

Due to the PPS TAG Office and your Regional Administrator on January 4, 2019

Creston K-8 School
Angelica Cruz Principal
Lauren Fuentes 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):</p> <ul style="list-style-type: none"> • Teacher will print out the “Program Assignments” for their class to determine TAG Students on their class list • In a Teacher’s grade book and on Synergy, all TAG students will be highlighted with their TAG designation indicated. • Teachers will have TAG extension activities scheduled in their weekly lesson plans. • During Grade level team meetings, grade level teachers will share periodically, examples of TAG extension projects 	<p>Teachers will provide a copy of their gradebooks indicating who their TAG students are for the Principal’s records (TAG notebook in main office)</p> <p>Principals will review random samples of lesson plans to monitor the differentiation strategies used for TAG students</p>	<p>January of each year</p> <p>Ongoing during Principal walk-through of classrooms.</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>School staff 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> <ul style="list-style-type: none"> • Grade-level PLCs meet and discuss test data (DIBELS, NWEA MAP, SBAC), classroom assessments and observational data. Teachers will disaggregate data by race and special populations. 	<p>Agendas and PLC Minutes</p>	<p>School-wide meeting by September of each year, monthly PLC meetings thereafter</p>

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<p>The principal will ensure teachers are nominating students from underrepresented populations in the following manner:</p> <ul style="list-style-type: none"> All staff, including ELL and special education will use the Pre-Screening checklists to consider nominating students 	<p>Prior to TAG nominations, building TAG coordinator asked that staff be intentional at nominating under represented populations.</p>	<p>October of each year</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"> Attributes of TAG English Learners Checklist, Prescreening Checklist, NWEA MAP/DIBELS scores from previous school year, 2nd grade Cogat Intellectual scores, SBAC scores for grades 3+ from previous school year 	<p>Grade level teams meet monthly and quarterly and will review student data for consideration</p>	<p>Monthly</p>
<p>The building will use the following procedures throughout the ID process:</p> <ul style="list-style-type: none"> TAG coordinator will coordinate the ID process using the IDPF and TAG department guidelines. 	<p>TAG Coordinator will keep copies of IDPFs, and follow TAG department submission guidelines</p>	<p>November each year</p>

FOCUS: TAG Services

Action	Documentation	Expected Completion Date or Check Point
<p>Differentiation strategies:</p> <p>1) Please list differentiation strategies used within a variety of classrooms.</p> <p>K-5:</p> <ul style="list-style-type: none"> Flexible grouping within the classroom based on assessments. Teachers also use 	<p>Teacher lesson plans highlighted to demonstrate strategies, observation of principal,</p>	<p>Ongoing throughout the school year</p> <p>Ongoing throughout</p>

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<p>flexible grouping within the classroom based on assessed levels for each unit and/or interests.</p> <ul style="list-style-type: none"> • Subject-based acceleration • Higher Level Questioning Strategies • Independent Project Work • Higher Level Questioning Strategies <p>6-8:</p> <ul style="list-style-type: none"> • Flexible grouping within the classroom based on assessed reading, mathematics, and writing levels, as well as interests. • Compacting curriculum in mathematics-advanced math is offered for 7th and 8th graders, which condenses two grade levels of math into one year. • Higher Level Questioning Strategies • Independent Project Work based on assessed levels for a unit and interests. • Acceleration: Students may be placed in a higher grade-level class for mathematics. 6th graders may be placed into 7th Grade Compacted Year 1 mathematics, and 7th graders may be placed into 8th Grade Compacted Year 2 mathematics, as the schedule allows. • 6th-8th Language Arts classes use the following strategies: Writer’s workshop with differentiated, individualized conferencing component at each grade level and differentiated novel groupings at each grade level during reader’s workshop. <p>All Grade Levels:</p> <ul style="list-style-type: none"> • Pre-assessment or on-going formative assessments used to help inform instruction include: Progress monitoring with DIBELS(K-3) and NWEA MAP(4-8), KWL charts, Observation, Entry and Exit Tickets (Some of these assessments are given at the beginning, during, and end of a unit or course of study.) Teachers use the data from these assessments to inform instruction, determine areas of strengths and improvement for each student, and evaluate which instructional strategies to use with students. <p>2) Describe how the following strategies are used in all classrooms to meet the</p>	<p>student work, student portfolios, schedules, meeting agendas.</p>	<p>the school year</p> <p>Ongoing throughout the school year</p> <p>PLC meetings will address how teachers are differentiating for TAG students.</p> <p>Monthly at PLC meetings</p> <p>Ongoing</p> <p>Ongoing</p>
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<p>Our process for using <i>data</i> to measure the growth of our TAG students is:</p> <ul style="list-style-type: none"> • During grade level PLC meetings, teachers will look at data to determine the level of the TAG student’s progress and plan accordingly to enrich or accelerate the curriculum for the student. They will consider grouping and compacting strategies, and reevaluate the success and effectiveness of the TAG student’s program. 	<p>PLC Meeting Agendas; subsequent TAG staff meeting agendas</p>	<p>Ongoing</p>
<p>The following options for acceleration are available at our school:</p> <ul style="list-style-type: none"> • Within classrooms through high level questions, independent projects, small group instruction, compacted curriculum, walk to read, upper level math (MS students can take Algebra), or strategic thinking activities. • MS student cohort groups determined by math levels <p>Students access these options in the following manner: Test data, pre-tests, parent advocacy, student advocacy and teacher advocacy</p>	<p>Class schedules; attendance sheets; Literacy and Math schedules; class grouping sheets</p>	<p>Ongoing</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"> • Administrator/Counselor will work with teacher/student/parent to find best fit. • Students can move into a higher grade-level class or work on the assessed grade level material. • Compacted Math for 7th and 8th, partnership with Franklin for HS courses • Teacher/parent/counselor may request meeting with building Student Intervention Team (SIT) to determine how students will access higher level courses than what is offered at the school. Our first option is to look for online options. If online options will not work, then SIT will determine how the student can access the appropriate course at Franklin high school. 	<p>Teacher, Principal, TAG Coordinator and TAG Director will meet to discuss and implement strategies</p>	<p>Ongoing</p>
<p>Additional services available for TAG students include:</p> <ul style="list-style-type: none"> • Oregon Battle of the Books Program • Saturday Academy • Lego Robotics (2019-2020 school year) • MS Elective options <p>The students access these services in the following manner:</p> <ul style="list-style-type: none"> • Teacher nomination, student/parent requests by contacting the TAG Coordinator 	<p>Master schedule, class lists, student schedules, weekly messages</p>	<p>Ongoing</p>

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<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:</p> <ul style="list-style-type: none"> • Creating master schedule that reflects within-grade and cross-grade opportunities for flexible grouping, observing classrooms for differentiation, conversations with teachers/teams/students. 	<p>Master schedule, walk through notes, lesson plans, observation data, PLC notes</p>	<p>On-going</p>
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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 ID process in the school, in the following manner:</p> <ul style="list-style-type: none"> • Select or elicit volunteer for TAG Coordinator position in Spring annually; <ul style="list-style-type: none"> ○ Ensure TAG Coordinator Checklist is followed and Teacher Checklist given to teachers; ○ Attend PPS TAG Coordinator training; ○ Attend OATAG Conference in Fall; ○ Meet with Administrator(s) after each TAG Coordinator meeting to review data/information/PD plan; ○ Provide consistent, timely communication with administration and faculty regarding pertinent TAG information; ○ Provide faculty with quick response to questions/concerns/clarification of any TAG related issue. 	<p>Monthly District TAG meetings, Monthly meetings with Principal and TAG Coordinator</p>	<p>Ongoing</p>

FOCUS: Professional Development

Action	Documentation	Expected Completion Date or Check Point
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<ul style="list-style-type: none"> Classroom newsletters will communicate activities and projects. Information about rate and level and how this is determined through pre-assessments will be sent home as well. 		
<p>The administrator uses the school newsletter to communicate with families about TAG in the following ways:</p> <ul style="list-style-type: none"> Weekly Monday Message may include information about TAG deadlines, information regarding TAG meetings, extended learning opportunities for TAG students during the school day/after school/outside of school hours. 	<p>Weekly school newsletter, TAG bulletin board, school website, TAG Blog</p>	<p>Ongoing throughout the school year</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: the TAG Coordinator.</p>	<p>Bulletin board will be up and current</p>	<p>Ongoing throughout the school year</p>
<p>A Fall TAG parent meeting will be held before November 15. Details include:</p> <ul style="list-style-type: none"> The Fall TAG parent meeting will be held after Back to School Night and after meeting with District TAG coordinator. Information will be distributed at the meeting related to meeting the needs of TAG students, the TAG Building plan, and ways parents can be involved in TAG services 	<p>Sing in sheets, agendas, and handouts</p>	<p>November each year</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 TAG folder.</p>	<p>TAG plans and/or waivers (if needed) in TAG folders</p>	<p>November each year</p>
<p>Our families will have the following opportunity(ies) to evaluate our TAG services:</p> <ul style="list-style-type: none"> Bi-Yearly family input surveys, filed in TAG folders for TAG students Parent-Teacher Conference input 	<p>Meeting minutes</p>	<p>Winter and Summer each year</p>
<p>If parents have concerns about their child’s TAG services they will have the following opportunities (process) to inform the school: Informal meetings with teacher, Parent-Teacher conferences, meeting with principal and TAG Coordinator</p>	<p>Written documentation of meeting or email</p>	<p>As needed</p>

Building TAG Plan

2019-2021

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Submitted _____

Received _____

Approved _____