

Due to the PPS TAG Office and your Regional Administrator on January 4, 2016

**Maplewood**  
**Jill Bailey**  
**Christy Caton**

**School**  
**Principal**  
**TAG Coordinator**

| <b>FOCUS: Acknowledgement of TAG Identified Students</b>                          |  |  |
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| <b>Action</b>   | <b>Documentation</b>   | <b>Expected Completion Date or Check Point</b> |
| Method used to ensure all teachers know TAG students enrolled in their class(es): | Teachers will highlight students on their class lists in September 2018-and January 2019; in September 2019-and January 2020 | September and January of each year             |

| <b>FOCUS: Identification of Students who Perform in the 97th Percentile or Demonstrate the Potential to Perform</b>  |   |  |
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| <b>Action</b>  | <b>Documentation</b>  | <b>Expected Completion Date or Check Point</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.   | Staff meeting PD focused on identification of TAG potential specifically in under-represented and underserved students. Signed Attendance Sheet | September/October 2018 and 2019                |
| The principal will ensure teachers are nominating students from underrepresented populations in the following manner: The principal and TAG Coordinator will meet with grade level teams to discuss nominations of TAG student specifically in under represented and underserved students. The principal will also connect this to the equity PD and CARE PD | PD plan with date of grade level meetings in September and October of 2018 & 2019<br>Student Nominations  | September/October 2018 and 2019                |
| Our school will use the following observation tools and/or data in the TAG identification process: Pre-screen checklist; characteristics checklist; spring test  | Strategies used for nominations by  | November of 2018 & 2019                        |

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| <p>scores, K-5 work samples; DIBELS; K-2 &amp; easyCBM 3-5 Literacy Assessments; observations during the first few weeks of school; grade 2 Cognitive ability results; Parent/Student Survey, Attributes of Gifted English Learners</p>   | <p>November of 2018 &amp; 2019</p>  |   |
| <p>The building will use the following procedures throughout the ID process: Pre-screening, reading and math data from pre and post assessments, data wall, teacher observation, observation tools from TAG Office and meeting time to discuss nominations for the 2016-2017 school year and again for the 2017-2018 school year. Parent/Teacher Nomination Forms available at school and on line</p> | <p>September-November and On-going for the 18-19 &amp; 19-20 school years</p> | <p>September-November and On-going for the 18-19 &amp; 19-20 school years</p> |

| <b>FOCUS: TAG Services</b>   |  |   |
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| <b>Action</b>  | <b>Documentation</b>   | <b>Expected Completion Date or Check Point</b>  |
| <p>Differentiation strategies:</p> <p>1) Please list differentiation strategies used within a variety of classrooms. <i>Flexible groupings (leveled literacy groups, pull-out groups for reading and math within the classroom grade level of school); ability and interest grouping; tiering lessons; cluster grouping of TAG students; higher level questioning; independent work; single subject acceleration in math, teacher lesson plans reflect differentiation strategies used to scaffold and extend instruction to meet the rate and level of all students.</i></p> <p>2) Describe how the following strategies are used in all classrooms to meet the rate and level of students.</p> <p>a. <i>Flexible Grouping-groups will be formed based on assessment data collected in math and reading and student performance</i></p> <p>b. <i>Pre-Assessments-Currently Scott-Foresman and Bridges pre and post unit assessments</i></p> <p>c. <i>System of on-going or formative assessments that inform instruction-Teacher created assessments, pre and post assessments, student work samples, observation of student performance,</i></p> | <p>Evidence will be identified in the daily mater schedule, teacher’s planning and PLC notes</p> <p>Observation notes from walk-throughs<br/>Informal and formal observations<br/>Notes from PLC’s and grade level meetings<br/>Teachers plans</p> | <p>September 2018 and June 2019<br/>September 2019 and June 2020</p> <p>Ongoing walk-throughs once every two months.<br/>Battle of the books reading groups by September 30<sup>th</sup></p> <p>Perennial Math for 3<sup>rd</sup> and 4<sup>th</sup> grade<br/>November-April</p> |

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| <p>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) <i>Pre and post assessments, data walls, grade level and staff meetings to discuss rate and level. Individual and small group instruction as student's rate and level.</i></p>   | <p>Pre/post assessment results, review of DIBELS &amp; easyCBM results fall, winter, spring; student work samples</p>  |   |
| <p>We determine whether a student needs acceleration in the following way: <i>Teachers, principal and TAG Coordinator look at formative and summative assessments-state testing scores (Smarter Balanced), unit assessments, DIBELS, easyCBM 4-5, three times a year, Moby Max, three times a year, student work samples, teacher observation and grade level teams to analyze data-student consistently demonstrating proficiency on pre-assessments, student is already working at or above grade level in one or more areas</i></p>   | <p>School and grade level data acquired from assessments</p>   | <p>Looking at data three times a year.<br/>State testing scores 3-5</p>                     |
| <p>The process for using <i>data</i> to measure the growth of our TAG students is: <i>administration of state testing, DIBELS K-3 and easyCBM 4<sup>th</sup> – 5<sup>th</sup> Fall/Winter/Spring for literacy; teacher monitor progress using classroom level indicators and share at grade level team meetings.</i></p>   | <p>Dashboard results for DIBELS &amp; easyCBM and grade level meeting notes</p>  | <p>Fall/Winter/Spring for DIBELS &amp; easyCBM Grade Level team meetings 3 times a year</p> |
| <p>The following options for acceleration are available at our school: <i>Classroom teachers use the differentiation model to meet student's rate and level in math and reading. In math, grade level acceleration is an option if the data supports moving a student to the next grade level (this decision is looked at closely due to the expectation of a grade level mastery of the math curriculum, (Bridges). Additional instruction and practice at a higher math level is offered. In reading, teachers challenge students using alternative text and stories to meet individual student's rate and level focusing on the comprehension skill and strategies in addition to the Scott Foresman, reading adoption.</i></p> | <p>Parents will be notified of any acceleration by grade levels or if going into another classroom; acceleration of learning activities will be brought to parent attention through notes/emails to parents.</p> | <p>Ongoing, will be discussed prior to acceleration</p>                                     |

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| <p>Students access these options in the following manner: <i>Based on data, teachers will give students higher level math and reading options within the classroom.</i></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"> <li>- Mid-Level must include a specific plan for helping students access courses such as Geometry.</li> <li>- High School must include a specific plan for accessing AP, IB, or similarly rigorous, college-ready courses.</li> </ul>  |   |  |
| <p>Additional services available for TAG students include: <i>Students have opportunities to socialize and work with like ability on like interest work.</i></p> <ul style="list-style-type: none"> <li>● <i>Wordly Wise is used K-5 with a focus on academic language.</i></li> <li>● <i>In 5<sup>th</sup> grade Math Olympiad is offered to gifted math students, service learning, mentorship, 3<sup>rd</sup> &amp; 4<sup>th</sup> grade participate in Perennial Math</i></li> <li>● <i>Participation in the Oregon Writing Festival</i></li> <li>● <i>Any 3<sup>rd</sup>, 4<sup>th</sup> &amp; 5<sup>th</sup> grade student can participate in the Oregon Battle of the Books</i></li> </ul> <p><i>Students access these services in the following manner: Discussion with teachers and parent on the best times for the activity, or by responding to information publicized by the principal or teacher.</i></p> | <p>Teacher notation</p>   | <p>On-Going<br/>September 2018-June 2019; September 2019-June 2020</p> |
| <p>The administrator(s) ensures the use of differentiated strategies, rigorous course work, and instruction provided at the appropriate rate and level in the following ways: <i>Classroom walk through, grade level or PLC discussions, district or building professional development, support from district and building TAG personnel</i></p>  | <p>Observation notes from walk classroom throughs, meeting agendas, informal and formal observations as part of the evaluation process.</p> | <p>On-going September to June 2018-2019 &amp; September 2019-2020</p>  |

**FOCUS: Responsibilities of TAG Coordinator**

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| 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 ID process in the school, in the following manner: <i>A documentation section of the TAG Guide is kept and monitored by the Principal as shown in the TAG Plan.</i></p>   | <p>This information is kept in the Documentation Section of the TAG Guide in the main office.</p>   | <p>On-Going 2018-2019<br/>On-Going 2019-2020</p>  |
| <p><b>FOCUS: Professional Development</b></p>  |   |   |
| 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: flexible grouping, Rigor in the classroom, assessments to inform instruction, increased use of mathematical practices and instructional shifts, increased text complexity and text-based questions</p> <p><i>These strategies will be integrated into our school professional development plan or school improvement plan in the following ways: (CCSS Implementation, Equity Work,)</i></p> | <p>Quartely PD Schedule and agendas<br/>Strategies will be integrated into Maplewood’s professional development plan.<br/>Strategies will be delivered and shared by the TAG Coordinator.</p> | <p>October 2018<br/>January 2019<br/>March 2019<br/><br/>October 2019<br/>January 2020<br/>March 2020</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: <i>PLC work, differentiation PD and a deeper focus on the rigor and relevance framework, equity work and Common Core Standards.</i></p>  | <p>Staff meeting, PLC and equity meetings will have dedicated time to collaborate around instructional practices that include differentiation, rigor and</p>                                  | <p>Monthly, September thru June 2019 and 2020</p>   |

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|   | relevance, equity and common core                         |   |
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| <b>FOCUS: Communication</b>   |   |   |
| Action  | Documentation   | Expected Completion Date or Check Point                         |
| Teachers communicate the differentiation strategies they're implementing in their classrooms in the following ways: <i>Parent newsletters, email communications or sending hard copies home, parent-teacher conferences and face to face meetings with parents.</i>   | Monthly newsletters sent home and a copy to the principal | Monthly, September thru June 2019 and 2020                      |
| The administrator communicates with families about TAG in the following ways: Parent meeting in the fall, TAG updates will be included in the parent newsletter.  | Principal newsletters are posted on the Maplewood website | Fall/Winter/Spring 2018-2019<br>Fall/Winter/Spring 2019-2020    |
| <i>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: The TAG coordinator with assistance from the office secretary.</i> | The TAG Bulletin Board is visible from the main hallway.  | On-going  |
| A Fall TAG parent meeting will be held before 10/31. Details include: <i>Identification timelines; building TAG plan; instructional strategies for all students; individualized instructional plans-request; district structure for services</i>  | Agenda and TAG Power Point                                | Paired with the Back To School Night in September 2018 and 2019 |
| 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 cumulative folder.   | Signed forms  | November 2018 & 2019  |
| Our families will have the following opportunity(ies) to evaluate our TAG services: Parent input will be sought for the 2020-2022 TAG Plan  | Parent TAG Meeting<br>New Parent TAG Meeting              | September 2019 & March 2020                                     |

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| If parents have concerns about their child's TAG services they will have the following opportunities (process) to inform the school: Contact the principal and/or TAG Coordinator or teacher via in-person contact, notes or emails | Contact log and email correspondence | On-going as appropriate |
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Submitted \_\_\_\_\_

Received \_\_\_\_\_

Approved \_\_\_\_\_