

Due to the PPS TAG Office and your Regional Administrator on February 28, 2019

Forest Park Elementary—School

Lisa Newlyn—Principal

Aaron Martini—TAG Facilitator

updated 2019

FOCUS: Acknowledgement of TAG Identified Students		
Action	Documentation	Expected Completion Date or Check Point
Method used to ensure all teachers know TAG students enrolled in their class(es): <ul style="list-style-type: none"> Teachers receive Synergy class lists during August in-service. Teachers highlight TAG students and sign two copies; one for their records and one for the TAG facilitator. Teachers highlight TAG students in grade book 	<ul style="list-style-type: none"> One copy retained by TAG Facilitator 	<ul style="list-style-type: none"> September of each year

FOCUS: Identification of Students who Perform in the 97th Percentile or Demonstrate the Potential to Perform		
Action	Documentation	Expected Completion Date or Check Point
School has a discussion about student data and the identification of Historically Underserved (HU) and under-represented students and develops a plan to identify students, recognize leadership ability and develop talents. <ul style="list-style-type: none"> Time to discuss students, characteristics of giftedness and underrepresented TAG students will be completed at a fall staff meeting. 	<ul style="list-style-type: none"> Identification checklists <ul style="list-style-type: none"> Supplemental Behavior Rating Scale IDPF's High Potential Culturally, Linguistically, and Economically Diverse Learner: 	<ul style="list-style-type: none"> Fall each year

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	<ul style="list-style-type: none"> ○ Teacher Rating Scales (CLED) ● Staff Agenda and PD Calendar 	
<p>The principal will ensure teachers are nominating students from HU and underrepresented populations in the following manner:</p> <ul style="list-style-type: none"> ● FPE will conduct/review PD around under identified groups using: pre-screening, characteristics of giftedness (including CLED Scale), ELL and Twice Exceptional students (students who speak a second language and/or have a 504 or IEP.) ● Newsletter articles about TAG identification will occur during the fall, leading to focus on pre-screening and including parent/teacher conferences. 	<ul style="list-style-type: none"> ● Staff Meeting Agendas ● Parent Newsletter ● Annual Parent TAG Meeting Agenda ● Downloaded/printed by TAG Facilitator ○ Handed out at staff meetings 	<ul style="list-style-type: none"> ● Fall of each year ● Fall Newsletters – at least 3 times
<p>Our school will use the following observation tools and/or data in the TAG identification process:</p> <ul style="list-style-type: none"> ● CoGAT7 ● SBAC Data (TAG identification form sent to all parents prior to fall conference) ● BAS, DIBELS, easy CBM, Teacher created assessments, ● TAG Pre-Screening Checklist ● PLC notes and observations of student work samples TAG/high achieving students. 	<ul style="list-style-type: none"> ● CoGAT7 for all 2nd graders ● Pre-screening checklists ● SBAC Data ● PLC notes 	<p>Fall of each year and as scheduled by TAG Department and FPE PLC's</p>
<p>The building will use the following procedures throughout the ID process:</p> <ul style="list-style-type: none"> ● All teachers will use the Attributes of TAG English Language Learners Checklist and student work samples. 	<ul style="list-style-type: none"> ● Staff agendas ● Copy of IDPF in Cum. File 	<ul style="list-style-type: none"> ● Prior to fall conference

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<ul style="list-style-type: none"> • The ESL teacher will use the English Language Learners Checklist and student work samples. • Teachers (K-5) will use BAS, DIBELS, easy CBM, MAPs and student work samples in math, reading and writing. • Intermediate teachers (4-5) will use SBAC scores and student work samples • TAG Facilitator will send letter home with all 4-5 students that scored in the 97% or greater percentile on SBAC with a TAG Identification Form with a copy to the teacher. • The TAG team (including FPE administrator, TAG Facilitator and ESL teacher) will review TAG data and nominations. 	<ul style="list-style-type: none"> • Copy of letter filed by TAG Facilitator 	<ul style="list-style-type: none"> • Within 3 weeks of receiving results of TAG testing
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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>Flexible Grouping: teachers pre-assess students in all major content areas throughout the year. Based upon those pre-assessments, students are grouped for some or all of the instruction. This happens most often in reading. Students are reading from District Adoption or novels with other students that read at a similar rate and level. Math often includes flexible groups as well with students that have mastered a content working on other applications of that skill.</p> <p>Compacting Curriculum: Teachers use pre-assessment tools to determine students who can move faster on curriculum being covered as appropriate to age and grade of students.</p> <p>Tiered Assignments: Teachers give varied assignments to students based upon pre-assessments or previous work completed. Various entry and exit points are made based upon needed rate and level.</p> <p>Enrichment Opportunities: Forest Park supports the following enrichment opportunities: Technology instruction weekly K-5 with advanced learning of coding</p>	<ul style="list-style-type: none"> • Adjusted timelines • Pre-assessments • Progress Monitoring • Formative Assessments • Teacher Plans • PLC Minutes • Walk-Throughs • Progress Reports • Teacher Newsletter • Teacher Survey Responses 	<ul style="list-style-type: none"> • Ongoing <ul style="list-style-type: none"> ○ Throughout each school year

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<p>and programming, Artists in Residence (each grade during class for one week), Battle of the Books (Grades 3-5 reading challenge enrichment opportunity), Visual Thinking Strategies, Band and Strings (4th/5th grade), Spelling Bee (3-5 Grades), EXPO and Science Fair (Grades K-5), Oregon Writing Festival, Math Team (4th/5th grade).</p> <p>Higher Level Questioning: Teachers analyze and pose questions that allow students to move higher on Bloom’s Taxonomy. This is used throughout all contents in every grade through VTS and the Icons.</p> <p>Learning Centers: Learning centers are used with all primary (K-2) classrooms. Activities in learning centers are varied and differentiated based upon students’ documented rate and level. Center/work place games that are differentiated are an integral part of Bridges Mathematics.</p> <p>Independent Work Projects: These are used from time-to-time. Small groups of students, following pre-assessment data, work on agreed independent project with clear criteria from the teacher on the finished work. Examples include; writer’s workshop and social studies projects.</p> <p>2) Describe how the following strategies are used in all classrooms to meet the rate and level of students.</p> <ul style="list-style-type: none">a. Flexible Grouping- students are grouped for some instruction with accelerated peers.b. Pre-Assessments- help teachers inform instruction and allow for acceleration before instruction begins.c. System of on-going or formative assessments that inform instruction- exit tickets, observation, mini-quiz, daily student work to assess student understanding to inform next instructional steps.d. Cluster grouping of TAG students in classroom assignments.e. Individual TAG Plans written for students by parent or teacher request. <p>3) What are the school-wide structures that provide for appropriate rate and level?</p>		
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<p>– Teachers develop questions with depth and complexity and they use activities to check student understanding of content and adjust level and rate for students. Quad D: Rigor, Depth and Complexity.</p>		
<p>We determine whether a student needs acceleration in the following way: Teachers use five different types of assessment to inform instruction (screening, diagnostic, progress monitoring, curriculum based assessments, and outcome assessments) throughout the year. Some of these include KWL charts, end of unit assessments, DIBELS, K-2 Literacy Profile, BAS literacy assessments, easy CBM, rubric scores for math and writing, work samples and observations.</p>	<ul style="list-style-type: none"> • Grade Level minutes • Meetings with TAG Facilitator <ul style="list-style-type: none"> ○ Group meetings 	<ul style="list-style-type: none"> • Ongoing
<p>Our process for using <i>data</i> to measure the growth of our TAG students is: Student progress on summative assessments (end-of-unit tests), SBAC, work samples, progress reports. All students need to be accelerating their learning, regardless of incoming level.</p>	<ul style="list-style-type: none"> • SBAC • OAKS Science • Grade level minutes 	<ul style="list-style-type: none"> • Ongoing
<p>The following options for acceleration are available at our school:</p> <ul style="list-style-type: none"> • Classroom and school accommodation of accelerated work for any student • Whole Grade Acceleration (WGA) • Single Subject Acceleration (SSA) for math in the classroom using higher material (grades K-5) <p>Students access these options in the following manner:</p> <ul style="list-style-type: none"> • Higher level curriculum taught within classes and application affinity for like-minded peers within classroom configurations • Block schedule for math and reading • Small group pull-out for advanced learners. 	<ul style="list-style-type: none"> • Class Rosters • Report Cards • Online Records 	<ul style="list-style-type: none"> • Ongoing

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<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"> - Individualized TAG Plan - Independent study contract with teacher - Differentiated menu options for learning activities - Other differentiated strategies as needed - Administrator/staff will work cooperatively to find the best fit for student(s) - SIT Team to consider grade acceleration options. 	<p>-</p>	<ul style="list-style-type: none"> • Ongoing
<p>Additional services available for TAG students could include:</p> <ul style="list-style-type: none"> • Community organized after school enrichment classes • Mandarin class for advanced learners • Music instruction, instrumentation classes after school <p>The students access these services in the following manner:</p> <ul style="list-style-type: none"> • On-site during the school day • Before/After School activities • Community Resource off-site 	<ul style="list-style-type: none"> • School Newsletters • TAG Bulletin Board <ul style="list-style-type: none"> ○ Near cafeteria 	<ul style="list-style-type: none"> • Ongoing
<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> <p>Frequent Walk-throughs Meetings with teachers/grade level teams Feedback from students, parents, staff</p>	<ul style="list-style-type: none"> • iWalk notations • Observations • Staff feedback on evaluations 	<p>Ongoing</p>

<p align="center">FOCUS: Responsibilities of TAG Facilitator</p>		
<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 ID process in the school, in the following manner:</p>	<ul style="list-style-type: none"> • Checklists • TAG Bulletin Board 	<ul style="list-style-type: none"> • Monthly <ul style="list-style-type: none"> ○ Ongoing

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<ul style="list-style-type: none"> • TAG Facilitator Position is made available to all staff members • TAG Checklist will be provided and checked by TAG Facilitator • Administrator meets periodically with TAG Facilitator (no fewer that once per grading period) • TAG Facilitator is part of the ongoing PPS Equity training • TAG Facilitator is part of the Schoolwide Leadership Team 		
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 included 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.</p> <p>These strategies will be integrated into our school professional development plan or school improvement plan in the following ways: (CCSS Implementation, Equity Work, Kaplan’s Icons.)</p> <p>Monthly for the First Quarter:</p> <ul style="list-style-type: none"> • September – Identification; Characteristics of giftedness, review of referral process, ELL and 2e students, PLC time to discuss individual students • October – Review of paperwork process for TAG identification. Student nominations from SBAC plus teacher referrals. Review how to write individualized plans upon request and TAG plan in preparation for conferences. Review how to answer parent questions regarding rate and level. • November- Icons and Quad 4 	<ul style="list-style-type: none"> • Staff Agendas • Outlines for training <ul style="list-style-type: none"> ○ Handouts 	<ul style="list-style-type: none"> • September to December

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<ul style="list-style-type: none"> December – Icons and Depth and Complexity – Kaplan’s Icon Work January – Rate and Level P.D. 		
<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:</p> <ul style="list-style-type: none"> Review/individual instructional strategies Review/plan data as a grade and individual Best practices in meeting the needs of gifted students <ul style="list-style-type: none"> Grade level and cross-level walkthroughs Use of Icons 	<ul style="list-style-type: none"> PLC Notes Staff Agendas PD TAG Session Agendas 	<ul style="list-style-type: none"> 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:</p> <ul style="list-style-type: none"> Classroom newsletters/ Blogs Conferences Back-to-school events PLC Notes 	<ul style="list-style-type: none"> Newsletters / Blogs / Websites TAG Bulletin Board TAG page on FPE Website 	<ul style="list-style-type: none"> Ongoing
<p>The administrator uses the school newsletter to communicate with families about TAG in the following ways:</p> <ul style="list-style-type: none"> TAG Events – District Level TAG Events - School Level Steps to Identification Classroom happenings with accelerated learning Other TAG Opportunities <ul style="list-style-type: none"> Science Fair, School/District Spelling Contest/Oregon Writing Festival 	<ul style="list-style-type: none"> Newsletters / Blogs TAG Bulletin Board TAG page on FPE website 	

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<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: TAG Facilitator</p>	<ul style="list-style-type: none"> • TAG Bulletin Board/TAG website 	<ul style="list-style-type: none"> • TAG Facilitator will: <ul style="list-style-type: none"> ○ Refresh bulletin board/TAG page on website throughout the year, beginning with first day of school
<p>A Fall TAG parent meeting will be held before November each year. Details include:</p> <ul style="list-style-type: none"> • Annual TAG Powerpoint – presented by administrator • TAG opportunities at school level • Information on nomination of gifted student to TAG • Questions for teachers at individual parent conferences • Question and Answer with TAG Facilitator and Administrator 	<ul style="list-style-type: none"> • Agenda • Newsletter/website Articles 	<ul style="list-style-type: none"> • October/November each year
<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 salmon folder.</p> <ul style="list-style-type: none"> • TAG Facilitator will distribute these forms • Teachers will collect the forms and sign the letter • Letters will be placed in Salmon Folder by teacher 	<ul style="list-style-type: none"> • Copies of waiver in Salmon Folders • Copies of Individual Plan (if requested) in Salmon Folder 	<ul style="list-style-type: none"> • Fall
<p>Our families will have the following opportunity(ies) to evaluate our TAG services:</p> <ul style="list-style-type: none"> • Online copy of TAG plan 	<ul style="list-style-type: none"> • TAG Bulletin Board/website 	<ul style="list-style-type: none"> • September through June

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<ul style="list-style-type: none"> • Annual TAG Meeting • Fall conference with teacher • Other conferences as requested with teacher, facilitator, administrator 	<ul style="list-style-type: none"> • Agenda for Annual TAG Meeting • Individual Conferences as needed • Monthly FPE Newsletter 	<ul style="list-style-type: none"> ○ Ongoing
<p>If parents have concerns about their child’s TAG services they will have the following opportunities (process) to inform the school:</p> <ul style="list-style-type: none"> • Annual TAG Meeting • Individual conference with teacher • Individual conference with the building TAG Facilitator • Individual conference with the building Administrator 	<ul style="list-style-type: none"> • Agenda for TAG Meeting • Newsletter/website articles • Salmon Folder notations 	<p>Fall of each year Fall conference plus others as requested or needed.</p>

Submitted _____

Received _____

Approved _____