

**Mt. Tabor Middle School**

**Sean Keating: Principal**

**Marissa Goff: 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> TAG facilitator prints and distributes copies of class lists with TAG students identified in TAG areas to teachers. Teachers are notified by TAG facilitator when TAG students are newly identified or enrolled. Teachers record appropriate TAG identification designation (R, M, I, and/or P) in their own record books.</p>	<p>Teachers' gradebooks, TAG facilitator's files</p>	<p>September</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> This conversation with teachers will take place at a staff meeting in the fall when the TAG handbook materials and the identification process timeline are shared with staff. The TAG facilitator and principal will facilitate this discussion. Dashboard data will be reviewed, examining percentages of TAG-identified students from various groupings (race, gender, language, etc).</p>	<p>Notes from staff meetings</p>	<p>October</p>
<p><b>The principal will ensure teachers are nominating students from underrepresented populations in the following manner:</b> TAG facilitator and principal will examine assessment data for students from underrepresented groups. Principal will consult with individual teachers regarding screening data and tools for their students from underrepresented populations. TAG facilitator will encourage teachers to nominate students from underrepresented groups whose parents may not think to nominate.</p>	<p>Test data from previous years broken down by ethnic groups, TAG lists in TAG folder</p>	<p>November</p>

<p><b>Our school will use the following observation tools and/or data in the TAG identification process:</b> MAP testing scores, CBM scores, SBAC scores, classroom assessments, work samples, teacher observation</p>	<p>TAG Spreadsheet highlighting data results, teacher EasyCBM/MAPS results, copies of work samples</p>	<p>October/November</p>
<p><b>The building will use the following procedures throughout the ID process:</b> Teacher/Facilitator/Administrator Executive Summary checklists will be used to communicate responsibilities of staff. Important dates will be communicated through the school newsletter, staff emails, and Fall TAG Parent Information Night. IDPFs will be available on TAG bulletin board near office and online. TAG facilitator will coordinate the nomination and identification process in line with district timelines.</p>	<p>List of recommendations filed in TAG folder</p>	<p>November</p>

<p align="center"><b>FOCUS: TAG Services</b></p>		
<p align="center"><b>Action</b></p>	<p align="center"><b>Documentation</b></p>	<p align="center"><b>Expected Completion Date or Check Point</b></p>
<p><b>Differentiation strategies:</b></p> <ul style="list-style-type: none"> <li>● Strategies in place within Mt. Tabor’s classrooms may include the following:</li> <li>● Flexible grouping in math and reading instruction</li> <li>● Extensions and enrichment opportunities across the curriculum</li> <li>● Access to above-grade-level curriculum when appropriate</li> <li>● Clustering TAG and other highly-able students for instruction</li> <li>● Compacted math (class) for 7th and 8th grade</li> <li>● Bloom’s Taxonomy models</li> <li>● Higher-level questioning</li> <li>● Open-ended assignments</li> <li>● Expert projects</li> <li>● Literature circles</li> <li>● Single subject grade level acceleration in math on a case-by-case basis as determined by team, with consultation by district support staff</li> </ul>	<p>Teacher Lesson Plans, Classroom Observations, Student Work, Assessment Data</p>	<p>Ongoing</p>

<p>The following strategies are used in all classrooms to meet the rate and level of each student:</p> <ul style="list-style-type: none"> <li>a. Flexible Grouping - students grouped by ability where/when appropriate</li> <li>b. Pre-Assessments - teachers administer pre-assessments that have been generated in PLCs and are based on common formative assessments and Common Core State Standards</li> <li>c. System of on-going or formative assessments that inform instruction - common formative assessments are created in PLCs and based on results from pre-assessment tools, CCSS and GVC</li> <li>d. Quad D instructional experiences - simulations, enrichments (Spanish, engineering, technology, film studies, band, project green), AVID strategies</li> </ul>		
<p><b>We determine whether a student needs acceleration in the following way:</b>                  Assessment scores (SBAC, EasyCBM, MAPS), pre-tests, observations and recommendations from teachers or parents, and student work samples</p>	Assessment Data Teacher Observations TAG Identification Lists	Ongoing
<p><b>Our process for using <i>data</i> to measure the growth of our TAG students is:</b>                  Grade level teams analyze data from a variety of sources during team meetings to inform cluster groupings and differentiation. Classroom teachers use formative and summative assessment to inform differentiation needs within the classroom. Strategies for differentiating needs are discussed during team meetings.</p>	Team Meeting Notes Record/Grade Books	Ongoing
<p><b>The following options for acceleration are available at our school:</b>                  Cluster grouping, flexible groups, compacting through project choices, accelerated curriculum, individual exploratory projects, compacted math classes, Spanish and Japanese for high school credit, advanced band</p> <p><b>Students access these options in the following manner:</b>                  Assignments or offering by teacher observation; student interest; parent input; consultation with TAG office regarding single-subject acceleration as needed</p>	Schedules Lesson Plans Class Lists	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>• Consulting with building administration and the TAG facilitator</li> <li>• Use of the Single Subject Acceleration Guide with support from the TAG department</li> </ul>	<p>Assessment Data SSA Guide</p>	<p>Ongoing / as needed</p>
<p><b>Additional services available for TAG students include:</b> Oregon Battle of the Books; National Geographic Geo Bee; Oregon Writing Festival; MESA (Math, Engineering, Science Achievement), SUN school classes</p> <p><b>The students access these services in the following manner:</b> Informational flyers and catalogs; school newsletter announcements; informational parent meetings; literature on school bulletin board; teacher invitation; direct communication with parents of TAG students by TAG facilitator; classroom teacher coordination.</p>	<p>Daily announcements, principal newsletters, emails to TAG parents</p>	<p>Ongoing</p>
<p><b>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:</b> Classroom observations; consultation with individual teachers; goal-setting and discussion during teacher evaluation process; team meeting notes; attendance at team meetings; conversations with students, parents, and teachers</p>	<p>Lesson Plans, Observations, Formal and Informal Evaluations</p>	<p>Ongoing</p>

<p align="center"><b>FOCUS: Responsibilities of TAG Facilitator</b></p>		
<p align="center"><b>Action</b></p>	<p align="center"><b>Documentation</b></p>	<p align="center"><b>Expected Completion Date or Check Point</b></p>
<p><b>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:</b> Facilitator attends monthly district TAG meetings; regular facilitator/administration consultation; manages email and phone communication with parents regarding TAG</p>	<p>Successful attendance and completion of required activities</p>	<p>Ongoing</p>

<p>issues; coordinates extension opportunities/activities; communicates regularly as needed with TAG office</p>		
<p><b>FOCUS: Professional Development</b></p>		
Action	Documentation	Expected Completion Date or Check Point
<p><b>A quarterly PD schedule is provided that demonstrates when each of the following is included in the school’s professional development plan:</b> 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><b>These strategies will be integrated into our school professional development plan or school improvement plan in the following ways:</b> CCSS Implementation, School Climate Work, Literacy PD, Team Meetings. Conversations around best practices in reading, math, science and social studies.</p>	<p>Meeting agendas Notes from team meetings Year-long calendar with PD schedule</p>	<p>Ongoing</p>
<p><b>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:</b> PLCs will plan differentiation implementation strategies and notes from these meetings will be shared with the principal</p>	<p>PLC Notes</p>	<p>Ongoing discussions</p>

<b>FOCUS: Communication</b>		
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>                      Back to School Night; classroom newsletters and or web pages; differentiated assignments and homework; fall conferences; ongoing conversations with parents and students, Lesson Plans, Learning Targets, Student Work</p>	<p>Communication from teachers                      Email                      Website</p>	<p>Ongoing</p>
<p><b>The administrator uses the school newsletter to communicate with families about TAG in the following ways:</b>                      Announces upcoming TAG parent meetings and workshop/conference opportunities; describes identification process and timelines; sends letters to inform parents of upcoming testing dates.</p>	<p>Principal newsletter</p>	<p>Ongoing</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>                      TAG Facilitator</p>	<p>The TAG Bulletin Board</p>	<p>Ongoing</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>● Powerpoint presentation: overview of district policies and state mandates; building program and services; enrichment opportunities; parent resources; contact information, information about the identification process and timelines</li> <li>● All parents are invited</li> <li>● Powerpoint will be presented and questions answered by Administrator and TAG Facilitator</li> </ul>	<p>Notice on TAG Board                      Principal newsletter</p>	<p>Before 10/31</p>

Due to the PPS TAG Office by February 28, 2019

<p><b>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.</b></p>	<p>Communication at fall conferences Parent/Student Survey</p>	<p>November</p>
<p><b>Our families will have the following opportunity(ies) to evaluate our TAG services:</b> Parent/Student Survey; ongoing individual teacher/parent conversations about differentiation/services; principal and TAG facilitator share information on program/services at Fall Information Night</p>	<p>Written Communication Parent/Student Survey</p>	<p>Ongoing</p>
<p><b>If parents have concerns about their child’s TAG services they will have the following opportunities (process) to inform the school:</b> Communication with classroom teacher; follow-up contact with principal if concerns continue; communication with TAG facilitator.</p>	<p>Emails/meeting notes</p>	<p>As needed</p>

Submitted \_\_\_\_\_

Received \_\_\_\_\_

Approved \_\_\_\_\_