

Laurelhurst

School

Vanessa Martinez

Principal

Philip delaHoussaye

TAG Coordinator

(Teachers write individual TAG Plans)

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 print out from Synergy the Program report for each class Teachers will record appropriate TAG identification designation in their grade book Teachers know the TAG designation of each student by name Teachers will update gradebook for TAG designation quarterly Differentiation for TAG will be noted on units of study 	<ul style="list-style-type: none"> TAG Notebook with Teacher Lists Teacher Lesson Plans Teacher Grade Books Unit Plans 	<ul style="list-style-type: none"> September and January of each year

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. Grade level teams meet in PLCs to compare work samples, grades and discuss academically gifted students</p> <p>Discussions will be ongoing during equity conversations, teacher professional development, staff meetings, and team planning time. Specific tools will include:</p> <ul style="list-style-type: none"> <i>Characteristics Common to Underachieving Gifted Students Document</i> <i>Myths and Truths About Gifted Students Document</i> <i>Dashboard data will be compared to general population with ethnicity of school and identified students</i> 	<ul style="list-style-type: none"> Student Assessment Scores Student Checklists Data Sheets 	<ul style="list-style-type: none"> Ongoing

<ul style="list-style-type: none"> ● <i>Grade level teams will compare data from screening assessments</i> 		
<p>The principal will ensure teachers are nominating students from underrepresented populations in the following manner:</p> <ul style="list-style-type: none"> ● Teachers will use the district’s TAG pre-screening checklist and a collection of student work to nominate students ● All teachers, including ELL and SPED teachers, will use the ESL pre-screening checklist as well as reference the TAG checklist to determine student nominees from underrepresented populations ● Teachers will examine 2nd grade screening test results for students from underrepresented populations and nominate those students or recommend for further advocacy/testing as appropriate ● Administrators and staff members will review lists of nominated students ● Nomination forms will be available to parents and teachers ● Administrators/TAG Coordinators will include ESL, SPED, School Counselor, and General Education teachers in nomination review 	<ul style="list-style-type: none"> ● Copies of TAG Pre-Screening Checklists from Teachers ● Attributes of Talented and Gifted English Learners Checklist for ELL Students 	<ul style="list-style-type: none"> ● Following the District Nomination and Testing Schedule
<p>Our school will use the following observation tools and/or data in the TAG identification process:</p> <ul style="list-style-type: none"> ● TAG Pre-Screening Checklist ● Attributes of Talented and Gifted English Learners Checklist ● Characteristics of Giftedness Document ● DRA/Dibel Scores ● OAKS and SBAC Test Scores exceeding the 95th Percentile (4th – 8th Grades) ● 2nd grade pre-screener ● Bridges Math Assessments ● KOI: Students from Poverty and/or Diverse Cultures Document ● Independent Work Samples 	<ul style="list-style-type: none"> ● Student Assessment Scores ● Student Checklists 	<ul style="list-style-type: none"> ● DRA/Dibels according to the PPS District Assessment Schedule ● OAKS and SBAC scores ● Other documents following the district TAG nomination calendar and

		guidelines and as needed
<p>The building will use the following procedures throughout the ID process:</p> <ul style="list-style-type: none"> ● Coordinate a school assessment committee to include TAG Coordinator, Administrator, ESL, SPED, Counselor, Gen. Ed. Teacher ● Send Parent/Student Surveys home for all TAG students as identified ● IDPF, TAG Nomination Forms, will be available to parents and teachers on the TAG bulletin board, web site, teacher boxes and announced in Newsnotes. ● Parents and teachers will nominate students ● Teachers will submit documentation (work samples, assessment data, and teacher advocacy information) to support nomination ● TAG Coordinator will review nominations and documentation ● Nominations will be submitted to the TAG office ● TAG Coordinator will coordinate the identification process 	<ul style="list-style-type: none"> ● IDPF forms will be available through TAG bulletin board, website, office, and teachers ● Copies of IDPF forms with supporting documents in the TAG binder ● TAG Coordinator and Principal signatures on the IDPF forms ● Parent/Student surveys on file 	<ul style="list-style-type: none"> ● Following the district TAG identification calendar and process

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"> ● Tiering ● Compacting ● High Level Questioning Strategies ● Pre-Assessment ● Extension Activities 	<ul style="list-style-type: none"> ● Year-long Plans ● Unit Plans ● Lesson Plans ● Newsletters ● Walk Throughs ● Work Samples 	<ul style="list-style-type: none"> ● Ongoing

<p>grouping, compacting and/or accelerating, tiering, creating enrichment options, offering independent study projects, preparing questioning, and determining learning targets for lessons and units.</p> <p>d. Rigor and Relevance-Differentiation and flexible grouping, consistent literacy strategies integrated into the CCSS, tiered, menu assignments guided by consistent assessment.</p> <p>3) What are the school-wide structures that provide for rigorous and relevant coursework at the appropriate rate and level?</p> <ul style="list-style-type: none"> ● Walk to Read ● Learning Centers ● Novel Study groups for intermediate and mid-level grades ● Passport Club ● Junior Great Books ● Option for Single Subject Acceleration ● Oregon Battle of the Books ● Flexible Grouping ● Enrichment Projects 	<ul style="list-style-type: none"> ● All of the Above ● Walk Through Observations and Notes ● Goals Conferences ● Work Samples 	<ul style="list-style-type: none"> ● Literacy Profile and lesson plan reviews during grade level team meetings ● Student Success Sheet Reviews ● Goals Conferences in October ● Ongoing walk through observations
<p>We determine whether a student needs acceleration in the following way:</p> <ul style="list-style-type: none"> ● Pre and Post Assessments ● Work Samples ● Formative and Summative Assessment ● Observation 	<ul style="list-style-type: none"> ● Grade book ● Work Samples ● Literacy Profiles 	<ul style="list-style-type: none"> ● At least quarterly
<p>Our process for using <i>data</i> to measure the growth of our TAG students is:</p> <ul style="list-style-type: none"> ● Using the Data Wise cycle, teachers implement a lesson plan or instructional strategy, collect student data, analyze the data with their team, assess growth of students, and determine a new course of action. Grade alike meeting time is embedded into some Tuesday staff meeting time, may be during the day, or during some late openings. 	<ul style="list-style-type: none"> ● End of Unit Assessments ● KWL Charts ● Lesson Assessments ● Easy CBM 	<ul style="list-style-type: none"> ● Ongoing assessments throughout the year as determined by the PPS District

<ul style="list-style-type: none"> ● Additionally, administration and staff will work together to discover students making progress over time and what instructional services are available for each group of students and what instructional adjustments are needed. 	<ul style="list-style-type: none"> ● NWEA MAP ● Student Literacy Profiles ● Student Success Sheets 	<p>Assessment Schedule and as needed through classroom lessons and units</p>
<p>The following options for acceleration are available at our school:</p> <ul style="list-style-type: none"> ● Classroom and school accommodation of accelerated work for any student ● Subject acceleration in the classroom using higher material ● Subject acceleration within the same grade level but in another room ● Taking classes beyond age level peers ● STAMP Test for Spanish ● Work with the school culture to promote cross grade level groupings as appropriate ● Compacted Math in grades 7-8 <p>Students access these options in the following manner:</p> <ul style="list-style-type: none"> ● Higher level curriculum taught within classes ● On site at school ● Online or off site at college, high school campus, or another location 	<ul style="list-style-type: none"> ● Assessment Scores (97th %ile or above for Fall and Winter on MAP test when considering Single Subject Acceleration) ● Student Schedules ● Work Samples 	<ul style="list-style-type: none"> ● Ongoing
<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"> ● Geometry may be offered at another PPS building, online, through an itinerant teacher (as determined by district resources) ● Independent study contract with a teacher ● Differentiated menu options of learning activities, including complex projects ● Other differentiated strategies as needed ● Administrators and staff will work cooperatively to find the best fit for student needs 	<ul style="list-style-type: none"> ● Student Contract ● Parent Student TAG Survey ● Student Performance 	<ul style="list-style-type: none"> ● Quarterly Student Performance Measures ● Parent Student TAG Survey – by November
<p>Additional services available for TAG students may include:</p> <ul style="list-style-type: none"> ● After school enrichment classes 	<ul style="list-style-type: none"> ● Class Rosters ● School Newsletter 	<ul style="list-style-type: none"> ● Quarterly

<ul style="list-style-type: none"> ● Science Fair ● Math and Science Family events ● Spanish ● Drama ● Choir ● Battle of the Books ● National Geographic Geography Bee ● Oregon Writers Festival ● Passport Club ● Chess Club ● Yearbook ● Service Learning ● Student Leadership ● Other opportunities on and off campus advertised through the school newsletter <p>The students access these services in the following manner:</p> <ul style="list-style-type: none"> ● On-site during the school day ● Before and after school activities ● Community Services off-site 	<ul style="list-style-type: none"> ● Enrichment Catalog 	
<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:</p> <ul style="list-style-type: none"> ● Class Observations ● Goals Conference ● Grade level and/or team meetings ● Walk throughs ● Professional Development Activities ● Review of assessment practices and instructional strategies throughout the year during staff meetings 	<ul style="list-style-type: none"> ● Observation notes ● Lesson Plan Book review as needed ● Grade level meetings 	<ul style="list-style-type: none"> ● Goals Conferences in October ● Ongoing

FOCUS: Responsibilities of TAG Coordinator		
Action	Documentation	Expected Completion Date or Check Point
<p>The administrator ensures the TAG Coordinator is trained and familiar with the requirements of the TAG Coordinator Job Description, which include mandatory attendance at TAG sponsored PD and coordinating the ID process in the school, in the following manner:</p> <ul style="list-style-type: none"> ● Follow the TAG Coordinator’s Checklist ● Develop PD for our staff ● Attend TAG trainings, meetings, and Leadership Academy meetings ● Access and use resources posted on PPS Connect 	<ul style="list-style-type: none"> ● Attendance Roster at TAG Coordinator Meetings 	<p>Ongoing</p>
FOCUS: Professional Development		
Action	Documentation	Expected Completion Date or Check Point
<p>After understanding the areas covered by the district professional development, our school will provide additional professional development opportunities to ensure TAG students are being taught at the appropriate rate and level. Between district PD and building PD, teachers will participate in professional development in the following areas:</p> <ul style="list-style-type: none"> ● Flexible grouping ● Using assessment to inform compacting ● Tiering ● Increased rigor and relevance ● CCSS shifts 	<ul style="list-style-type: none"> ● School Improvement Plan ● PD Calendar ● Meeting Agendas ● Sign-in Sheets 	<ul style="list-style-type: none"> ● Reference PD calendar set in September of each year. ● Ongoing

<ul style="list-style-type: none"> ● Identification of and support for students underrepresented in the TAG community ● Increased use of mathematical practices and instructional shifts, ● Increased text complexity and text-based questions <p>These strategies will be integrated into our school professional development plan or school improvement plan in the following ways: PLC and Full staff meetings</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>	<p>Staff mtg. Agendas, TAG Plan integrated into staff PD, PLC weekly notes, student success sheets</p>	<p>Weekly for PLC As scheduled for staff PD (approx.. 1X month)</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:</p> <ul style="list-style-type: none"> ● Back to School Night ● Parent/Teacher Conferences ● Class newsletters communicating extensions and challenges to meet rate and level and provide greater depth and complexity ● School website ● Course Syllabi (Spanish) ● Direct parent communication via phone, notes, or email as needed 	<ul style="list-style-type: none"> ● Copies of newsletters and course syllabi ● Email ● Website 	<ul style="list-style-type: none"> ● Back to School Night (October) ● Parent/Teacher Conferences (November) ● Ongoing
<p>The administrator uses <i>his/her</i> the school newsletter to communicate with families about TAG in the following ways:</p> <ul style="list-style-type: none"> ● Citing specific examples of services made available to TAG students in TAG presentations and correspondence 	<ul style="list-style-type: none"> ● Copies of Newsletters and Other Correspondence 	<ul style="list-style-type: none"> ● Ongoing ● Back to School Night (October) ● TAG Parent Meeting (October)

<ul style="list-style-type: none"> ● Citing building TAG plan and describing how it guides programming in TAG presentations and correspondence ● Sharing information at District or Cluster TAG Parent Meetings ● Sharing information and updates in TAG presentations and correspondence as well as have information about what teachers are doing in classes 		
<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>	<ul style="list-style-type: none"> ● Bulletin Board in the Main Hall 	<ul style="list-style-type: none"> ● Ongoing
<p>A Fall TAG parent meeting will be held in October. Details include:</p> <ul style="list-style-type: none"> ● Building TAG plan and how it guides programming ● Implementation of TAG services ● Identification Process ● Differentiation offered to meet rate and level ● Scheduling 	<ul style="list-style-type: none"> ● Flyer ● Handouts ● Attendance Roster 	<ul style="list-style-type: none"> ● November – according to the TAG Checklist
<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 your school is non-exempt, parents will be provided an opportunity to offer input into and review the student’s individual TAG plan for meeting a student’s rate and level. A copy of the individual plan will be placed in the student’s salmon folder.</p>	<ul style="list-style-type: none"> ● Completed Parent Student TAG Services 	<ul style="list-style-type: none"> ● November – according to the TAG Checklist
<p>Our families will have the following opportunity(ies) to evaluate our TAG services:</p> <ul style="list-style-type: none"> ● TAG Information Meeting ● TAG plan available in the office, on the bulletin board, and upon request ● Scheduled conversations with the TAG Coordinator by parent request 	<ul style="list-style-type: none"> ● Attendance roster from TAG information meeting ● Bulletin Board ● Notes from meetings 	<ul style="list-style-type: none"> ● October – as suggested by the TAG Checklist ● By the first day of school ● Ongoing

<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"> ● Contact the teacher in person, by phone, or email ● Contact the TAG Coordinator ● Contact the Principal ● Contact the district TAG office 	<ul style="list-style-type: none"> ● TAG Bulletin Board ● Appointment Calendars ● Teacher/Parent Communication Logs 	<ul style="list-style-type: none"> ● Ongoing
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Submitted _____

Received _____

Approved _____