PM</p>	<p>TAG Meeting Agenda</p>	<p>October 3, 2018</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 an individual plan is written, a copy of the individual plan will be placed in the student’s CUM folder.</p>	<p>Parent/Teacher conference schedule Individual TAG Plans</p>	<p>November ongoing</p>
<p>Our families will have the following opportunity(ies) to evaluate our TAG services: Parent/Teacher conferences, meetings with TAG coordinator, PPS Family Survey, informal conversations with teachers, meetings with admin.</p>	<p>Parent/Teacher conference schedule Admin calendar</p>	<p>November ongoing</p>
<p>If parents have concerns about their child’s TAG services they will have the following opportunities (process) to inform the school: Meeting with teacher, TAG Coordinator, or admin</p>	<p>Teacher/Admin calendar</p>	<p>ongoing</p>

Submitted _____

Received _____

Approved _____

AFTER SCHOOL TAG OUT REACH