

Due to the PPS TAG Office and your Regional Administrator on February 28th, 2019

**Lent**

**School**

**Richard Smith**

**Principal**

**Logan Heyerly**

**TAG Facilitator**

<b>FOCUS: Acknowledgement of TAG Identified Students</b>		
<b>Action</b>	<b>Documentation</b>	<b>Expected Completion Date or Check Point</b>
<p><b>Method used to ensure all teachers know TAG students enrolled in their class(es):</b></p> <ul style="list-style-type: none"> <li>• Copy of TAG student list for all staff members, staff will highlight TAG student on class lists</li> <li>• Teachers will know in what area the student is identified (Reading, Math, and/or Intellectually Gifted.) 6<sup>th</sup>-8<sup>th</sup> grade teachers will draft course syllabi.</li> </ul>	<p>This information is kept in individual teacher grade book, student CUM &amp; a copy of all TAG student list will be generated for all staff members.</p>	<p><b>September and January of each year</b></p> <p>August-September PD/February (newly identified)</p>

<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>
<p><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.</b></p> <ul style="list-style-type: none"> <li>• During staff meeting, teachers will review “Characteristics of Gifted Students” form and CLED form found on the TAG website</li> </ul>	<p>Copy of staff meeting agenda.</p>	<p>October 2018</p>
<p><b>The principal will ensure teachers are nominating students from underrepresented populations in the following manner:</b></p> <ul style="list-style-type: none"> <li>• During first quarter PD, teachers will focus on underachieving and underrepresented students. Compare currently identified students with Lent’s general population. Examine race at each grade level to determine possible nomination and identification and for potential to perform.</li> </ul>	<p>Compare data of Lent student population, who was nominated for previous school-year, and analyze how teacher staff can increase nominations of underrepresented students.</p>	<p>September 2018 &amp; February 2019</p>

Due to the PPS TAG Office and your Regional Administrator on February 28th, 2019

<ul style="list-style-type: none"> <li>● TAG Facilitator will lead all staff to examine underrepresented populations to nominate students by using “Characteristics of Gifted Students” form and CLED form             <ul style="list-style-type: none"> <li>○ Decrease focus on SBAC and other standardized test scores</li> <li>○ Facilitate staff discussions on what TAG looks like - not always “perfect test score students”                 <ul style="list-style-type: none"> <li>▪ How do we show students they are TAG? What opportunities can we give students to show their TAG potential?</li> </ul> </li> </ul> </li> </ul>		
<p><b>Our school will use the following observation tools and/or data in the TAG identification process:</b></p> <ul style="list-style-type: none"> <li>● Standardized testing results (CogAT/ IOWA/SBAC results)</li> <li>● End of unit assessments, anecdotal evidence, observations, formative assessments, samples of work</li> </ul>	<p>Test score, observations</p>	<p>January 2018</p>
<p><b>The building will use the following procedures throughout the ID process:</b></p> <ul style="list-style-type: none"> <li>● TAG Facilitator will check CUM files against TAG list sent by TAG office.</li> <li>● Teachers will identify students that fall into the 97<sup>th</sup> percentile, formative assessments, end of unit assessments, parent input and recommendations, anecdotal evidence.</li> <li>● Supported by the TAG identification process as outlined in the TAG manual.</li> </ul>	<p>Teacher/parent observations on file on the IDPF</p>	<p>November 2018</p>

<b>FOCUS: TAG Services</b>		
<b>Action</b>	<b>Documentation</b>	<b>Expected Completion Date or Check Point</b>
<p><b>Differentiation strategies:</b></p> <ol style="list-style-type: none"> <li>1) <b>Please list differentiation strategies used within a variety of classrooms.</b> <ul style="list-style-type: none"> <li>○ Tiered assignments, High Level Questioning</li> </ul> </li> <li>2) <b>Describe how the following strategies are used in all classrooms to meet the rate and level of students.</b></li> </ol>	<p>Walk through notes, differentiated instruction differentiation observation tool, lesson/unit plan</p>	<p>Ongoing Throughout the School Year</p>

Due to the PPS TAG Office and your Regional Administrator on February 28th, 2019

<ul style="list-style-type: none"> <li>o Teachers are asking high level questions of their classes/students and providing structured space for students to explore and think at high levels.             <ul style="list-style-type: none"> <li>▪ High quality questioning will be used to create activities that allow students to access the rigor in the curriculum.</li> <li>▪ Leads students to a more inquiry-minded experience</li> </ul> </li> <li>o Teachers will provide tiered assignments in order to allow all students show their highest level of knowledge and skill             <ul style="list-style-type: none"> <li>▪ Examples: differentiated menus, rubrics with “above and beyond” sections, choice-based assignments that allow for differentiated levels of knowledge to be shown</li> </ul> </li> <li>o Teachers provide students with the needed time to process, discover, and discuss, and collaborate in the classroom</li> </ul> <p><b>3) What are the school-wide structures that provide for appropriate rate and level? (Note: Walk to Math is not an approved structure to meet rate and level)</b></p> <ul style="list-style-type: none"> <li>o PLC or PD time is used to develop strategies amongst teams that provide for high level questioning success and tiered assignment use             <ul style="list-style-type: none"> <li>▪ Data is examined within and across grade levels to create evidence-based starting points for the strategies being used</li> </ul> </li> <li>o <i>PD on high level questioning strategies or tiered assignment use (dependent on TAG department provided PD)</i></li> </ul>		
<p><b>We determine whether a student needs acceleration in the following way:</b></p> <ul style="list-style-type: none"> <li>● Triangulation of data</li> <li>● Teacher recommendation</li> <li>● Formal &amp; informal data review</li> <li>● Measuring individual progress &amp; plan relevant to students’ needs</li> </ul>	<p>Data teams notes; Data reports; Initialized Plan</p>	<p>Ongoing &amp; end of unit assessments; February &amp; April Check points</p>
<p><b>Our process for using <i>data</i> to measure the growth of our TAG students is:</b></p> <ul style="list-style-type: none"> <li>● Grade level teams will meet and discuss students, using a variety of measures, i.e., samples of work, observations, rubrics, test scores</li> </ul>	<p>Data team notes; Data results</p>	<p>Ongoing</p>

Due to the PPS TAG Office and your Regional Administrator on February 28th, 2019

<ul style="list-style-type: none"> <li>○ Teams, when possible, will meet to discuss student data in order to make instructional decisions</li> </ul>		
<p><b>The following options for acceleration are available at our school:</b></p> <ul style="list-style-type: none"> <li>● Compacted Math for 7th and 8th graders</li> </ul>	Data result reports	Ongoing
<p><b>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:</b></p> <ul style="list-style-type: none"> <li>● Administrators/Counselors will work with teachers/students/parent to find best fit for students which may include Virtual Scholars</li> </ul>	Tiered placement student list	Ongoing
<p><b>Additional services/enrichment available for TAG students include:</b></p> <ul style="list-style-type: none"> <li>● Whole grade advancement/promotion, Battle of the Books, Oregon Writing Festival, Spelling Bee, Chess Club, Saturday Academy, S.U.N. classes</li> </ul> <p><b>The students access these services in the following manner:</b></p> <ul style="list-style-type: none"> <li>● TAG School Facilitator; teacher/parent recommendation, TAG bulletin board, distribution of TAG district provide flyers, Lent family newsletter</li> </ul>	Updating TAG bulletin; maintain record of requests in Student file	Upon Request
<p><b>The administrator(s) ensures the use of differentiated strategies, rigorous coursework, and instruction provided at the appropriate rate and level in the following ways:</b></p> <ul style="list-style-type: none"> <li>● Observations: instruction &amp; student engagement</li> <li>● Participation in PLCs and/or PDs</li> </ul>	Administrator walk through	Ongoing

<b>FOCUS: Responsibilities of TAG Facilitator</b>		
<b>Action</b>	<b>Documentation</b>	<b>Expected Completion Date or Check Point</b>
<p><b>The administrator ensures the TAG Facilitator is trained and familiar with the requirements of the TAG Facilitator Job Description, which include mandatory</b></p>	Sign-In record of attendance Checklists	Monthly as scheduled

Due to the PPS TAG Office and your Regional Administrator on February 28th, 2019

<p><b>attendance at TAG sponsored PD and coordinating the ID process in the school, in the following manner:</b></p> <ul style="list-style-type: none"> <li>● Release for TAG sponsored PD</li> <li>● Coordinated meetings with school administration</li> <li>● Provide teachers with the necessary information to identify and serve TAG students:             <ul style="list-style-type: none"> <li>○ TAG identified student lists at the start of the year</li> <li>○ IDPF and CLED form explanation</li> <li>○ Scheduling the CogAT test and reporting scores back to 2nd grade teachers</li> </ul> </li> <li>● Engage families in a TAG event early in the Fall semester to make sure they understand the services available to students and the nomination process</li> <li>● Works with building TAG team to complete final IDs</li> <li>● Works with admin to present PLC/PD opportunities that will be advantageous for TAG students</li> </ul>		
--	--	--

**FOCUS: Professional Development**

Action	Documentation	Expected Completion Date or Check Point
<p><b>A quarterly PD schedule is provided that demonstrates when each of the following is include in the school’s professional development plan:</b> high level questioning and tiered assignments</p> <p><b>These strategies will be integrated into our school professional development plan or school improvement plan in the following ways: (CCSS Implementation, Equity Work)</b></p> <ul style="list-style-type: none"> <li>● Staff Meetings</li> <li>● Team Meetings</li> <li>● Grade Level Meetings</li> </ul>	<p>Agenda sign-in record of attendance</p>	<p>November, 2018 January, 2019 February, 2019</p> <p>On Going throughout the 2018/16 school year</p>

**FOCUS: Communication**

Due to the PPS TAG Office and your Regional Administrator on February 28th, 2019

Action	Documentation	Expected Completion Date or Check Point
<p><b>Teachers communicate the differentiation strategies they're implementing in their classrooms in the following ways:</b></p> <ul style="list-style-type: none"> <li>• Instructional strategies in data team process; school PLCs, back to school night (for parents); Individualized TAG Plans on an as needed basis</li> </ul>	<p>Data team notes Lesson plans; TAG IDPF</p>	<p>Ongoing</p>
<p><b>The administrator uses the school newsletter to communicate with families about TAG in the following ways:</b></p> <ul style="list-style-type: none"> <li>• Deadlines, nomination, presentation opportunities, PTA meetings, student opportunities for classes through SUN, reference to school TAG plan and how it is being implemented</li> </ul>	<p>School newsletter</p>	<p>Quarterly</p>
<p><b>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:</b></p> <ul style="list-style-type: none"> <li>• TAG Facilitator</li> </ul>	<p>TAG Bulletin; TAG plan; Rights &amp; Responsibilities Handbook; Appeals Process</p>	<p>September/ongoing for updates</p>
<p><b>A Fall TAG parent meeting will be held before 10/31. Details include:</b></p> <ul style="list-style-type: none"> <li>• During fall parent meeting, share district PPT and allow for Q and A</li> <li>• IDPF available</li> <li>• Survey provided to TAG families to share their thoughts and questions about the TAG program at Lent</li> </ul>	<p>Agenda; Parent sign-in attendance sheet</p>	<p>October 2018</p>
<p><b>Classroom teacher-parent communication:</b></p> <ul style="list-style-type: none"> <li>• 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.</li> </ul>		

Due to the PPS TAG Office and your Regional Administrator on February 28th, 2019

<p><b>Our families will have the following opportunity(ies) to evaluate our TAG services:</b></p> <ul style="list-style-type: none"> <li>• At parent teacher conferences teachers will solicit information from parents</li> <li>• Survey provided to TAG families to share their thoughts and questions about the TAG program at Lent <i>(for families who did not already take the survey)</i></li> </ul>		
<p><b>If parents have concerns about their child’s TAG services they will have the following opportunities (process) to inform the school:</b></p> <ul style="list-style-type: none"> <li>• Parent Night, Parent-Teacher Conferences, informal conversations with teachers, meetings with TAG coord. and/or admin.</li> <li>• Survey provided to TAG families to share their thoughts and questions about the TAG program at Lent <i>(for families who did not already take the survey)</i></li> </ul>	<p>Meeting documentation</p>	<p>Ongoing as needed</p>

Submitted \_\_\_\_\_

Received \_\_\_\_\_

Approved \_\_\_\_\_