

Marysville School

Catherine Murray Principal

Anna Connors TAG Coordinator

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): Teachers will receive data cards for each student designating TAG students.</p> <p>Teachers will be given a class roster with student names highlighted and the area of the child’s TAG identification. Teachers will sign this and return it to the TAG coordinator.</p>	<p>Data cards in individual classrooms</p> <p>Rosters in TAG notebook</p>	<p>September 2018-2022</p> <p>September 2018-2022</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. Possible documents used for discussion: Characteristics of Gifted Students, Attributes of Gifted ELL Students from Poverty and/or Diverse Cultures</p>	<p>Agenda for meeting/ staff attendance roster placed in TAG notebook</p>	<p>December 2018-2022</p>
<p>The principal will ensure teachers are nominating students from underrepresented populations in the following manner: Looking at test data (OSAS, Easy CBM, MAPS, and DIBELS) from previous year, and growth targets. Lists generated by TAG coordinator, and given to teachers during PLC meetings. Time will be provided at PLC meetings to discuss potential student candidates for TAG</p>	<p>Test data from previous year broken down by ethnic groups, TAG list highlighted and filed in TAG notebook</p>	<p>October 2018-2022</p>

<p>Our school will use the following observation tools and/or data in the TAG identification process: Test data: OSAS, Easy CBM, DIBELS, MAPS, curriculum and teacher-made pretests, work samples, teacher observations, Pre-screening Checklist from TAG office, Grade 2 Cogat scores</p>	<p>Observational tools filed in student files</p>	<p>December 2018-2022</p>
<p>The building will use the following procedures throughout the ID process: TAG coordinator will coordinate the ID process using the IDPF form provided by TAG district office.</p>	<p>Lists of recommendations will be filed in TAG notebook</p>	<p>December 2018-2022</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.</p> <p>Small groups, Flexible groups, curriculum compacting as needed, High flyer notebooks with research topics and results, Tiered lessons, High level questioning, Partner work, Pretests before units to determine mastery, and posttests.</p> <p>2) Describe how the following strategies are used in all classrooms to meet the rate and level of students.</p> <p>a. Flexible Grouping – K-5, small group reading in K-8, Compacted Math and</p>	<p>Teacher’s lesson plans highlighted to denote strategies, observation of principal, student work, student portfolios.</p> <p>Schedules, lesson plans and meeting agendas</p>	<p>2018-2022 On-going</p>

<p>We determine whether a student needs acceleration in the following way: Test scores (OSAS, Easy CBM and DIBELS, MAPS), pre-tests, teacher recommendation, parent recommendation and student recommendation. Teachers and parents can request that the homeroom teacher and TAG coordinator review their request for acceleration.</p>	<p>Assessment data and meeting notes</p>	<p>2018-2022 On-going</p>
<p>Our process for using <i>data</i> to measure the growth of our TAG students is: During “Data Dig In” and PLC meetings, teachers will look at data to determine the level of TAG student’s progress and plan accordingly to enrich or accelerate the curriculum for the student, consider grouping and compacting strategies, and to reevaluate the success and effectiveness program for TAG students.</p>	<p>Notes from meetings, showing the work accomplished.</p>	<p>2018-2022 On-going</p>
<p>The following options for acceleration are available at our school: Within classrooms with higher level or compacted curriculum, upper level math 7-8 grade, small group work, strategic thinking activities.</p> <p>Students access these options in the following manner: Test data, pretests, parent advocacy, student advocacy, and teacher advocacy.</p>	<p>Schedules, lesson plans, and meeting agendas</p>	<p>2018-2022 On-going as needed</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-7 Individual Plan for eighth grade Curriculum advancement Single subject acceleration</p>	<p>Student schedules, lesson plans</p>	<p>2018-2022 On-going as needed</p>
<p>Additional services available for TAG students include: Enrichment opportunities at the 7th and 8th grade level including a second language. All TAG students will be offered an enrichment class (OMSI) either during the school day or after school through SUN and/or Saturday Academy (as funds allow). Oregon Writing Festival with registration for up to 4 students.</p>	<p>Master Schedule, title of classes offered in TAG notebook, Class lists</p>	<p>April 2019-2022</p>

<p>The students access these services in the following manner: Teacher nomination, TAG identified, student request.</p>		
<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: Looking at lesson plans Observation of students and classroom Conversations with teachers and teams Conversations with students</p>	<p>Walk-through notes Lesson plans Informal observations and conversations TAG notebook review</p>	<p>2018-2022 On-going</p>

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: Check-ins to determine compliance</p>	<p>E-Mails TAG notebook documentation Face-to-face weekly check-ins</p>	<p>2018-2022 On-going</p>
FOCUS: Professional Development		
Action	Documentation	Expected Completion Date or Check Point

Due to the PPS TAG Office by February 28, 2019

<p>A quarterly PD schedule is provided that demonstrates when each of the following is include in the school’s professional development plan:</p> <p>Flexible grouping, Quad D work, Rigor and Relevance in the classroom, assessments to inform instruction, increased use of mathematical practices and instructional shifts, increased text complexity and text-based questions.</p> <p>These strategies will be integrated into our school professional development plan or school improvement plan in the following ways:</p> <p>CCSS Implementation, Equity Work, Implementation of the Rigor and Relevance Framework and Quad D instructional experiences</p> <p>Professional Development of curriculum extensions available in the district adopted programs</p>	<p>PD Schedule</p> <p>Agenda of PD meetings and notes</p>	<p>2018-2022 On-going</p> <ul style="list-style-type: none"> December 2018 Rate and Level presentation
<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>Discussing Rigor and Relevance and Quad D in the classroom</p> <p>Looking at specific data</p> <p>Coordination of CCSS and TAG strategies/presentations</p> <p>Modifying and using literacy tools from the curriculum – Units of Study</p>	<p>Agendas, notes from meetings, plans developed</p>	<p>2018-2022 On-going discussions</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: Daily Differentiated language targets for students Newsletters and meetings with parents Posters, charts and student work Lesson plans This is done through webpage access, newsletters, phone calls and Back to School night, TAG Bulletin Board</p>	<p>Lesson plans, documentation of meetings. Agendas for BTSN</p>	<p>2018-2022 On-going</p>
<p>The administrator uses the school newsletter to communicate with families about TAG in the following ways: Newsletters Websites</p>	<p>Monthly</p>	<p>2018-2022 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 Coordinator</p>	<p>Bulletin Board will be up and current</p>	<p>2018-2022 On-going</p>
<p>A Fall TAG parent meeting will be held before 10/31. Details include: Childcare will be provided to parents and interpreters will be available. Power point will be presented and questions answered by administrator and TAG office representatives</p>	<p>Notices will be distributed</p>	<p>September 2018</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</p>		

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<p>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. At Parent teacher conference input will be solicited by teachers</p>	<p>Forms signed and placed in CUM file</p>	<p>2018-2022 On-going</p>
<p>Our families will have the following opportunity(ies) to evaluate our TAG services: At parent teacher conference input will be solicited by teachers, feedback from enrichment classes (attendance), parent communication</p>	<p>Written documentation of meeting Meeting notes</p>	<p>2018-2022 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 principal and TAG coordinator.</p>	<p>Written documentation of meeting</p>	<p>2018-2022 as needed</p>

Submitted 1/15/19

Received _____

Approved _____