

Lewis Elementary School

Deanne Froehlich Principal

Lisa Tegethoff TAG Facilitator

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): Enrolled TAG students sorted by classroom and lists printed from Synergy by office. TAG coordinator will give each teacher two copies, one to sign and return and one to keep on-file in the classroom. Teachers will be asked to review building TAG plan.</p> <p>Newly identified TAG students will be identified in the Spring and teachers will be informed by the TAG coordinator.</p>	<p>Class lists of TAG students stored with TAG Coordinator & in classrooms</p> <p>Newly identified TAG student lists</p>	<p>September</p> <p>April</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> <ul style="list-style-type: none"> • Possible documents used for discussion: Characteristics of Gifted Students, Attributes of Gifted ELL Students from Poverty and or Diverse Cultures. • Staff will analyze test data, MAPS, SBAC, and/or NNAT3 to discuss, identify and nominate high performing students from under-represented groups. • TAG coordinator will show teachers how to complete IDPF form and explain due dates and share timeline for newly identified students during the coming year. 	<p>Staff Meeting agenda kept on file by TAG Coordinator. Copy of article or powerpoint presented.</p>	<p>Early-Mid October (before nomination deadline)</p>

<p>The principal will ensure teachers are nominating students from underrepresented populations in the following manner:</p> <ul style="list-style-type: none"> • Encouraging staff, including ELL and Special Education, at staff meetings to nominate students from underrepresented populations. • Time will be provided at PLC meetings to discuss potential student candidates for TAG 	<p>NNAT3, MAPS or SBAC from previous years, and FALL benchmark testing broken down by racial groups. TAG list highlighted and filed in TAG folder with coordinator</p>	<p>October</p>
<p>Our school will use the following observation tools and/or data in the TAG identification process: Test Data (SBAC, BAS, Dibels, MAPS, ELPA), Work Samples, Teacher Observations, Grade 2 NNAT3</p>	<p>Observation tools filed in student files with coordinator</p>	<p>October</p>
<p>The building will use the following procedures throughout the ID process:</p> <ol style="list-style-type: none"> 1. Parents and teachers informed about the process via Open House TAG powerpoint presentation and staff meetings (IDPFs made available in multiple languages, due dates posted on TAG bulletin board) 2. Parents and teachers nominate potential TAG students 3. TAG Coordinator ensures forms are complete and signed 4. TAG Coordinator inputs data into the TAG spreadsheet 5. IDPF forms picked up at school by TAG department 6. TAG Coordinator facilitates testing dates and room location(s) 7. TAG Coordinator informs staff of testing dates and facilitates letter to parents 8. Committee (consisting of TAG Coordinator, Principal, and an additional staff member) reviews test results and original IDPF and work samples as needed 	<p>TAG Powerpoint presentation for families, IDPFs collected and stored by TAG Coordinator, TAG Spreadsheet, copy of testing dates letter to families, committee notes and finalized recommendations/notes</p>	<p>Nomination related procedures in Oct-Dec. Testing procedures in Jan-Feb. TAG Committee work in April</p>

FOCUS: TAG Services

Action	Documentation	Expected Completion Date or Check Point
<p>Differentiation strategies:</p> <p>1) Please list differentiation strategies used within a variety of classrooms. Small group, flexible grouping, pre- and post-test, higher level questioning, online extensions, tiered lessons, partner work, pre-test before unit to determine mastery and post-tests</p> <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 Grouping-Teachers create and provide extension projects within the classroom so students have quality work to do it they finish work early. b. Pre-Assessment- Pre and post assessments for each unit of study in most content areas provided by the core adoptions. Teachers assess and group students by academic level in literacy to address accelerated rates and levels. c. System of on-going or formative assessments that inform instruction- Formal and informal literacy and math assessments provided by the core adoptions are used to differentiate instruction. Notes from teacher observations. Work Samples. SBAC and or MAPS scores grades 3-5. d. Quad D instructional experiences- Students are given opportunities to explore and design through student centered learning <ul style="list-style-type: none"> i. Extension Activities ii. Independent Study iii. Individual Projects 	<p>Teacher Lesson Plans, Classroom Observations, Master Schedule, Student Work, Assessment Data</p>	<p>On-going</p>

<p>3) What are the school-wide structures that provide for rigorous and relevant coursework at the appropriate rate and level? Teacher observations, small groups, cluster grouping, pre- and post-assessments, independent work projects, higher-level questioning</p>		
<p>We determine whether a student needs acceleration in the following way: Assessments Scores (SBAC, BAS, Dibels, MAPS), Pre-test, Recommendations from Teachers, Parents, and Student Work Samples, Work Products</p>	<p>Assessment Data Meeting Notes</p>	<p>On-going</p>
<p>Our process for using <i>data</i> to measure the growth of our TAG students is: During Data Meetings and PLC's, look at TAG Student progress and formulate a plan to meet their needs</p>	<p>Meeting Notes Assessment Data</p>	<p>On-going</p>
<p>The following options for acceleration are available at our school: Small groups, individual student contracts, online tools, independent work. Students will also attend a science workshop with OMSI, Mad Science, or other similar organization. Students access these options in the following manner: Test Data, Pre-tests, Teacher Advocacy, Parent Advocacy, Student Advocacy</p>	<p>Schedules, Lesson Plans</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: Grade Advancement K-5 Single Subject Acceleration Online Tools for acceleration in math or reading</p>	<p>Student Schedules, Lesson Plans</p>	<p>On-going</p>
<p>Additional services available for TAG students include: Individual student contract for K-5. Extra-curricular activities such as OBOB. Students will also attend a science workshop with OMSI, Mad Science, or other similar organization. The students access these services in the following manner: Teacher Nomination, TAG Identified, Student Request</p>	<p>Master Schedule, Title of Classes Offered, TAG Notebook, Class Lists</p>	<p>On -going</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: Reviewing lesson plans, observations of students and classrooms, discussions with teacher and staff, communicating professional development opportunities with staff.</p>	Walk-through Notes, Lesson Plans, Informal Observations and Conversations	On-going
---	---	----------

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: TAG Coordinator remains aware of deadlines, responsibilities, and communicates reminders to staff as needed.</p>	TAG meetings sign in sheets and agendas. Completion of TAG Spreadsheet and IDPF documentation. Email communication with test proctors.	On-going

FOCUS: Professional Development

Action	Documentation	Expected Completion Date or Check Point
<p>A quarterly PD schedule is provided that demonstrates when each of the following is included in the school’s professional development plan: Flexible grouping, rigor in the classroom, assessments to inform to inform instruction, increased use of mathematical practices and instructional shifts, increased text complexity and text-based questions</p>	PD Schedule Agendas of PD Meetings and Notes	Ongoing beginning in September through May. PD will take place quarterly at a staff meeting following the TAG Coordinator meetings.

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> <p>CCSS Implementation, GVC, Balanced Literacy Implementation, PLC's</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>Looking at student data, forward planning, identifying targets and sharing learning. Planning open ended activities for TAG students or specially designed projects.</p>	<p>Agendas and Notes from Meeting</p>	<p>Ongoing discussions</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>During parent-teacher conferences, teachers inform parents about the differentiated instructional strategies used to meet rate and level of the TAG student, in annual goal setting/conferencing with administration, and through lesson plans, leveled small groups, learning targets, student assignments/work, posters, charts, and classroom newsletters/blogs posts.</p>	<p>Communication from teachers</p>	<p>On-going</p>
<p>The administrator uses the school newsletter to communicate with families about TAG in the following ways:</p> <p>Nomination timelines, 2nd grade testing information, identification timeline, TAG Dept. sponsored activities like OMSI night, in-school special classes, and extra activities like Oregon Battle of the Books and annual spelling bee.</p>	<p>Thursday Announcements</p>	<p>On-going</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: TAG Facilitator</p>	<p>Bulletin updated and maintained</p>	<p>On-going</p>
<p>A Fall TAG parent meeting will be held before 10/31. Details include: Powerpoint will be presented and questions answered by Administrator and TAG facilitator during Back to School night.</p>	<p>School Calendar and weekly newsletter and TAG Dept. Powerpoint</p>	<p>Fall Open House</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 folder.</p>	<p>Forms signed and placed in student folder</p>	<p>November</p>
<p>Our families will have the following opportunity(ies) to evaluate our TAG services: Fall TAG and Parent Meetings and Parent input solicited at Parent/Teacher Conferences</p>	<p>Written & Verbal Communication to Admin. or TAG Coordinator</p>	<p>On-going</p>
<p>If parents have concerns about their child’s TAG services they will have the following opportunities (process) to inform the school: Informal conversations with teacher, meetings with teachers, TAG facilitator and/or Principal</p>	<p>Written Documentation of Meeting(s) and other correspondence</p>	<p>As needed</p>

Submitted _____

Received _____

Approved _____