

Cleveland High School
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School
 Vice Principal
 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 printed copy list of TAG students and the areas in which they are identified in. Teachers will return a signed copy to document that they have received notification.</p>	<p>Teachers will return copied to VP and/or TAG facilitator.</p>	<p>September of each year</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>Teachers will review TAG literature: “Differentiation of Rate and Level Form” and “Common Characteristics of Gifted Underachievers” and as well as the Attributes of TAG English Learners. Teachers will review provided class lists of TAG Students.</p>	<p>Agenda December PD</p>	<p>February 1, 2020</p>
<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.</p>	<p>Sept- Present PD</p>	<p>February 1, 2020</p>
<p>In a department meeting, teachers will review previous grades and SBAC scores, as well as dashboard data files, to evaluate who is missing from the TAG list and recommend a list of nominees. These reviews will include other assessments as available such as work samples and other standardized test information such as PSAT and ACT scores. (Information on ELPA and ELL status as well as Special Education Identification will be distributed as well.) Recommendations will be turned into the VP/ TAG Facilitator who will follow up with teachers to complete the Identification Process Forms and other needed paperwork that will be presented to the TAG Team.</p>	<p>October Generated Lists Communicated with families and teachers to identify approximately 10 new students, who were mostly HU students.</p>	<p>February 1, 2020</p>
<p>Names will be given to the TAG Coordinator from staff of unidentified students. Core teachers are asked for work samples/test scores/class participation evidence which support a TAG</p>	<p>Lists of student names Parent letter</p>	<p>Sept.-Feb., 2020</p>

<p>nomination. TAG coordinator will review other data sources to look for underrepresented and minority students and send IDPFs to parents to encourage nominations. In addition, parents have been told that they too can nominate their students during the annual Parent TAG meeting, at back-to-school-night or by notifying the Building TAG Coordinator. The IDPF is sent home for those to be tested for parent permission, their signature and information about their student. Forms sent to TAG office by the designated deadline.</p>	<p>IDPF forms sent into the TAG office.</p>	
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FOCUS: TAG Services

Action	Documentation	Expected Completion Date or Check Point
<p>Differentiation strategies: Teachers at Cleveland High School utilize a variety of differentiation strategies to meet the needs of all students in the classroom. Individual teachers document the strategies in use in the classroom on their course syllabi.</p> <p>1) Please list differentiation strategies used within a variety of classrooms. Examples include: Tiered lessons, flexible grouping, compacting curriculum, higher level questioning, and Socratic seminars. Departments continue discussions to strengthen the “Honors” option which involves student-teacher conferences and completing in-depth work.</p> <p>2) Our process for using data to measure the growth of our TAG students is:</p> <ul style="list-style-type: none"> • Teachers will also routinely use pre and formative assessment tools to measure TAG identified students initial understanding as well as the rate at which they are learning material in their classes. • We determine whether a student needs acceleration in the following way: Student performance, individual interest in acceleration, prior accelerated courses, pre- and post-assessments in classes. Our process for using <i>data</i> to measure the growth of our TAG students is: Our process for using <i>data</i> to measure the growth of our TAG students is through the analysis of data dashboard. SBAC tests, grades, ACT, and other measures of achievement are disaggregated by subgroups and other demographics (also CLD relevant for underrepresented groups) 	<p>Specific strategies on Course syllabi verified by the VP and TAG Coordinator.</p> <p>Pre and post assessments, credits and GPA, enrollment in higher level Math for 9th, 10th and IB enrollment for 11th & 12th. Smarter Balance for 11th grade. Forecast sheets for incoming 8th grade students.</p> <p>“Honors” designation for freshmen, use of TAG Budget monies to offset</p>	<p>September 30, 2020</p> <p>Essential skills work samples, data from fall enrollment, spring forecasting End of June 2020</p> <p>September-June , on-going and during</p>

<ul style="list-style-type: none"> We use this information to determine the success and growth of TAG students as a group but also their individual growth and performance (including access to underrepresented/underserved/potential TAG students) <p>3) What are the school-wide structures that provide for appropriate rate and level? Scheduling Geometry and Algebra 3-4 at both ends of the day to provide access for eighth graders, 9th grade Academies with strong teams of teachers focusing on student achievement & progress, options for “honors” designation on transcript in select core classes, language Immersion Programs, open enrollment for IB courses, enrollment in PSU, Reed, & PCC for course work beyond what Cleveland can offer (talk to counselor). School-wide PD examining grading practices and focusing on differentiated instruction.</p>	<p>cost of tuition, enrollment in IB courses, counselor review of 10th, 11th & 12 grade TAG students and IB coursework on schedules or forecasted</p>	<p>the forecasting time period</p>
<p>We determine whether a student needs acceleration in the following way: Teachers use pre-assessments, scores on previous units, work samples, and observations to determine whether or not acceleration is warranted. We also collaborate closely with 8th grade counselors during forecasting for incoming 9th graders. School looks at SBAC scores from the following year to see if they scored between the 97th-99th percentile and could be nominated for TAG. Students work with their counselor on their own academic plan called the Personal Educational Plan (PEP). They can take accelerated courses by requesting them.</p>	<p>Conversations with administrators during evaluation cycle, Counselors report during September meeting for students moving up, Department meetings</p>	<p>For changing into a higher level course, September. Otherwise, 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: Students are encouraged to schedule into the most demanding courses, which are IB. All Juniors are enrolled in IB English and IB History. Counselors meet with each student to forecast and have TAG lists available during that process. Students who need coursework beyond what we can offer may take courses at PCC, Reed, and PSU. Students are able to take AP test in some content areas.</p>		<p>Typically at the beginning of a school year, but could happen at any time of college semester system</p>
<p>Additional opportunities available for TAG students include: Pigmice Robotics, FBLA, Speech & Debate Team, Science Bowl, Becoming an Academic Tutor, Student Mentoring, German National Honor Society, MUN, Spanish Club, and National Honor Society and Writers in the School Literacy Arts Partnership and numerous other extra curricular clubs and opportunities. AVID program is accessible to support underachieving TAG students. Enrichment activities such as Oregon Writing Festival, Constitution Team, Youth Forum, Speech and Debate, Reed College events, i.e., Math Fest, and guest speakers events. The students access these services in the following manner:</p>	<p>TAG budget reflects contributions to off-set costs for TAG student involvement. Club Rosters</p>	<p>Fall through spring</p>

<p>Daily bulletin announcements, CHS enews, club meetings, club fair, school newspaper, announcements posted in the halls, coming to scheduled meetings, joining the group, or expressing an interest, or meeting with a counselor.</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: Through the annual evaluation cycle, administrators will ask for specific strategies teachers plan to use for pre-assessment as well as differentiation. These strategies will be looked for in class observations and will be discussed in post observation meetings. The administrator who handles TAG Coordinator attends school district trainings and performs duties according to the TAG Coordinator Job Description including coordinating the ID process in the school. Admin and coordinator will also share with staff strategies and the importance of promoting self-advocacy to their students to become more independent in their acceleration. Cleveland HS strives to have their students become independent and develop self-advocacy skills to prepare them for life long love of learning.</p>	<p>Notes during pre-conferences, observations and post conferences PD calendar</p>	<p>On-going throughout 2019-2020</p>

<p>FOCUS: Responsibilities of TAG Coordinator</p>		
<p>Action</p>	<p>Documentation</p>	<p>Expected Completion Date or Check Point</p>
<p>Advocate for all students Attend TAG Facilitator meetings, read informational TAG emails and share information with building administrators, teachers and staff. Be a point of contact for the school for TAG related questions, issues, and concerns. Provide rate and level training to staff in the fall semester at a building staff meeting. Maintain TAG Bulletin Board. Assist building leaders in updating and completing the Building TAG Plan. Guide teachers and principals in writing the Individual TAG Plan if necessary. Ensure that your building teachers are aware of who their TAG identified students are in their classrooms. Collect and check Nomination/ Permission forms (IDPF) for completion and accuracy. Enter important assessment information in school Google Sheet during nomination process.</p>	<p>Attendance rosters in the TAG Office</p>	<p>Attendance rosters in the TAG Office</p>
<p>FOCUS: Professional Development</p>		
<p>Action</p>	<p>Documentation</p>	<p>Expected Completion Date or Check Point</p>
<p>The school’s instructional leadership team helps coordinate professional development for staff throughout the year. Currently the focus is on culturally relevant teaching and the brain</p>	<p>Agenda from PD Notes from meetings</p>	<p>Fall and Winter PD 2019-20</p>

<p>and the staff examines the circumstances for optimal learning for all students including CLD students.</p> <p>Our Instructional Specialists are engaging in ongoing work with departments around alignment to the school district’s Guaranteed and Viable Curriculum which requires an increase in rigor and relevance as well as focus on text complexity and text-based questions. As such, this work is a focus of department meetings throughout the year. Department meetings occur three Mondays per month for an hour each time. Teachers throughout Cleveland High School are working in PLC groups on a variety of topics, including common assessment, proficiency grading, technology integration, arts guild, instructional use of social media, curriculum development, and others.</p>	<p>School PD Calendar to be developed Two TAG specific PD and embedded practice in other PD PD Calendar and roster of staff attending TAG specific PD</p>	<p>Fall and Winter 2019-2020</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: See above</p>	<p>PD Calendar and roster of staff attending TAG specific PD</p>	<p>Fall and Winter PD 2019-2020</p>

<p style="text-align: center;">FOCUS: Communication</p>		
<p style="text-align: center;">Action</p>	<p style="text-align: center;">Documentation</p>	<p style="text-align: center;">Expected Completion Date or Check Point</p>
<p>Teachers communicate the differentiation strategies they’re implementing in their classrooms in the following ways: Teachers are encouraged to published on-line course syllabi with differentiation strategies listed, including pre-assessments and formative assessments. Teachers will also be encouraged to share their differentiation strategies and curricular decisions with parents at back to school night and parent-teacher conferences and through conferences and email communications.</p>	<p>Course syllabi, talking points for teachers prior to BTSN</p>	<p>2019-2020</p>
<p>The administrator uses the school newsletter to communicate with families about TAG in the following ways: TAG Office provided series of information bits to include in Spotlight, updates information and opportunities are on the TAG Bulletin Board and e-news postings as they become available throughout the school year. <i>For more information, please visit the district TAG Website: www.pps.net/tag</i></p>	<p>Copies of Spotlight, TAG Bulletin Board</p>	<p>2019-2020</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</p>	<p>TAG Bulletin Board</p>	<p>2019-2020</p>

<p>ID Process forms and other relevant information in languages represented in the school community when available. The TAG Bulletin Board will be maintained by: TAG Coordinator</p>		
<p>A Fall TAG parent meeting will be held before 10/31. Details include: TAG parent meeting will include information about the TAG. Q & A will also be a component.</p>	<p>BTSN Meeting</p>	<p>September 2019</p>
<p>Our families will have the following opportunity(ies) to evaluate our TAG services : School climate survey; opportunity to discuss with teachers and administrators at conferences; teachers and administrators are available to parents every day of the school year through email, phone and/or appointments as needed.</p>		<p>Fall-Winter 2019</p>
<p>If parents have concerns about their child's TAG services they will have the following opportunities (process) to inform the school: Parent conferences, administration communication, student school counselor and/or speak with individual teachers via email.</p>	<p>Anecdotal from teachers</p>	<p>September-June 2019-2020</p>

Submitted _____

Received _____

Approved _____