

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

**Jason Lee K-8**  
**Isaac Cardona**  
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**School**  
**Principal**  
**TAG Coordinator**

<b>FOCUS: Acknowledgement of TAG Identified Students</b>		
<b>Action</b>	<b>Documentation</b>	<b>Expected Completion Date or Check Point</b>
Method used to ensure all teachers know TAG students enrolled in their class(es):		
Beginning of year rosters designating TAG students and the area of the child’s TAG identification. Teachers will sign this and return it to the TAG coordinator. It will be housed in the front office in the TAG folder.	Rosters in TAG notebook in front office	September 2019
After testing and qualifying students, teachers will again highlight and initial a new class roster.	Rosters in TAG notebook in front office	April-June 2020

<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.		
Possible documents used for discussion: Characteristics of Gifted Students, Synergy information on the number of TAG students at Jason Lee broken down by race/ethnicity	Agenda for meeting / staff attendance roster placed in TAG notebook in office	October 1, 2019
The principal will ensure teachers are nominating students from underrepresented populations in the following manner:	Test data from previous year broken down by race / ethnicity, TAG list	September - October

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<p>Looking at test data (SBAC, NWEA MAP, Easy CBM, and DIBELS) from previous years and growth targets. List generated by TAG coordinator and given to teachers during PLC meetings or the Middle School Meeting. Time will be provided to discuss potential student candidates for TAG during data teams or PLCs.</p>	<p>highlighted and filed in TAG notebook in office</p>	
<p>Our school will use the following observation tools and/or data in the TAG identification process:  Test data: SBAC, Easy CBM, NWEA MAP, DIBELS, curriculum and teacher made assessments, work samples, teacher observation, pre-screening checklists from TAG office, Grade 2 CogAT scores.</p>	<p>Observational tools filed in student files</p>	<p>September-October</p>
<p>The building will use the following procedures throughout the ID process: TAG coordinator will use the new IDPF forms to manage, coordinate, and maintain TAG nominations.</p>	<p>Lists of recommendations will be filed in TAG notebook</p>	<p>November 30, 2019</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: 1) Please list differentiation strategies used within a variety of classrooms.</p> <ul style="list-style-type: none"> <li>a. Small groups</li> <li>b. Flexible Groupings</li> <li>c. Compacting, as needed</li> <li>d. Tiered lessons</li> <li>e. Higher order thinking questions</li> <li>f. Partner work</li> <li>g. Pre and post-tests used to determine mastery</li> </ul>	<p>Teacher’s lesson plans highlighted to denote strategies, observation of principal/assistant principal, student work and student portfolios.</p>	<p>On – going</p>

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<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 – Words Their Way in K-5, small group reading in K-5,</li> <li>b. Pre-Assessments – Formal tests as pretests/posttests, quizzes, student work, teacher observation, easy CBM and DIBELS scores. These will be discussed during data teams (PLCs)</li> <li>c. System of on-going or formative assessments that inform instruction – Teachers use the data from these assessments to inform instruction in the following ways: to modify individual instruction and performance tasks, form groups, extend learning opportunities, and to create personal learning goals.</li> <li>d. Quad D instructional experiences – Technology includes: typing, PowerPoint , email, Google Docs, and other online tools. Clustering of TAG students, when possible, for DOK level 3 and 4 groups, WICOR Strategies through AVID.</li> </ul>	<p>Schedules, lesson plans, and meeting agendas</p>	
<p>3) What are the school-wide structures that provide for appropriate rate and level?</p> <p>Teacher observation, mentor teaching, goal setting sessions and meetings, collaboration time, PLCs, professional development on rigorous and relevant instruction, pre and post assessments, new teacher orientation of curriculum extensions.</p>	<p>Class student lists</p> <p>Walk throughs, data collection, agendas for professional development, document lesson plans and PLC notes.</p>	<p>On-going</p>

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<p>We determine whether a student needs acceleration in the following way:                  Test Scores (SBAC, NWEA MAP, Easy CBM and DIBELS), pre-tests, teacher recommendation, parent recommendation and student recommendation.</p> <p>Teachers and parents can request the homeroom teacher and TAG coordinator review their request for acceleration.</p>	<p>Assessment data meeting notes</p>	<p>On-going as needed</p>
<p>Our process for using <i>data</i> to measure the growth of our TAG students is:                  During data teams (PLC meetings), teachers will look at data to determine the level of a TAG student’s progress and plan accordingly to enrich or accelerate the curriculum for the student, consider grouping and compacting strategies, and to reevaluate the success and effectiveness program for TAG students.</p>		
<p>The following options for acceleration are available at our school:                  Within classrooms with higher level or compacted curriculum, small group work, strategic thinking strategies.</p> <p>Students access these options in the following manner:                  Test data, pretests, parent advocacy, student advocacy, and teacher advocacy.</p>	<p>Notes from meetings showing the work accomplished</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:</p> <p>Grade Advancement, K-5, if needed                  Curriculum Advancement, if needed                  Single-subject acceleration, if needed</p>	<p>Schedules, lesson plans and meeting agendas</p>	<p>On-going, as needed</p>
<p>Additional services available for TAG students include:                  All TAG students will have the opportunity to attend an after school Saturday Academy courses offered throughout the year during SUN, Science Fair in the spring, Oregon Writing Festival on May 4th, 2019                  The students access these services in the following manner:</p>	<p>Master Schedule                  Title of Classes Offered in TAG binder in office                  Class lists</p>	<p>April 2020</p>

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Teacher nomination, TAG identified, student request		
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: Looking at lesson plans Observation of students and classroom Conversations with teachers and teams Conversations with students WICOR strategies for AVID in 2-5	Walk through notes Lesson plans Informal observations and conversations TAG notebook review	On-going

**FOCUS: Responsibilities of TAG Coordinator**

Action	Documentation	Expected Completion Date or Check Point
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: Check-ins to determine compliance.	Emails TAG notebook documentation	On-going

**FOCUS: Professional Development**

Action	Documentation	Expected Completion Date or Check Point
Data teams will meet bi-monthly in professional learning communities (PLCs) to look at student achievement data in math and reading, to discuss flexible grouping, rigor and relevance in the classroom, assessments to inform instruction, increased text complexity and increased use of mathematical practices.	PD Schedule  Agenda of PD meetings and notes	Bi-Weekly

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<p>These strategies will be integrated into our school professional development plan or school improvement plan in the following ways: CCSS implementation, Equity Work, PLCs, professional development on the ELA framework, coaching on mathematical strategies and K-5 PPS cohort participation in math best practices.</p>		
<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: Discussing rigor and relevance Looking at specific data from benchmarks, pre-post assessments, SBAC, NWEA MAP, Easy CBM and DIBELS Coordination of CCSS and TAG strategies/presentations Modifying and using literacy tools from the curriculum</p>	<p>Agendas, notes from meetings, plans developed</p>	<p>On-going</p>

<b>FOCUS: Communication</b>		
<b>Action</b>	<b>Documentation</b>	<b>Expected Completion Date or Check Point</b>
<p>Teachers communicate the differentiation strategies they're implementing in their classrooms in the following ways: Daily differentiated language targets for students Newsletters and meetings with parents Posters, charts and student work Lesson plans Webpage access Back to School Night Middle School Night TAG Bulletin Board</p>	<p>Lesson plans, documentation of meetings</p>	<p>On-going</p>
<p>The administrator uses the school newsletter to communicate with families about TAG in the following ways: Newsletters – TAG Corner</p>	<p>Monthly</p>	<p>On-going</p>

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<p>Websites</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 school community when available. The TAG Bulletin Board will be maintained by: TAG Coordinator / Assistant Principal</p>	<p>Bulletin board will be up and current</p>	<p>August 2019 and on-going</p>
<p>A Fall TAG parent meeting will be held before 10/31.</p>	<p>Notices will be mailed home to all TAG parents and put in the Jason Lee parent newsletter for interested parents</p>	<p>Oct. 1, 2019</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 salmon folder.</p>	<p>Forms signed and placed in TAG folder</p>	
<p>Our families will have the following opportunity(ies) to evaluate our TAG services:</p>		
<p>If parents have concerns about their child’s TAG services they will have the following opportunities (process) to inform the school:</p>	<p>Written documentation of meetings</p>	<p>On-going</p>

Submitted \_\_\_\_\_

Received \_\_\_\_\_

Approved \_\_\_\_\_