Lane Middle School School
Michael Rowell**: Principal**
Sara Raspone **: TAG Coordinator**

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): 1. Students are identified as TAG in Synergy. 2. TAG Facilitator distributes student lists naming the TAG area for each student to teachers and counselors. List is rerun each quarter. 3. Teachers print class lists at August PD and highlight TAG students (required).	-Teacher gradebooks. -Teacher student files. -Staff email. -Lane TAG Facilitator's files.	-Completed August 2019. -Quarterly updates ongoing.

FOCUS: Identification of Students who Perform in the 97th Percentile or Demonstrate the Potential to Perform		
Action	**Documentation**	**Expected Completion Date or Check Point**
1. TAG facilitator continually provides updates on IDPF process, goals, and deadlines during staff meetings and in email. 2. Information regarding the opportunity for TAG identification is sent out to all Lane parents/guardians via the principal's newsletter. 3. Spring 2018 SBAC scores are used as a key indicator to help identify TAG and TAG potential students.	-Staff meeting notes. -TAG facilitator email. -TAG IDPF spreadsheet. -TAG IDPF forms.	-Pre-work completed October 2019. -IDPFs submitted November 2019. -Final IDPFs submitted April 2019. -Complete.
The principal will ensure teachers are nominating students from underrepresented populations in the following manner: 1. A high level of familiarity with TAG characteristics in order to help identify students who should be nominated. 2. Encourage staff, including ESL and Special Education teachers to help identify and nominate students from underrepresented populations. 3. Review the list of nominated students and SBAC test score results.	-Spring 2018 SBAC scores. -Fall 2018 EasyCBM scores. -Fall 2018 MAP scores.	-Before Nomination -Deadline (end of October 2019). -Complete.

Our school will use the following observation tools and/or data in the TAG identification process: 1. Math SBAC scores (97% and above) for TAG, 95%-96% for TAG Potential or 90%-94% if considered Historically Underserved. 2. English Language Arts SBAC scores (97% and above) for TAG, 95%-96% for TAG Potential or 90%-94% if considered Historically Underserved. 3. Benchmark assessments on EasyCBM. 4. Benchmark assessments on MAPS. 5. Teacher observations/recommendations. 6. Classroom generated work samples.	-TAG Spreadsheet highlighting data results. -Teacher EasyCBM/MAPS results. -Copies of work samples.	-Before Nomination Deadline (October 2019). -Complete.
The building will use the following procedures throughout the ID process: 1. Parents, teachers, and TAG facilitator nominate potential TAG students. 2. School establishes an assessment committee: TAG facilitator, General Education teacher(s), Principal, Vice Principal. 3. TAG Facilitator will coordinate the process using the IDPF forms. 4. TAG Facilitator will input data into the TAG spreadsheet. 5. IDPF forms will be picked up at school by TAG department.	-Completed IDPF forms -List of recommendations recorded in TAG spreadsheet.	-Before Nomination Deadline (October 2019). -Complete

FOCUS: TAG Services		
Action	**Documentation**	**Expected Completion Date or Check Point**
Differentiation strategies: 1) **Please list differentiation strategies used within a variety of classrooms.**	-TAG department Rate and Level PD: Instructional Strategies for Advanced Learners; PD	-PD delivered on Jan. 29th, 2019. -Survey completed in September

- Use of Costa's levels of questions (1-2-3) from AVID to differentiate instruction and discussion.
- Differentiation strategies in place in the classrooms include higher level questioning skills, use of AVID, tiering lessons, acceleration of single or multiple subjects.
- Math IXL online program differentiating instruction & tailored to meet the unique needs of each student at their own rate and level.
- Each grade level will specifically design and implement additional differentiation strategies.
- Flexible grouping strategies.
- Establishing common types of pre and post assessments through Data Teams and using formative assessments to inform instruction.
- Learning objectives will be posted in classrooms and linked to CCSS & GVC.
 	
2) **Describe how these strategies are used in all classrooms to meet the rate and level of students.**
- Flexible Grouping
   ○ Teachers employ a variety of grouping strategies within their classrooms to meet the individual learning needs of students. Strategies include: teacher-led groups, student-led groups, which include: dyads, think/pair/share, partner turns and 4 corners.
- Pre-Assessments
   ○ Teachers administer pre-assessments to students that have been generated in PLCs and are based on common formative assessments and Common Core State Standards. Pre-assessments are teacher-generated within PLCS.
- System of on-going formative assessments that inform instruction
   ○ Data teams meet almost weekly and create common formative assessments based on results from pre-assessment tools, CCSS and GVC. Formative assessments are re-visited by Data Teams and relevant strategies are identified and implemented.
	presented at Staff Meeting.
	-Student/Parent Survey mailed to homes in September 2019.
	-Lesson Plans reflect differentiation strategies to meet rate and level
	-Walk through observation data.
	-Data Team/Staff meeting agendas
	-Student work samples
		-Conference time - Verification of Services
		-Ongoing

What are the school-wide structures that provide for rigorous and relevant coursework at the appropriate rate and level? ● Options include in classroom accommodation and in-school accommodation of accelerated work for any student all the time. ● Compacted math at the 7th and 8th grade level (high school credit opportunity). ● Spanish for 7th and 8th graders (high school credit opportunity). ● If additional high school courses are required, coordination with high school programs will be used to meet the needs of students. ● Access to online courses as appropriate. ● Regular Data Team cycles/meetings for teachers to create common, rigorous, formative assessments. ● Continued PD on rigor and relevance in the classroom including curriculum mapping. ● Continued progress monitoring of student growth and achievement through reviews of student work and tools such as MAPS or EasyCBM.		
We determine whether a student needs acceleration in the following way: ● Pre-assessments/post-assessments. ● Work samples. ● Progress monitoring tools such as the easyCBM and MAPS ● Summative assessments	-By conference time, November 2019.	-Ongoing
Our process for using *data* to measure the growth of our TAG students is: 1. Pre and Post Assessments 2. MAPS 3. EasyCBM 4. SBAC	-Score reports.	-Ongoing pre and post unit assessments in math/ELA -Benchmark testing beginning, middle and end of the year
The following options for acceleration are available at our school: The following options for acceleration are available at our school:		

• Counselor and staff will work together to provide the best options for acceleration • High School level courses are available within the regular schedule: parents, students, or teachers will advocate for students to be placed within the accelerated classes. Students access these options in the following manner: • Administration, teachers, parents, and students understand the classes available via the web and advocate through teachers and the administration to place their students in higher level classes as necessary. If additional high school classes are needed and not offered at the school, the administration in collaboration with other high schools will discuss and place students in the appropriate placements (such as AP or IB and college ready courses) to meet the scheduling needs of the student. This can include online classes.		
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: **TAG Department** 1. Single Subject Acceleration Math Application 2. Grade Acceleration information	-SBAC Scores -EasyCBM Scores	
Additional services available for TAG students include: • *Leadership class during the school day (service learning focus)* • *After school activities through SUN* • *Access Academy* **The students access these services in the following manner:** • Outreach by SUN coordinator • Parent contact with TAG facilitator • Additional information sent in school newsletter on a weekly basis. • Access Academy: students within the 99th percentile are eligible to apply.	-[Lane's Facebook](#) page and the [Lane/PPS](#) Homepage.	-Quarterly outreach from SUN Coordinator. -Updates in Principal's newsletter (weekly) as merited.

Portland Public Schools: Building TAG Plan
Revised on 1/14/2019

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: ● Walk-throughs ● Formal evaluations to see that TAG strategies are being implemented into the classroom. ● Teacher lesson/unit plans showing extension/differentiation opportunities for TAG students and other high level learners. ● Work samples during evaluation cycle that show evidence of differentiation in assignments and assessments ● Monitoring/observation of Data Team Cycles to ensure that common formative and summative assessments are rigorous and relevant ● Reviewing data from Data Teams regarding student progress on pre- and post-assessments, as well as performance on writing samples, formative assessments, and summative assessments.	-Formal and informal observations of lesson that include planning for TAG students.	-Teacher lesson plans. -Work sample files. -Data team agenda/notes. -Ongoing.

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 Nomination and Identification process in the school, in the following manner: ● The TAG Coordinator checks calendar for TAG Coordinator Training and attends the trainings on a monthly basis as determined by the district calendar. ● TAG coordinator will meet periodically with Building Administrative Team & Principal to review and implement new learning from training to school staff	-TAG meetings sign in sheets and agendas. -Completion of TAG Spreadsheet and IDPF documentation. -Email communication with test proctors.	-Yearly nomination deadline. -Monthly meetings. -Testing to occur in February 2019. -Complete

FOCUS: Professional Development		
Action	**Documentation**	**Expected Completion Date or Check Point**
A quarterly PD schedule is provided that demonstrates when each of the following is include in the school's professional development plan: 1. Rate and Level PD in staff meetings. 2. Best practices shared after each TAG Facilitators meeting. 3. Portion of TAG budget spent on professional development books targeted towards teaching the gifted student.	-TAG department provides materials. Teacher sign in sheet for attendance. -Staff and PLC agenda and notes -8 new PD books in the library.	-Ongoing -Rate & Level complete as of January 2019. -Books purchased in December 2018.
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: 1. Address during staff meeting/Data Team cycle time - review data and plan 2. PD during staff meetings to increase knowledge of differentiation strategies. 3. Targeted TAG planning time for ELA teachers (TAG budget paid for substitutes to facilitate planning time.	-Differentiation in the classroom is observed and lesson plans reflect strategies that meet all rates and levels -TAG planning meeting in December 2018.	-Ongoing -TAG planning meeting agenda/notes.

FOCUS: Communication		
Action	**Documentation**	**Expected Completion Date or Check Point**

Teachers communicate the differentiation strategies they're implementing in their classrooms in the following ways: 1. Include in lesson plans. 2. Share during Data Team time.	-Lesson Plans -Agenda/Notes from Data team meetings	-Weekly/ongoing
The administrator uses the school newsletter to communicate with families about TAG in the following ways: 1. Report upcoming events, such as OMSI night. 2. Inform parents about nomination and testing dates. 3. Parent Advisory Council (TAGAC) meetings. 4. TAG Family Series hosted by the TAG Department.	-A section in the newsletter for TAG as needed	-Weekly as required
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: 1. TAG Facilitator	-Bulletin board complete with paperwork, names and contact information for parents/guardians.	-Completed August 2019 -Updated with new information as needed.
A Fall TAG parent meeting will be held before 10/31. Details include: 1. District's TAG mission 2. Nomination Process 3. Rate and Level 4. Differentiation 5. Home to School Channels of Communication	-Slide show presentation from the TAG department Sign-in sheet for parents	-Completed on Back to School night on Sept. 12th, 2019.
1. 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.	-Parent/Teacher signed form placed in CUM folder.	-Ongoing as requested by parents/guardians.

2. If an individual plan is written, a copy of the individual plan will be placed in the student's CUM folder.	-Individual Plans in CUM folder.	
Our families will have the following opportunity(ies) to evaluate our TAG services: 1. Fall TAG parent meeting 2. Parent review of building TAG Plan 3. Parent Survey	-Survey results communicated to relevant teachers and kept on file. -Parents can review building TAG plan upon request.	-Completed Fall of 2018.
If parents have concerns about their child's TAG services they will have the following opportunities (process) to inform the school: 1. Conferences 2. Contact Teacher, TAG Facilitator and/or building administrators 3. TAG website: http://www.pps.net/TAG	Teachers log parent contact in Synergy.	

Submitted _____   Received _____   Approved _____