

Chapman School
Pamela Vanderwolf Principal
Rochella Farnand TAG Coordinator

| FOCUS: Acknowledgement of TAG Identified Students | | |
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| 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 add to their individual class lists the category their students are TAG eligible in, highlight the names, and turn in to TAG Coordinator</p> | <p>Class list with names highlighted signed by teachers turned in to TAG Coordinator, Teachers will have information in their binder as well</p> | <p>w/in 1st 2 weeks of school year, prior to Back to School Night</p> |

| FOCUS: Identification of Students who Perform in the 97th Percentile or Demonstrate the Potential to Perform | | |
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| <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. TAG committee will look at the under represented populations and specifically ask teachers about nominations of students in these categories. Committee will also look at what other strategies can be put in place to recognize talent and leadership abilities of underserved students. TAG committee will coordinate PD with staff meetings. All second graders will be tested in the classroom so teachers can ensure a safe environment.</p> | <p>staff meeting agenda</p> | <p>Oct meeting prior to nomination deadline. Throughout the year.</p> |
| <p>The principal will ensure teachers are nominating students from underrepresented populations in the following manner:</p> <ul style="list-style-type: none"> ● review of data sources such as MAPS, SBAC, Dibels ● sharing with teachers resources such as characteristics common to underachieving students; characteristics of intellectually gifted students; attributes of talented and gifted English Language Learners | <p>staff meeting agenda</p> | <p>Staff meeting to share resources, data reviewed during months of Oct, Nov prior to nomination deadline</p> |

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| <ul style="list-style-type: none"> ○ Use of the Attributes of Talented and English Gifted Learners checklist provided by TAG department. ● Discussions at grade level meetings during nomination period: <ul style="list-style-type: none"> ○ comparison of presently identified students with general population, as to ethnicity and grade level to see if special considerations need to be made for identification in those areas or grade levels ○ Encourage nominations of students in SpEd and ESL ○ Examine 2nd grade Cognitive Ability Score of ELL students and nominate as appropriate. | | |
| <p>Our school will use the following observation tools and/or data in the TAG identification process:</p> <ul style="list-style-type: none"> ● prescreening checklist ● Attributes of Talented and English Gifted Learners checklist ● CoGAt given to all 2nd graders ● review of MAPS, Dibels, Easy CBM, SBAC (for current 4th and 5th graders) as noted above ● work samples and in program assessments ● anecdotal and classroom observations | <p>data reports kept by teachers, work samples, assessments, and anecdotal records kept by teachers</p> | <p>November for nomination deadline, throughout the year</p> |
| <p>The building will use the following procedures throughout the ID process:</p> <ul style="list-style-type: none"> ● the TAG coordinator will coordinate the identification process ● Fall Parent Meeting ● Parent Teacher nominations (IDPFs) available on the TAG bulletin board ● teachers review test scores and look for 95%ile or better scores ● teachers collect work samples and assessment data for students they have nominated and discuss nomination with students’ families at Nov. conferences ● spreadsheet completed as part of the nomination process with names of students being nominated and in what areas ● TAG office coordinates CoGAt administration for all 2nd grade students ● TAG office coordinates the testing of the nominated students, TAG committee reviews the results when complete and makes recommendations for eligibility | <p>TAG Coordinator will organize Fall Meeting. Teachers will return nomination forms and worksamples by due date.</p> | <p>November nomination deadline CoGAt testing in Oct TAG testing hopefully in Jan/Feb Eligibility determination by March</p> |

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| FOCUS: TAG Services | | |
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| <p>Differentiation strategies:</p> <p>1) Please list differentiation strategies used within a variety of classrooms.</p> <ul style="list-style-type: none"> ● flexible grouping ● cluster grouping accelerated learners in pairs, small groups, heterogeneous or personal choice of partner ● long term assignments with interest based focus ● higher level questioning strategies ● homework challenge options ● curriculum compacting ● content area acceleration ● development of individual student challenge contracts on selected assignments ● individual student writing conferences ● Learning centers or stations ● Enrichment and elective options | <p>Teacher lesson plans. Goal Conferences Progress Monitoring Administrator has documentation of walk through and formal observations where the use of different strategies may be noted.</p> | <p>Used throughout the school year</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>a. Flexible Grouping bringing groups of students together with like abilities for reading groups (novel studies, reader’s theater, for example) and for math work, for special projects</p> <p>b. Pre-Assessments math units, teacher developed formative assessments</p> <p>c. System of on-going or formative assessments that inform instruction Teachers use pre-assessments and on-going progress monitoring to determine flexible grouping, and then monitor, assess, and adjust those groups. Teachers will use program assessments, teacher-created assessments, DIBELS to monitor instruction and learning. By using flexible grouping, students rate and level will be met because they will be with peers at the same rate and level, and the teacher will be able to differentiate instruction and activities to meet rate and level.</p> <p>d. Friday Clubs for 3-5 grades Students choose club of their interest to attend for three weeks each quarter. Special projects, extension activities, technology are to increase engagement in learning.</p> <p>What are the school-wide structures that provide for rigorous and relevant coursework at the appropriate rate and level? teachers use leveled groups when appropriate for content assignment differentiation and/or extension as appropriate to the content volunteers to work with students for activities such as math challenge groups, Friday Clubs Walk to read, walk to math</p> | <p>Assessment Data Grade Level Meetings</p> | |
| <p>We determine whether a student needs acceleration in the following way: DIBELS, SBAC, Founas Pinnell Based on a review of their performance along with input from parents. Teacher data reviews</p> | <p>documentation by classroom teacher</p> | <p>on-going</p> |

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| <p>Evaluation of work samples Progress monitoring</p> | | |
| <p>Our process for using <i>data</i> to measure the growth of our TAG students is: the same as for all students by looking at their Dibels scores for reading for grades K-2 and MAPS for math for grades 3-5. Math gains for grades K-5 are measured by Bridges or Engage NY end of unit assessments.</p> | <p>assessment reports reviewed by TAG coordinator and/or administrator</p> | <p>assessments done Fall, Winter, spring</p> |
| <p>The following options for acceleration are available at our school: whole grade acceleration single subject acceleration in math leveled groups in reading and in math acceleration of content within the classroom Students access these options in the following manner: their classroom teacher coordinates with parents and other classroom teachers (for single subject) based on their specific academic needs</p> | <p>determined by classroom teacher in collaboration with TAG coordinator and parents</p> | <p>on-going</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"> - on line class may be an option - if a student is highly advanced, accessing a class at Wilson HS could be considered | <p>documentation by classroom teacher</p> | <p>on-going</p> |
| <p>Additional services available for TAG students include: parent volunteers for high math group learning grade/subject advancement Friday Clubs Language classes School newspaper encouragement to be part of Oregon Battle of the Books Statewide Spelling contest OMSI TAG night</p> | <p>classroom documentation</p> | <p>on-going</p> |

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| <p>The students access these services in the following manner: recommendation from parents recommendation of classroom teacher flyers and information in the Chimney flyer, school newspaper</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: conversations with teachers and grade level teams PLC's Team/grade level meetings classroom walk-throughs individual teacher meetings throughout the year Informal conversations with students and families, parent meetings</p> | <p>staff meeting agendas walk through notes PD outlines</p> | <p>on-going</p> |

| <p align="center">FOCUS: Responsibilities of TAG Coordinator</p> | | |
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| <p align="center">Action</p> | <p align="center">Documentation</p> | <p align="center">Expected Completion Date or Check Point</p> |
| <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: regular meetings with the TAG coordinator teacher sign ins at mandatory PD sessions</p> | <p>Bulletin board updated sign in sheets meeting notes</p> | <p>Sept/Oct and throughout the year as needed</p> |
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| <p align="center">FOCUS: Professional Development</p> | | |

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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, Rigor in the classroom, assessments to inform instruction, increased use of mathematical practices and instructional shifts, increased text complexity and text-based questions Teachers will also examine these practices and work on PD during PLC’s and grade level meetings.</p> <p>These strategies will be integrated into our school professional development plan or school improvement plan in the following ways: Comprehensive Achievement Plan implementation work, through grade level and PLC discussions</p> | yearly PD schedule | throughout the year |
| <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: PD during staff meetings covering topics such as perfectionism, faces of TAG, Bright vs. TAG, rigor and relevance adding them to their lesson and unit planning as grade level teams</p> | lesson and unit plans | throughout the year |

| FOCUS: Communication | | |
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| <p>Teachers communicate the differentiation strategies they’re implementing in their classrooms in the following ways: classroom newsletters to families communicate the differentiation during conferences</p> | newsletters | quarterly |

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| report cards | | |
| <p>The administrator uses the school newsletter to communicate with families about TAG in the following ways: to write about what teachers are doing in the classrooms meeting level and rate to cite specific examples of services made available to TAG students</p> | newsletter | throughout the year |
| <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: the TAG Coordinator</p> | Bulletin Board is in the main hallway | updated in August and kept current through out the year |
| <p>A Fall TAG parent meeting will be held before 10/31. Details include: the identification process and timeline how students qualify and in what areas what types of opportunities are provided at Chapman</p> | Back to School Night or TAG parent meeting Sign in | Sept or Oct |
| <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> | documentation in TAG folder | by December |
| <p>Our families will have the following opportunity(ies) to evaluate our TAG services: parent teacher conferences feedback to teacher or administrator PTA meetings participation in Site council meeting to review plan</p> | newsletters | as appropriate |

Due to the PPS TAG Office by February 28, 2019

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| <p>If parents have concerns about their child's TAG services they will have the following opportunities (process) to inform the school: discuss with the classroom teacher at conferences or other meetings classroom teacher can bring administrator or TAG coordinator into discussion</p> | <p>documentation in classroom and/or TAG folder</p> | <p>as appropriate</p> |
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Submitted _____

Received _____

Approved _____