

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

**Grant High School**

**James McGee Principal**

**Paige Battle TAG Coordinator**

| <b>FOCUS: Identification of Students who Perform in the 97th Percentile or Demonstrate the Potential to Perform</b>   |  |   |
|---|--|---|
| <b>Action</b>   | <b>Documentation</b>   | <b>Expected Completion Date or Check Point</b>      |
| 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. Observation tool(s) and/or data used in the ID Process: OAKS Scores, ELPA and classroom observations/performance. Discussion with staff around ID of under-represented and underachieving students occurs: Focus paid to working with counselors to identify students on their caseload from underrepresented groups who may be TAG. | Nomination forms, SBAC identification of 11 <sup>th</sup> graders, looking at 9 <sup>th</sup> graders SBAC results from the year before. PSAT and ACT results. | Identification ends first day of December each year |

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

|   |  |                            |
|---|--|----------------------------|
| <p>The principal will ensure teachers are nominating students from underrepresented populations in the following manner: The Principal and/or TAG coordinator will ask teachers to identify students who have the potential and ability to perform in the 97<sup>th</sup> percentile. The TAG coordinator will review the educational history of those students</p> | <p>Agenda, rosters of teachers in attendance/<br/>Minutes of counseling meetings, 9<sup>th</sup> grade</p> | <p>Throughout the year</p> |
|---|--|----------------------------|

**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> <p>Teachers at Grant High School see an icon in Synergy that identifies students on class attendance rosters who have a special program designation: TAG, SPED, ELL and/or Academic Priority.</p> | <p>Copies of the class rosters will be made to document that all staff has taken this step to identify their TAG status, teachers sign off on the roster</p> | <p>September and January of each year</p> |

|   |  |                                       |
|---|--|---------------------------------------|
| <p>and if appropriate nominate them for further testing.</p>  | <p>success team meetings</p>   |                                       |
| <p>Our school will use the following observation tools and/or data in the TAG identification process: School performance, SBAC, PSAT, ACT. SBAC scores for incoming freshmen will be examined to identify any students who scored at or above the 95<sup>th</sup> percentile that are not currently TAG. 10<sup>th</sup> graders will look at the PSAT and 11<sup>th</sup> graders the ACT results.</p> | <p>Pre-Screening Checklist , SBAC, ELPA and other data sources/reports</p> | <p>September – November each year</p> |

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

|   |   |  |
|---|---|--|
| <p>The building will use the following procedures throughout the ID process: The TAG coordinator will facilitate the Identification Process at Grant High School.</p> | <p>Parent/student nomination letter/ teacher nomination surveys</p> | <p>Prior to the ID deadline, November of each year</p> |
|---|---|--|

| <p align="center"><b>FOCUS: TAG Services</b></p>  |   |  |
|---|---|--|
| <p align="center"><b>Action</b></p>   | <p align="center"><b>Documentation</b></p>  | <p align="center"><b>Expected Completion Date or Check Point</b></p> |
| <p>Differentiation strategies:<br/>                     1) Teachers at Grant 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>Differentiation strategies in place within our school’s classrooms include: using preassessment to inform instruction, flexible grouping, curriculum compacting, tiered lessons, higher level questioning. Independent projects, and acceleration through AP and Honors classes are also available.</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"> <li>a. Flexible Grouping</li> <li>b. Pre-Assessments</li> <li>c. System of on-going or formative assessments that inform instruction</li> <li>d. Quad D instructional experiences</li> </ul> | <p>Staff PD, Rate and Level Training, Course syllabi, Staff Evaluations (Domain 1 knowledge of students). Administrators regularly observe instruction in all classrooms and discuss differentiation strategies with staff in pre/post conferences. Course syllabi are reviewed and approved by the administration and are checked for differentiation strategies</p> | <p>Ongoing</p>   |

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

|   |  |                                   |
|---|--|-----------------------------------|
| <p>Pre-assessment or on-going formative assessments used to help inform instruction include: formative assessment with students, including but not limited to: sponge activities, warm ups, quizzes, informal writing, pre-tests. Teachers use the data from these assessments to determine grouping strategies, evaluate strengths/deficiencies, identify struggling learners, determine the level of prior learning on specific topics, to differentiate instructional techniques moving forward, etc. Many teachers/departments are beginning to implement credit for proficiency to more closely align curriculum to student skills and knowledge at all levels. Courses may integrate real-world applications (such as designing and producing products in Marketing &amp; Entrepreneurship), projectbased learning (such as design of robots in Robotics), and team learning (such as modules in Con Team) to provide opportunities for students to apply new learning. Grade-wide or school-wide structures in place that offer rigorous coursework at the appropriate rate and level are: Accelerated classes, AP classes, PSU Challenge classes for dual credit, online courses, proficiency credit, extended application of career learning/internships, independent study.</p> <p>3) What are the school-wide structures that provide for rigorous and relevant coursework at the appropriate rate and level?</p> <p>Staff PD, administrator review of syllabi, department work around course development and alignment with CCSS, staff PLCs, available AP/dual-credit college courses.</p> | <p>and assessments, among other required elements.</p> |                                   |
| <p>We determine whether a student needs acceleration in the following way: Student performance, individual interest in acceleration, prior accelerated courses, pre- and postassessments in classes.</p>  | <p>Personal Education Plan</p>                         | <p>Ongoing by TAG Coordinator</p> |

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

|   |  |  |
|---|--|--|
| <p>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, including TAG. We use this information to determine the success and growth of TAG students as a group but also</p>  | <p>Data Dashboard</p>                            | <p>Ongoing</p>   |
| <p>their individual growth and performance.</p>   |  |  |
| <p>The following options for acceleration are available at our school: Accelerated classes, AP classes, PSU Challenge and PCC classes for dual credit, on-line courses, proficiency credit. Students access these options in the following manner: Students work with their counselor on their own academic plan called the Personal Educational Plan (PEP). They can take accelerated courses by requesting them. Student’s courses are based on their need and credit status. Availability and scheduling conflicts can be an issue but students can at times take advantage of independent study. Any students interested in taking AP courses or PSU Challenge or other accelerated courses can do so by requesting it through their counselor. Grant has negotiated with PSU to offer courses that we are not able to offer.</p> | <p>Student schedules</p>                         | <p>Ongoing through four-year planning with counselor</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:<br/>         - The following options for acceleration are available at our school: Accelerated classes, AP classes, PSU Challenge classes for dual credit, on-line courses, proficiency credit. Students access these options in the following manner: 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>GHS Course Guide, Personal Education Plan</p> | <p>Ongoing</p>   |

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

|  |   |                |
|--|---|----------------|
| <p>Additional services available for TAG students include:<br/>                 Constitution Team, Science Bowl, Robotics Club, BioOlympiad, Mathematics Association of America Competitions, Oregon Writing Competition and numerous other extracurricular clubs and opportunities. The TAG coordinator emails all students with the designation to promote these events.</p> | <p>Some of these events are a regular part of our programs, others happen based upon student interest, GHS website, TAG website. TAG coordinator emails</p> | <p>Ongoing</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: Administrators regularly observe instruction in all classrooms and discuss differentiation strategies with staff in pre/post conferences.</p>                                       | <p>Course Syllabi, Staff Evaluations, PPS Differentiated Lesson/Unit Plan template and</p>  | <p>Ongoing</p> |
|  | <p>Differentiated Observation tool</p>  |                |

| <p align="center"><b>FOCUS: Responsibilities of TAG Coordinator</b></p>  |  |  |
|--|--|--|
| <p align="center"><b>Action</b></p>  | <p align="center"><b>Documentation</b></p> | <p align="center"><b>Expected Completion Date or Check Point</b></p> |
| <p>The administrator who handles TAG Coordinator attends school district trainings and preforms duties according to the TAG Coordinator Job Description including coordinating the ID process in the school. A Vice Principal serves as the TAG coordinator.</p> | <p>Attendance at PPS TAG training</p>      | <p>Ongoing</p>   |
| <p align="center"><b>FOCUS: Professional Development</b></p>   |  |  |
| <p align="center"><b>Action</b></p>  | <p align="center"><b>Documentation</b></p> | <p align="center"><b>Expected Completion Date or Check Point</b></p> |

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

|   |   |                |
|---|---|----------------|
| <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 and the staff examines the circumstances for optimal learning for diverse sets up 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 Grant 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>Agenda, handouts, and notes from department and staff meetings</p> | <p>Ongoing</p> |
| <p>Administrator(s)/Teachers will use their staff meetings, collaborative planning times, or</p>  |   |                |
| <p>team planning times to integrate these strategies into their instruction in the following manner: See above</p>  |   |                |

| <p><b>FOCUS: Communication</b></p>  |                             |   |
|---|-----------------------------|---|
| <p><b>Action</b></p>  | <p><b>Documentation</b></p> | <p><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: Teachers must have a syllabus with a complete section of differentiation strategies used in their class; teacher are encouraged to include this information in all communication they send to parents; teachers will be encouraged to share their differentiation strategies and curricular decisions with parents at back to school night and parent-teacher conferences.</p> | <p>Course syllabi</p>       | <p>August – June of each year</p>                     |

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

|  |  |                                   |
|--|--|-----------------------------------|
| <p>The TAG coordinator uses school newsletter to communicate with families about TAG in the following ways: Updates on staff professional development topics; sharing information about our advanced courses and opportunities to participate in the extracurricular events and competitions such as the BioOlympiad, Science Bowl, young writers, etc. In addition the TAG coordinator uses direct email with TAG students.</p> | <p>School newsletter; PPS website, email</p> | <p>August – June of each 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 vice principal (TAG coordinator) and her secretary will maintain the TAG Bulletin Board.</p>                    | <p>TAG Bulletin Board</p>                    | <p>Ongoing</p>                    |
| <p>A Fall TAG parent meeting will be held during Back to school night (September). The TAG coordinator will also be available at parent/teacher conferences to answer question as needed.</p>  | <p>TAG Parent Meeting at GHS</p>             | <p>November 15 each year</p>      |
| <p>Our families will have the following opportunities 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>Survey</p>                                | <p>March/April 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: Parent/teacher conferences, appointments through the counseling office or with an administrator.</p>   | <p>Meeting notes</p>                         | <p>Ongoing</p>                    |
| <p></p>  | <p></p>                                      | <p></p>                           |

Submitted \_\_\_\_\_

Received \_\_\_\_\_

Approved \_\_\_\_\_