

D.A. Grout School

Annie Tabshy Principal Denise Self Assistant Principal

Kari Lindstrom 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): Enrolled TAG students sorted by classroom and lists printed from Synergy by office. TAG coordinator will give each teacher two copies, one to sign and return and one to keep on-file in the classroom.</p> <p>Newly identified TAG students will be identified in the Spring and teachers will be informed by the TAG coordinator.</p>	<p>Class lists of TAG students stored with TAG Coordinator & in classrooms</p> <p>Newly identified TAG student lists</p>	<p>Mid- September</p> <p>Late- April</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 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"> • TAG Coordinator and Principal will lead a discussion on ‘Characteristics of TAG students’, including those from under-represented and underserved populations. • Staff will analyze test data, SBAC and CogAT Screener, to discuss, identify and nominate high performing students from under-represented groups. • TAG Coordinator will show teachers how to complete an IDPF form and explain due dates and share timeline for newly identified students during the coming year. 	<p>Staff Meeting agenda kept on file by TAG Coordinator. Copy of article or powerpoint presented.</p>	<p>Early-Mid October (before nomination deadline)</p>
<p>The principal will ensure teachers are nominating students from underrepresented populations in the following manner:</p>	<p>CogAT screener, SBAC from previous years, and</p>	<p>Late October (before nomination deadline)</p>

<p>Encouraging staff, including ELL and Special Education, at staff meetings to nominate students from underrepresented populations. Reviewing student data with a close look at race and knowledge of student/family. Using teacher recommendations and former nominations to inquire further.</p>	<p>FALL benchmark testing broken down by racial groups.</p>	
<p>Our school will use the following observation tools and/or data in the TAG identification process: Test Data (SBAC,BAS,Dibels, MAPS, ELPA), Work Samples, Teacher Observations, Grade 2 Cogat Screener</p>	<p>All test scores are maintained by the Principal and Data Team. All work samples are kept by classroom teachers.</p>	<p>October</p>
<p>The building will use the following procedures throughout the ID process:</p> <ol style="list-style-type: none"> 1. Parents and teachers informed about the process via Open House TAG powerpoint presentation and staff meetings (IDPFs made available in multiple languages, due dates posted on TAG bulletin board) 2. Parents and teachers nominate potential TAG students 3. TAG Coordinator ensures forms are complete and signed 4. TAG Coordinator inputs data into the TAG spreadsheet 5. IDPF forms picked up at school by TAG department 6. TAG Coordinator facilitates testing dates and room location(s) 7. TAG Coordinator informs staff of testing dates and facilitates letter to parents 8. Committee (consisting of TAG Coordinator, Principle, and an additional staff member) reviews test results and original IDPF and work samples as needed 	<p>TAG Powerpoint presentation for families, IDPFs collected and stored by TAG Coordinator, TAG Spreadsheet, copy of testing dates letter to families, committee notes and finalized recommendations/notes</p>	<p>Nomination related procedures in Oct-Dec. Testing procedures in Jan-Feb. TAG Committee work in April</p>

<p style="text-align: center;">FOCUS: TAG Services</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>Differentiation strategies:</p>	<p>Teacher Lesson Plans, Classroom Observations,</p>	<p>On-going</p>

<p>1) Please list differentiation strategies used within a variety of classrooms. Small Group, Flexible Grouping, Pre and Post Test, Higher Level Questioning, online extensions</p> <p>2) Describe how the following strategies are used in all classrooms to meet the rate and level of students.</p> <p>a. Flexible Grouping Small groups</p> <p>b. Pre-Assessments Formal Pre/Post Assessments, Quizzes, Student work, Benchmark Assessments, Quizzes, student Work, Benchmark Assessment Scores</p> <p>c. System of on-going or formative assessments that inform instruction Data from all assessments analyzed to inform instruction for Data from all assessments analyzed to inform instruction for individuals and groups. Extended learning opportunities provided for students.</p> <p>d. Quad D instructional experiences</p> <p>3) What are the school-wide structures that provide for rigorous and relevant coursework at the appropriate rate and level? Teacher Observations, Goal Setting, Teacher Coaching, Ongoing Professional Development</p>	<p>Master Schedule, Student Work, Assessment Data</p>	
<p>We determine whether a student needs acceleration in the following way: Assessments Scores (SBAC, BAS, Dibels, MAPS), Pre-test, Recommendations from Teachers, Parents and Student Work Samples, Work Products</p>	<p>Assessment Data Meeting Notes</p>	<p>On-going</p>
<p>Our process for using <i>data</i> to measure the growth of our TAG students is: During Data Meetings and PLC's, look at TAG Student progress and formulate a plan to meet their needs</p>	<p>Meeting Notes</p>	<p>On-going</p>

<p>The following options for acceleration are available at our school: small groups, Individual Student Contracts, Online Tools. Students access these options in the following manner: Test Data, Pre-tests, Teacher Advocacy, Parent Advocacy, Student Advocacy</p>	<p>Schedules, Lesson Plans</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: Grade Advancement K-5 Online Tools - Mid-Level must include a specific plan for helping students access courses such as Geometry. - High School must include a specific plan for accessing AP, IB, or similarly rigorous, college-ready courses.</p>	<p>Student Schedules, Lesson Plans</p>	<p>On-going</p>
<p>Additional services available for TAG students include: Individual student contract K-5, Club participation (student council, SUN) The students access these services in the following manner: Teacher Nomination, TAG Identified, Student Request</p>	<p>Master Schedule, Title of Classes Offered, TAG Notebook, Class Lists</p>	<p>On -going</p>
<p>The administrator(s) ensures the use of differentiated strategies, rigorous and relevant coursework, and instruction provided at the appropriate rate and level in the following ways: Reviewing Lesson Plans, Observations of Students and Classrooms, Discussions with Teacher and Staff.</p>	<p>Walk-through Notes, Lesson Plans, Informal Observations and Conversations</p>	<p>On-going</p>

<p>FOCUS: Responsibilities of TAG Coordinator</p>		
<p>Action</p>	<p>Documentation</p>	<p>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</p>	<p>TAG meetings sign in sheets and agendas.</p>	<p>On-going</p>

Due to the PPS TAG Office by February 28, 2019

<p>attendance at TAG sponsored PD and coordinating the Nomination and Identification process in the school, in the following manner: TAG Coordinator remains aware of deadlines, responsibilities, and communicates reminders to staff as needed.</p>	<p>Completion of TAG Spreadsheet and IDPF documentation. Email communication with test proctors.</p>	
<p>FOCUS: Professional Development</p>		
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 These strategies will be integrated into our school professional development plan or school improvement plan in the following ways: CCSS Implementation, Equity Work, Balanced Literacy Implementation.</p>	<p>PD Schedule Agendas of PD Meetings and Notes</p>	<p>September November February April</p>
<p>Administrator(s)/Teachers will use their staff meetings, PLCs, or team planning times to integrate these strategies into their instruction in the following manner: Looking at Student Data, Forward Planning, Identifying Targets and Sharing Learning</p>	<p>Agendas and Notes from Meeting</p>	<p>Ongoing discussions</p>

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: During Parent/Teacher Conferences, in annual goal setting/conferencing with administration, and through Lesson Plans, Leveled small groups, Learning Targets, Student Assignments/Work, Posters, Charts, and classroom newsletters/Blogs posts.</p>	<p>Communication from teachers</p>	<p>On-going</p>
<p>The administrator uses the school newsletter to communicate with families about TAG in the following ways: Nomination Timelines, 2nd grade testing information, Identification timeline, TAG Dept. sponsored activities like OMSI night, in-school special classes, and extra activities like Oregon Battle of the Books, Annual Spelling Bee, and OR Writing Festival .</p>	<p>Thursday Announcements TAG bulletin board (outside Room 105)</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, 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 Coordinator</p>	<p>Bulletin updated and maintained</p>	<p>On-going</p>
<p>A Fall TAG parent meeting will be held before 10/31. Details include: Powerpoint will be presented and questions answered by Administrator and TAG Coordinator at Fall Open House/Grout Picnic</p>	<p>School Calendar and Thursday Announcements and TAG Dept. Powerpoint</p>	<p>Fall Open House</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 folder.</p>	<p>Forms signed and placed in student folder</p>	<p>November</p>

<p>Our families will have the following opportunity(ies) to evaluate our TAG services: Fall Tag and Parent Meetings, Parent input solicited at Parent/Teacher Conferences, Site Council review</p>	<p>Written & Verbal Communication to Admin. or TAG Coordinator</p>	<p>On-going</p>
<p>If parents have concerns about their child’s TAG services they will have the following opportunities (process) to inform the school: Informal Conversations with Teacher, Meetings with teachers, TAG Coordinator and/or Principal</p>	<p>Written Documentation of Meeting(s) and other correspondence</p>	<p>As needed</p>

Submitted _____

Received _____

Approved _____