

Due to the PPS TAG Office and your Regional Administrator on March 21, 2019

**Glencoe**                      **School**  
**Lori Clark**                **Principal**  
**Lisa Davidson**            **TAG Coordinator**

| <b>FOCUS: Acknowledgement of TAG Identified Students</b>   |   |  |
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| <b>Action</b>  | <b>Documentation</b>                                  | <b>Expected Completion Date or Check Point</b> |
| <p><b>Method used to ensure all teachers know TAG students enrolled in their class(es):</b></p> <ol style="list-style-type: none"> <li>1. Teachers review their class list in SYNERGY finding the “Program assignments” report for each class. TAG Coordinator confirms this list with classroom teachers.</li> <li>2. Teachers know the names of their TAG students and their TAG designation.</li> <li>3. Teachers disaggregate TAG student data by race, language proficiency.</li> </ol> | <p>Master List with TAG Coordinator and Principal</p> | <p>September and January of each year</p>      |

| <b>FOCUS: Identification of Students who Perform in the 97th Percentile or Demonstrate the Potential to Perform</b>  |  |  |
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| <b>Action</b>  | <b>Documentation</b>   | <b>Expected Completion Date or Check Point</b> |
| <p><b>School has data driven conversations and the identification of under-represented and underserved students as they relate to TAG. Staff identify students, recognize leadership ability and develop talents.</b> PD will be provided for new teachers and include a review of the pre-screening checklist for all staff.</p> <p>Discussion with staff around ID of under-represented and underachieving students will occur. TAG coordinator, in cooperation with Principal and other pertinent staff, will lead PD using some or all of the following until better materials are provided from district TAG Department:</p> <ol style="list-style-type: none"> <li>1. Attributes of Talented and Gifted English Language Learners checklist</li> <li>2. Characteristics of Giftedness</li> <li>3. Possible Problems that Maybe ID with Giftedness</li> <li>4. Myths and Truths About Gifted Students</li> <li>5. Blooms Taxonomy with higher level questioning strategies (DOK)</li> </ol> | <p>Any items shared with staff will be filed in the TAG Compliance folder.</p> <p>The TAG coordinator will carry out the responsibilities of the nomination/identification process and collaborate with the administration.</p> <p>One staff meeting in the fall will include information on the</p> | <p>August/September</p>                        |

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| <p>Glencoe’s Leadership Team will review data (SBAC 3s &amp; 4s?, work samples, BAS, MAP: reading and math and other building data</p>  | <p>identification of gifted students, including the pre-screening checklist, rate and level and other pertinent assessment data.</p> |   |
| <p><b>The principal will ensure teachers are nominating students from underrepresented populations in the following manner:</b></p> <ol style="list-style-type: none"> <li>1. Staff will be encouraged to use the Pre-Screening Checklist to consider nominating students</li> <li>2. Be familiar with the characteristics to notice a student who should possibly be nominated.</li> <li>3. Encourage all staff, including ELL and SPED to nominate students from underrepresented populations.</li> <li>4. Use formative and baseline assessments</li> <li>5. Review the list of nominated students with the TAG coordinator and school counselor. Compare % of underrepresented students in the building with % nominated for TAG.</li> <li>6. Examine SBAC data, MAP above the 95<sup>th</sup> percentile and examine 2<sup>nd</sup> grade Cognitive testing data.</li> </ol> | <p>Grade 2 Testing Report<br/>Master nomination list – disaggregated</p>   | <p>Nomination deadline established by PPS</p> |
| <p><b>Our school will use the following observation tools and/or data in the TAG identification process:</b></p> <ol style="list-style-type: none"> <li>1. Pre Screening checklist (all staff)</li> <li>2. Attributes of Talented and Gifted ELL checklist</li> <li>3. BAS</li> <li>4. District implemented Gr. 2 testing data</li> <li>5. MAP 95<sup>th</sup> percentile data</li> <li>6. Consider students receiving Level 4 on SBAC</li> <li>7. Student work samples</li> <li>8. Math pre-assessments (building wide)</li> <li>9. Informal Observations</li> </ol>   | <p>Completed Check lists and data report</p>   | <p>Nomination Deadline established by PPS</p> |

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| <p>The building will use the following procedures throughout the ID process:</p> <ol style="list-style-type: none"> <li>1. Printing and turning in their SYNERGY list.</li> <li>2. TAG business / PD as a standing item on semester staff meeting agendas</li> <li>3. Quarterly data reviews at grade level PLCs</li> <li>4. Send home Parent/Student survey</li> <li>5. Principal and ELL teacher review list of nominated students with TAG coordinator.</li> <li>6. Communicate clearly with parents, in multiple languages, where IDPFs are available in the school as well as deadlines and processes.</li> </ol> | <p>Master nomination list<br/>Parent/Student Survey<br/>Staff meeting agendas<br/>Synergy lists</p> | <p>Nomination Deadline</p> |
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| <p style="text-align: center;"><b>FOCUS: TAG Services</b></p>   |   |   |
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| <p style="text-align: center;"><b>Action</b></p>  | <p style="text-align: center;"><b>Documentation</b></p>   | <p style="text-align: center;"><b>Expected Completion Date or Check Point</b></p> |
| <p>Differentiation strategies:</p> <ol style="list-style-type: none"> <li>1) Please list differentiation strategies used within a variety of classrooms.                             <ul style="list-style-type: none"> <li>● Flexible grouping with in the classroom</li> <li>● Compacting curriculum</li> <li>● Independent Project Work</li> <li>● Offering extensions/challenges and out-of-grade-level work</li> <li>● Cluster grouping of TAG students</li> <li>● Enrichment options (after school enrichment classes)</li> <li>● Higher level questioning strategies</li> </ul> </li> <li>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"> <li>a. Flexible Grouping: teachers employ several organizational patterns for instruction. Students will be grouped and regrouped within the classroom according to their individual needs/goals, assessment results, and specific activity objectives. When making grouping decisions, the dynamics and</li> </ol> </li> </ol> | <p>Lesson Plans and walk throughs by the administration</p> <p>Schoolwide schedules, and individualized schedules for any student in an accelerated class.<br/>Lesson plans</p> | <p>On-going</p>   |

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| <p>advantages inherent in each type of group must be considered. Both teacher-led and student-led groups may occur.</p> <p>b. Pre-Assessments: Before each unit students will take a pre-assessment to determine conceptual and skill knowledge. Teacher will then use this information to determine how to adjust (if necessary) tasks or curriculum maps to meet the needs of their students.</p> <p>c. System of on-going or formative assessments that inform instruction: Teachers will use a variety of formative assessments to determine students’ level of understanding: i.e. BAS, MAP: reading/math, Bridges, GVC formative assessments, teacher developed materials when appropriate</p> <p>3) What are the school-wide structures that provide for appropriate rate and level? (Note: Walk to Math is not an approved structure to meet rate and level)</p> <ul style="list-style-type: none"> <li>Teachers use pre-assessments and on-going formative assessments to determine a student’s rate and level and evaluate the need for assignment modifications, acceleration of a subject or independent projects. Once this is determined, teachers can cluster students together to plan differentiated assignments that meet the needs of their students. Work is collected and feedback is given.</li> </ul> |   |                 |
| <p>We determine whether a student needs acceleration in the following way:</p> <ul style="list-style-type: none"> <li>ITBS percentile score</li> <li>Guidelines from the TAG office</li> <li>Teacher input</li> </ul> <p>Students needing acceleration are determined by using pre-assessments to evaluate the need for tiered assignments, acceleration of a subject/concept or an independent project to address the student’s specific need. If a student needs subject or concept acceleration within a classroom or with another class we work with our counselor,</p>  | <p>Assessment data, teacher records</p> | <p>On going</p> |

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| <p>TAG coordinator, administration and TAG TOSAs (if appropriate) to determine the best way to meet the students' needs.</p>   |   |                  |
| <p>Our process for using <i>data</i> to measure the growth of our TAG students is: to use a variety of formative and summative assessments to consistently monitor student progress and inform instructional decisions with the goal of keeping all students engaged at their rate and level. We also use curriculum embedded assessments to decide if our students our making adequate growth at their level. Grade level teams review data summaries by grade level and for individual students a minimum of 3x a year.</p>  | <p>Data summaries, report cards, grade books</p>                                      | <p>quarterly</p> |
| <p>The following options for acceleration are available at our school:</p> <ul style="list-style-type: none"> <li>● Subject acceleration in classrooms using higher materials</li> <li>● Independent work projects</li> <li>● Conferring and small groups during Workshop</li> <li>● Battle of the Books group work</li> <li>● Kahn Academy</li> <li>● Spelling challenge words</li> <li>● Small group differentiated instruction</li> <li>● Higher level questioning</li> <li>● Out of grade level work places that align with math concepts and practices</li> </ul> <p>Students access these options in the following manner: Teachers use assessment results to determine the level and rate students should be learning. Teachers adjust instructional groups and provide differentiated instruction. Teacher/parent conferences occur to help students access these options and make the choices that best meet the students' needs.</p> | <p>Classroom observations and walkthroughs by the administration, assessment data</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: Based on pre-assessments, summative assessments from past year, work samples and a review of class work, students may be assigned to a cluster group for the year or put into a flexible group for a specific unit of study. Most accommodations and differentiation take place within the classroom.</p>  | <p>Teacher lesson plans and grade books</p>   | <p>On going</p>  |

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| <p>Additional services available for TAG students include: Oregon Writing Project, Chess club, Spelling Bee, Saturday Academy classes, Extended day activities such as Mad Science and Robotics.<br/>The students access these services in the following manner: School Newsletter and direct communication with families allow students to be informed of the above additional services.</p>   | <p>Flyers to communicate classes</p> | <p>Quarterly</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: review of teacher’s lesson plans, a school focus on data-analysis and PLCs to meet the needs of students, instructional walkthroughs by the administration and individual goals will be set in collaboration with parents/students/teacher at fall conferences. Progress notes will be shared on report cards each quarter.</p> |                                      |                  |

**FOCUS: Responsibilities of TAG Coordinator**

| Action  | Documentation  | Expected Completion Date or Check Point |
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| <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 ID process in the school, in the following manner: the TAG coordinator will attend all district trainings. Information from these trainings will be shared with building leaders and a plan to disseminate information at monthly staff meetings will be created.</p> <ul style="list-style-type: none"> <li>● The coordinator will lead TAG related PD in coordination with the administration</li> <li>● Principal/coordinator meet after each PPS TAG Coordinator meeting</li> <li>● Organize Writing Festival Participation</li> <li>● Review TAG nomination forms for accuracy</li> <li>● Lead ID process and review nominations for diversity</li> <li>● Consult with principal, staff and parents as needed.</li> </ul> | <p>District TAG Coordinator meeting notes/PPTs, Staff Meeting Agendas &amp; Schedule</p> | <p>On-going/monthly</p>                 |

**FOCUS: Professional Development**

| Action | Documentation | Expected Completion Date or Check Point |
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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<br/>These strategies will be integrated into our school professional development plan or school improvement plan in the following ways: Administration/teachers will use staff meetings, collaborative planning times or team planning to integrate these strategies into staff meeting times.</p> | <p>Schedule</p>              | <p>September and May</p>   |
| <p>Administrator/Teachers will use their staff meetings, collaborative planning times, or team planning times to integrate these strategies into their instruction in the following manner:</p> <ul style="list-style-type: none"> <li>● Rigor &amp; Relevance in the classrooms</li> <li>● Data Analysis/PLC work</li> <li>● Curriculum mapping – GVC unit/lesson planning</li> </ul>  | <p>Staff Meeting Agendas</p> | <p>Ongoing - Quarterly</p> |

| <p style="text-align: center;"><b>FOCUS: Communication</b></p>   |  |   |
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| <p style="text-align: center;"><b>Action</b></p>   | <p style="text-align: center;"><b>Documentation</b></p>              | <p style="text-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: documented in their lesson planning books, possible schedule changes (if necessary), pre/post observation conferences with the administrator, if appropriate mention in the class newsletter and differentiation strategies and individualized projects will be share at P/T conferences.</p>                 | <p>Pre/post conference forms, lesson plans, student work samples</p> | <p>On going</p>   |
| <p>The administrator uses the school newsletter to communicate with families about TAG in the following ways: Date and time of TAG parent meeting, description of extended activities occurring in classrooms, information that can be found on the TAG bulletin board, TAG plan posted on the website , spelling bee, writing project and any other specific TAG opportunities that can be communicated in line with PPS policy</p> | <p>Newsletters</p>   | <p>On going</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 represented in the</p>   | <p>Bulletin Board in main Hall</p>                                   | <p>On going but initiated by 1<sup>st</sup> week of Sept.</p>                     |

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| <p>school community when available. The TAG Bulletin Board will be maintained by: Lisa Davidson, TAG Coordinator.</p>   |  |                           |
| <p>A Fall TAG parent meeting will be held before 10/31. Details include: information that was provided in the district TAG offices PPT.</p>   | <p>Invitation to families<br/>School Newsletter<br/>TAG Bulletin Board</p> | <p>Completed by 10/31</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>Completed at P/T<br/>Conferences in October</p>                         | <p>P/T Conferences</p>    |
| <p>If parents have concerns about their child’s TAG services they will have the following opportunities (process) to inform the school: TAG parent meeting, conferences/appointments with teachers, email to teachers, the administration and the TAG Coordinator.</p>  | <p>Emails, phone logs</p>  | <p>On-going</p>           |

Submitted \_\_\_\_\_

Received \_\_\_\_\_

Approved \_\_\_\_\_