

School Kelly
Principal Amy Whitney
TAG Coordinator Jamie Makara

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"> - Teachers will sign and turn in to the Principal the printed out program assignments page. Principal will keep all signed forms in TAG binder. - Teachers will mark I, R, M or P next to any identified TAG student's name in their grade book. - Teachers will list strategies available for identified TAG students. 	<p>September and January of each year (after annual identification process has ended, teachers will repeat action items for newly designated TAG and potential TAG students) for items one through three. Item four will happen on an ongoing basis.</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>	<p>Data and observation forms will be discussed with grade level teams at the GLT during monthly data talks</p>	<p>September 2020, 2021 and 2022,</p>

<ul style="list-style-type: none"> - Data team will compare general population of school regarding race, ethnicity, socio-economic, gender, home language and special education to identified TAG students - Attributes of Talented and Gifted English Learners checklist (Talented and Gifted English Learner form) - Grade level PD teams will review screening data - Discuss and hand out the following materials on colored paper: <ul style="list-style-type: none"> - Characteristics of Gifted students (doc) - KOI: Students from Poverty and/or Diverse Cultures (doc) - Possible Problems that may be associated with strengths of gifted children (doc) - Myths and Truths about gifted students (doc) 		
<p>The principal will ensure teachers are nominating students from underrepresented populations in the following manner:</p> <ul style="list-style-type: none"> - Being familiar with the characteristics to notice a student who should be nominated and inquire if they have been nominated - Requiring staff, including ESL and Special Ed. Staff, to be trained in using the characteristics of gifted students and nominate students from underrepresented populations - Reviewing the list of nominated students, creating a bar chart of the under-represented categories. - Asking a teacher to nominate a particular student if s/he comes to the attention of the administrator while visiting classrooms - The data team will examine the school population student by student by ability <p>Examine 2nd grade cognitive ability testing scores of ELL students, nominate those students, and recommend further testing as appropriate</p>	<p>Individual discussion with teacher, GLT and SIT team review of student nominations</p>	<p>October-November 2019, 2020, 2021 and 2022</p>
<p>Our school will use the following observation tools and/or data in the TAG identification process: - Each teacher will use KOI: Students from Poverty and/or Diverse Cultures (doc) and the Characteristics of Giftedness (doc) as observation tools during the first weeks of school for assessing giftedness, School counselor, ELL teacher and SPED teacher will meet as a team to use the KOI</p> <ul style="list-style-type: none"> - Pre-Screening Checklist - Records review for incoming new students 	<p>October staff meeting in preparation for November deadline for TAG nominations -Data from assessments</p>	<p>October 2019, 2020, 2021 and 2022</p>

<ul style="list-style-type: none"> - Attributes of Talented and Gifted English Learners checklist (Talented and Gifted English Learner form) - BAS assessment - SBAC and OSAS scores for students grade 3 and above (level 4th) - Formative and Summative Assessments - Observations <p>Maps</p> <ul style="list-style-type: none"> - Work Samples - Standardized test information <p>2nd grade Cognitive ability screening testing scores</p>		
<p>The building will use the following procedures throughout the ID process:</p> <ul style="list-style-type: none"> - Form a school assessment/data committee: TAG coordinator, ESL, SPED, & Gen. Ed - Send Parent/Student Surveys home for all TAG students as identified <ul style="list-style-type: none"> - Parent/Teacher Nominations (IDPFs) made available within school building & link on Faubion webpage. - IDPF's will be made available in the home language of all of our students. IDPF's will be available during the Hispanic Family Nights in the fall. - Collecting Work Samples that reflect State Scoring Guides, test history and teacher advocacy <p>Checking Cum files against TAG list sent by TAG Office</p>	<ul style="list-style-type: none"> - Record of meetings and action taken at meetings by the TAG committee. <p>Meeting notes and agendas filed in TAG binder in office</p>	<p>Each trimester: September, December, March 2019-2022</p>

FOCUS: TAG Services		
Action	Documentation	Expected Completion Date or Check Point
<p>Differentiation strategies:</p> <ol style="list-style-type: none"> 1. Please list differentiation strategies used within a variety of classrooms. <ul style="list-style-type: none"> ● Anchor activities (tasks for students to do independently after assigned work is completed). Work is of value and not additional "busy work." 	<ul style="list-style-type: none"> - Teacher's will keep scores of pre- and post assessments in their grade books. 	<p>September 2019 through June 2022</p>

<ul style="list-style-type: none">● Bloom’s Taxonomy used for teacher questioning and taught to students for use in group discussions.● Quad D questioning strategies● Choice boards● Centers with extended learning opportunities● Compacting● Flexible grouping● Graphic organizers● Group investigations, projects● Learning Contracts● Literature Circles● Think, Pair, Share● Tiered Assignments● Online, or iPad app extensions <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 Groupingb. Pre-Assessmentsc. System of on-going or formative assessments that inform instruction<ul style="list-style-type: none">● Data Team and grade level teams use data from formative assessment for problem solving around instruction which may include:● Reading – DIBELS, Easy CBM’s, BAS, Pre-assessments from Units of study Math – Pre-assessments from math units● Science – Pre-assessments from units● Social Studies – Pre-assessments from units● Pre-assessments for units or course of study● KWL● Rubrics	<p>- TAG coordinator will provide colored copies of Pre-Assessment Strategies for every teacher.</p> <p>Assessments and scores will be discussed at grade level PD meetings.</p>	
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Due to the PPS TAG Office by February 28, 2019

<ul style="list-style-type: none">● Observation● Pre-Assessment Strategies on “Educator Resources” page on TAG website● Frequency and intent for assessments given● Anecdotal observations, student self-reflection and a variety of assessments to help determine which strategy and rate is most beneficial <p>3) System of on-going or formative assessments that inform instruction</p> <ul style="list-style-type: none">● Monthly GLT to review data and student placement● School Wide Quarterly data review of data● Data Team and Grade Level PD teams use data from formative assessments and look at student work for problem solving and action research around instruction during weekly common planning time or “late start” time <p>d. Quad D instructional experiences</p> <ul style="list-style-type: none">· Literacy Circle· Real Word problem solving· Engineering and Design Science Units· Peer Mentoring· Research projects <p>What are the school-wide structures that provide for appropriate rate and level?</p> <ul style="list-style-type: none">● School Schedule reflects within grade and cross grade opportunities for flexible grouping and/or subject acceleration in reading, writing and math.● GLT grade level teams and Data Teamwork time will be used to develop common strategies/lessons for use with the high-level learners. We will aim for consistency within the grade levels.● Review of student work during GLT and data team meetings to ensure standards and students’ needs are being met.		
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<p>We determine whether a student needs acceleration in the following way:</p> <ul style="list-style-type: none"> - Pre-assessments - Post-assessments - Work Samples - Clear, agreed upon cut-off scores, criteria 	<ul style="list-style-type: none"> - Teacher grade book or student file with scores for pre-assessments, post assessments and work samples. -Grade level teams create a cut-off score before pre-assessment is given. 	<p>September 2019 through June 2022, as units are introduced</p>
<p>Our process for using <i>data</i> to measure the growth of our TAG students is: Data Team and GLT PD teams use data from formative assessments and look at student work for problem solving and action research around instruction during weekly common planning time.</p>	<p>Agendas from team meetings where TAG student performance is discussed</p>	<p>At least three times a year (at trimesters)</p>
<p>The following options for acceleration are available at our school: Guided reading placements within and across grade level classrooms, small group and independent work for math interventions and extensions, and Oregon Battle of the Books. Students have access to after-school programs such as Lego robotics and brain builders. Students access these options in the following manner: Parent request, teachers use assessment data and classroom observation to inform grouping. Math instruction is open ended to allow for students to self pace.</p> <p>Students access these options in the following manner:</p>	<p>In-class differentiation and independent work. flexible small groups for reading and math instruction including options for walk to read if appropriate as documented grade level focus group planning</p>	<p>GLT meetings</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"> - 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: Student needs for accelerated curriculum will be met through a “walk” to reading or math at another grade 	<p>During the 2019-2020 school year the documentation for a change in student schedule and/or lessons will be placed in their cum file.</p>	<p>Ongoing</p>

<p>level. Schedules will be adjusted for individual students to accommodate this change. If fifth graders need to access higher grade level curriculum, online learning, differentiated groups (if more than one students needs this intervention) and borrowing of materials from Lane Middle School will be considered.</p>		
<p>Additional services available for TAG students include: Additional services available for TAG students include research opportunities through the library, technology opportunities through as well Classes offered through Saturday Academy</p> <p>The students access these services in the following manner: Teacher will contact the TAG coordinator and or information will be given to the students and parent</p>	<p>Sign in sheet for various activities</p>	<p>Ongoing</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:</p> <ul style="list-style-type: none"> - Each grade level will create units/projects that reflect differentiation strategies used to scaffold and extend instruction to meet the needs of all students <p>Evidence of the following can be observed daily:</p> <ul style="list-style-type: none"> - Flexible Grouping (walk to read etc) within grade levels or school - Compacting curriculum - Other grouping (ability, interest) within classroom, grade levels, or school - Tiering lessons - Higher Level Questioning Strategies—focus of PD on Bloom’s Taxonomy and CCSS - Independent Project Work - Acceleration (single subject, within classroom or school) - Cluster Grouping of TAG students - Enrichment options - Use of mentors 	<p>Administrator notes from walk-throughs and observations, and notes from teacher collaborative time.</p>	<p>Weekly walk through data</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 Nomination and Identification 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 - Ensure the TAG Coordinator Checklist is followed and Teacher Checklist given to teachers - Check calendar for TAG Coordinator training - Administrator(s) meet with TAG Coordinator after each TAG Coordinator meeting to review data/information/PD and weekly updates during weekly CORE meeting 	<p>Attendance sheets for the TAG coordinator’s meetings. Bulletin board is maintained</p>	<p>Ongoing</p>

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FOCUS: Professional Development
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Action	Documentation	Expected Completion Date or Check Point
<p>A quarterly PD schedule is provided that demonstrates when each of the following is include in the school’s professional development plan:</p> <p>flexible grouping, Quad D work, Rigor and Relevance in the classroom, assessments to inform instruction, increased use of mathematical practices and instructional shifts, increased text complexity and text-based questions</p>	<p>Administrator and TAG coordinator will review these strategies with grade level teams at the beginning of year staff meeting. Reading specialist and TAG coordinator will also meet</p>	<p>These Topics will be integrated into Grade level team discussions</p>

Due to the PPS TAG Office by February 28, 2019

<p>These strategies will be integrated into our school professional development plan or school improvement plan in the following ways:</p> <ul style="list-style-type: none"> ● GVC work and priority standards ● Equity Work ● Implementation of the Rigor and Relevance Framework ● Quad D instructional experiences <p>Required GLTwork</p>	<p>with teachers one on one as needed.</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:</p> <ul style="list-style-type: none"> - Principal actively participates in planning and implementing PD. CAP planning sessions during and after school. . <p>Principal will also monitor through:</p> <ul style="list-style-type: none"> - Minutes - Agendas - Sign in sheets - Walk-throughs <p>Goal-setting conferences</p>	<p>Administrator walk-through and action planning</p>	<p>On going</p>

<p align="center">FOCUS: Communication</p>		
<p align="center">Action</p>	<p align="center">Documentation</p>	<p align="center">Expected Completion Date or Check Point</p>
<p>Teachers communicate the differentiation strategies they're implementing in their classrooms in the following ways:</p>	<p>Action plans collected at benchmarking</p>	<p>Fall, Winter, and spring action planning</p>

<ul style="list-style-type: none"> - Periodically send home information about content and instruction strategies in teacher newsletter - Teachers encourage back and forth dialog with parents and/or students regarding rate and level of instruction - At Back to School Night tell parents about the differentiated instructional strategies they'll use to meet rate and level <p>Sending home newsletters at least monthly and telling families what they're doing to meet</p>		
<p>The administrator uses the school newsletter to communicate with families about TAG in the following ways:</p> <ul style="list-style-type: none"> - Principal produces a weekly newsletter and writes about what she sees teachers going on classrooms to meet rate and level - Cites specific examples of services made available for TAG students - Cites Building TAG Plan and how it guides programming for TAG students and how plan is being implemented - Parent TAG meeting - PTA meetings - A parent/TAG liaison publishes monthly articles regarding TAG from the parent perspective. <p>Actively engages in and pursues communication with TAG families to inform, describe and evaluate TAG services.</p>	<p>Newsletters</p>	<p>Weekly</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:</p> <p>Jamie Makara , Instructional Coach and TAG Coordinator</p>	<p>Tag bulletin board</p>	<p>bulletin board is posted during the first week of school and updated as needed.</p>

<p>A Fall TAG parent meeting will be held before 10/31. Details include:: TAG parent meeting were held in conjunction with Meet the Teacher nights on date and Time TBA. One hour sessions were held in the library using the provided power-point from the TAG office. Followed by Q and A sessions</p>	<p>Flyer publicizing event and notice in weekly parent newsletter</p>	<p>Each year before 11/15</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 CUM folder. A signed form from parents stating they have received a copy of the building TAG plan will be placed within each students salmon folder in their CUM file.</p>	<p>Parent signed form will be filed in CUM salmon folder</p>	<p>Each Fall Conference</p>
<p>Our families will have the following opportunity(ies) to evaluate our TAG services:</p> <ul style="list-style-type: none"> - Parent input will be sought for development of Building TAG Plan at a mid-year parent TAG meeting - We will hold a TAG parent mtg. mid-year to have an open discussion regarding services, nomination process, ideas, etc. - We will hold a TAG parent mtg. at the end of the year <p>Within the context of the monthly Cup of Tea with Ms. Lee, additional emphasis will revolve around TAG mid-year</p>	<p>Flyers and notices family bulletin regarding dates and locations of mid and end of year TAG meetings at the school.</p>	<p>Ongoing</p>
<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"> - School offers parents help with concerns in writing, by email, on web, by phone and/or in person - Encouraged to contact the teacher(s) <p>Contact the TAG Coordinator and or principal after speaking with the teacher</p>	<p>Record of meetings with parents by building administrator and communication with TAG coordinator</p>	<p>Ongoing, as needed.</p>

Submitted _____

Received _____

Approved _____