

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

**K-8 Odyssey Program**

**Eryn Berg, Principal**

**Denise Self, TAG Coordinator**

<b>FOCUS: Acknowledgement of TAG Identified Students</b>		
<b>Action</b>	<b>Documentation</b>	<b>Expected Completion Date or Check Point</b>
<p>Method used to ensure all teachers know TAG students enrolled in their class(es):</p> <ul style="list-style-type: none"> <li>*Classroom teachers record appropriate TAG identification designation in grade books.</li> <li>*Each classroom teacher signs a printout from Synergy the “program assignments” report, date, sign, and turn into the principal in September and January.</li> <li>*A copy of the Synergy report from each classroom is kept in the principal’s TAG notebook.</li> <li>*Principal would like to see student names appear on lesson plans as teachers differentiate instruction.</li> </ul>	<ul style="list-style-type: none"> <li>*Teachers grade book with TAG students highlighted.</li> <li>*Synergy report shared with staff</li> <li>*List of students kept in TAG notebook.</li> <li>*Teacher lesson plans with differentiated instruction labeled for TAG students.</li> </ul>	<p>*September and January of each year</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>School has a discussion about student 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"> <li>*Review the documents Characteristics of Gifted students and Myths and Truths about gifted students.</li> <li>*Use Dashboard data comparing general population and ethnicity of school and identified TAG students.</li> </ul>	<ul style="list-style-type: none"> <li>*Noted as topics for October Staff meetings.</li> <li>*Aggregated % of students identified at each grade level.</li> </ul>	<p>*October</p>

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

<p>The principal will ensure teachers are nominating students from underrepresented populations in the following manner:</p> <ul style="list-style-type: none"> <li>*Review of nominated TAG students by Principal, TAG coordinator and teacher representative.</li> <li>*TAG Coordinator examines CogAT 7 screener to recommend further testing for second grade students who score at or above the 75<sup>th</sup> percentile.</li> <li>*TAG Coordinator reviews ELPA and work samples of ELL students, and asks teachers to nominate students. If needed, principal can recommend further testing.</li> <li>*District and TAG Coordinator review OSAS scores for students scoring at or above the 80<sup>th</sup> percentile.</li> <li>*Teachers review other classroom assessments.</li> </ul>	<ul style="list-style-type: none"> <li>*Topics for October staff meetings.</li> <li>*CogAT 7 scores</li> <li>*Student nomination forms.</li> <li>*Spring OSAS scores</li> <li>*Classroom assessments</li> </ul>	<p>*October</p>
<p>Our school will use the following observation tools and/or data in the TAG identification process:</p> <ul style="list-style-type: none"> <li>*In October, classroom teachers use the pre-screening checklist for all students to identify potential TAG students.</li> <li>*In October, district and TAG Coordinator will review spring OSAS data to identify potential TAG students scoring at or above the 95% percentile in math and/or reading.</li> <li>*In a staff meeting, review the school TAG population data to make sure everyone who qualifies receives TAG services.</li> <li>*Send parent/student surveys home for all identified TAG students to complete and return at parent/teacher conferences.</li> </ul>	<ul style="list-style-type: none"> <li>*Spring OSAS test data</li> <li>*CogAT scores for 2nd grade students</li> <li>*October professional development meeting agenda and topic</li> </ul>	<p>*October</p>
<p>The building will use the following procedures throughout the ID process:</p> <ul style="list-style-type: none"> <li>*All second graders are given the CogAT 7 assessment screener by the district TAG department in October.</li> <li>*Second graders scoring at the 75<sup>th</sup> percentile and above on the screener can be nominated and referred to the district TAG office for further testing with the full CogAT.</li> <li>*Any K-1 or 3-8 students can be referred to the district TAG office for further testing with the CogAT 7.</li> </ul>	<ul style="list-style-type: none"> <li>*October professional development agenda item.</li> <li>*Nomination forms in TAG coordinators notebook</li> <li>*Testing list provided by district TAG office</li> </ul>	<ul style="list-style-type: none"> <li>*October Professional Development meeting notes</li> <li>*Nominations completed by November</li> </ul>

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

<p>*Any K-3 student can be referred to the district TAG office for further testing in academic reading and/or math.</p> <p>*Students in grades 4-8 can only be referred for TAG identification with qualifying scores on the OSAS testing in ELA and math from the previous spring. Students who opt-out of the OSAS testing will not be considered for tag in those academic areas.</p> <p>*Any student already identified as TAG-Potential (95<sup>th</sup> – 96<sup>th</sup> percentile) will not be referred in the same area for TAG (97<sup>th</sup> percentile and above).</p> <p>*Teachers and parents nominate students using the IDPFs.</p> <p>*Teachers collect work samples and test history.</p> <p>*After final test scores are received, TAG Coordinator, Principal, and a team of teachers will review data and work samples and determine TAG identification.</p> <p>*District TAG office completes the process by informing parents in writing of the results in the spring.</p>		<p>*TAG testing completed by February</p> <p>* TAG team decisions in March/April.</p> <p>*TAG identification letters mailed in April/May.</p>
--	--	---

<b>FOCUS: TAG Services</b>		
<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.</p> <ul style="list-style-type: none"> <li>*Tiered lessons</li> <li>*Cross-grade grouping</li> <li>*Compacting</li> <li>*Flexible grouping</li> <li>*Cluster grouping</li> <li>*Single Subject Acceleration (as identified through testing)</li> <li>*Individual projects</li> <li>*Extension activities</li> </ul> <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"> <li>*Student schedules</li> <li>*Teachers’ daily schedules</li> <li>*Master calendar</li> <li>*Teachers’ weekly schedules</li> <li>*Teachers’ grade books or record book</li> <li>*Parent Volunteer Opportunity forms</li> <li>*Lesson plans</li> </ul>	<ul style="list-style-type: none"> <li>*Teachers’ weekly schedules due to principal by October 1</li> <li>*Master calendar completed by August 30</li> </ul>

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

<ul style="list-style-type: none"><li>a. Flexible Grouping<ul style="list-style-type: none"><li>i. The K-8 Odyssey Program teachers assess and group students by academic level in math to address accelerated rates and levels. The K-8 Odyssey Program has a 75 minute daily common math time. Compacted Math and Geometry are available to students exceeding benchmark in math.</li><li>ii. The Odyssey Program is a multi-age focus option program. K-2, 3-5, 6-8 classrooms have three different age levels in their classrooms. Teachers assess and group students by academic level in literacy to address accelerated rates and levels.</li><li>iii. The K-8 Odyssey Program cluster groups TAG students for math and literacy.</li><li>iv. Teachers create and provide extension projects within the classroom so students have quality work to do if they finish work early.</li><li>v. Classroom teachers group “Like ability” TAG and highly capable students for extension activities for math and literacy.</li><li>vi. Students meeting district assessment criteria, or receiving parent/teacher exception, in 7th grade are enrolled in Compacted Math 1.</li></ul></li><li>b. Pre-Assessments<ul style="list-style-type: none"><li>i. Pre and post assessments for each unit of study in most content areas provided by the core adoptions.</li><li>ii. MAPS Growth Assessment</li><li>iii. DIBELS and BAS</li><li>iv. KWLs</li></ul></li><li>c. System of on-going or formative assessments that inform instruction<ul style="list-style-type: none"><li>i. Formal and informal literacy and math assessments provided by the core adoptions are used to differentiate instruction</li><li>ii. Notes from teacher observations</li></ul></li></ul>		
--	--	--

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

<ul style="list-style-type: none"><li>iii. MAPS Growth Assessment, DIBELS, and BAS</li><li>iv. KWLs</li><li>v. Work Samples</li><li>vi. OSAS scores grades 3-8</li></ul> <p>3) What are the school-wide structures that provide for appropriate rate and level?</p> <ul style="list-style-type: none"><li>a. The Odyssey Program is a multi-age focus option program. K-2, 3-5, 6-8 classrooms have three different age levels in their classrooms. Teachers assess and group students by academic level in literacy and math to address accelerated rates and levels.</li><li>b. The Odyssey Program cluster groups TAG students for math and literacy.</li><li>c. Pre-assessments are used to determine instructional strategies.</li><li>d. Independent work projects:<ul style="list-style-type: none"><li>i. Small groups of students, following pre-assessment data, work on an agreed independent project with clear criteria from the teacher on the finished work.</li></ul></li><li>e. Higher level questioning strategies</li><li>f. Odyssey Program K-8 mixed age classrooms:<ul style="list-style-type: none"><li>i. Experiential Learning where students explore literature, writing, science, history, geography, art, drama and more through the exciting lens of history, including visual and performing arts, extended field studies and enrichment programs, rigorous academics, team-based learning including leadership training,</li></ul></li></ul>		
---	--	--

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

<p>and a small, motivating learning community emphasizing problem solving, communication skills, and discovery, multi-age classrooms for grades K-1-2, 3-4-5 and 6-7-8.</p>		
<p>We determine whether a student needs acceleration in the following way:                  *Teacher recommendation or parent request                  *Review of OSAS scores (grades 3-8), MAPS Growth Assessment and DIBELS data                  *Review of student work samples                  *Review of grade level and content area assessments                  *Consultation with TAG Department for testing</p>	<p>*Student OSAS scores                  *MAPS Growth Assessment                  DIBELS scores                  *Student work samples                  *Teachers’ record books and grade books</p>	<p>District acceleration process deadline of October 15</p>
<p>Our process for using data to measure the growth of our TAG students is:                  *MAPS Growth Assessment                  *DIBELS                  *3rd-8th teachers review students OSAS scores                  *District core adoption assessments to measure students’ growth including but not limited to BAS, work samples, pre and post assessments, and observations.</p>	<p>*Student OSAS scores                  *Teachers’ record books and grade books                  *Professional Development Calendar</p>	<p>*Ongoing                  *Completed by June                  *Professional Development Calendar completed by August 30                  *Master calendar completed by August 30</p>
<p>The following options for acceleration are available at our school:                  *Cross grade grouping                  *Compacted curriculum                  *Small group work                  *Independent projects                  *High-level questioning strategies</p> <p>Students access these options in the following manner:                  *Teacher, parent, and/or student advocacy</p>	<p>*Lesson plans                  *PLC Data review notes                  *Assessment data (MAPS, DIBELS, OSAS)</p>	<p>Ongoing, as-needed</p>

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

<ul style="list-style-type: none"> <li>*Assessment data</li> <li>*PLC process including data review</li> </ul>		
<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>*Grade advancement</li> <li>*Single-subject acceleration</li> <li>*Geometry offered through Virtual Scholars</li> <li>*Advanced math (Algebra 3-4, etc...) offered through Virtual Scholars</li> <li>*Literacy advancement for grades 3-8</li> </ul>	<ul style="list-style-type: none"> <li>*Teacher and Parent Recommendations</li> <li>*Assessment data</li> <li>*Student Work Samples</li> <li>*Master Schedule</li> <li>*VS student roster</li> </ul>	<ul style="list-style-type: none"> <li>*August 15 for Master Schedule</li> <li>*October 15 for acceleration request</li> <li>*August 15 for VS requests</li> </ul>
<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:</p> <ul style="list-style-type: none"> <li>*Walk-throughs to see that TAG strategies are being implemented in the classroom; conversations with students during walk-throughs</li> <li>*Provide staff with professional development opportunities</li> <li>*Request classroom teachers being evaluated include information about differentiated strategies in their formal observation</li> </ul>	<ul style="list-style-type: none"> <li>*Walk-through notes</li> <li>*Lesson plans</li> <li>*Professional Development Calendar</li> <li>*Formal teacher evaluations</li> </ul>	<ul style="list-style-type: none"> <li>*Ongoing classroom visit starting in August, continuing through May</li> <li>*Professional Development Calendar completed by August 30.</li> </ul>

**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 ID process in the school</p> <ul style="list-style-type: none"> <li>*The Assistant Principal fills the TAG Coordinator position</li> <li>*The TAG Coordinator follows the TAG Coordinator Checklist and attends the monthly TAG Facilitator meetings and PD.</li> </ul>	<ul style="list-style-type: none"> <li>*List of District TAG Coordinators</li> <li>*Staff Handbook</li> <li>*TAG Coordinator notebook contains checklists and training calendar</li> <li>*TAG meeting sign-in</li> </ul>	<ul style="list-style-type: none"> <li>*TAG Coordinator reported to district TAG office by August 30</li> <li>*Staff Handbook completed by August 10.</li> </ul>

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

<b>FOCUS: Professional Development</b>		
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></p> <ul style="list-style-type: none"> <li>*Rate and level</li> <li>*Depth of knowledge</li> <li>*Student engagement and student talk strategies</li> <li>*Higher questioning strategies</li> <li>*Flexible student grouping</li> <li>*Assessments to inform instruction</li> <li>*Increased use of mathematical practices and instructional shifts</li> <li>*Increased text complexity and text-based questions</li> </ul> <p>These strategies will be integrated into our school professional development plan or school improvement plan</p> <p>*Administrator and/or TAG Coordinator will lead PD focused on one of the above topics quarterly as noted in our professional development calendar.</p>	<ul style="list-style-type: none"> <li>*Professional Development Calendar</li> <li>*PD Agenda/Minutes</li> </ul>	<ul style="list-style-type: none"> <li>*Ongoing beginning in September through May.</li> <li>*PD will take place quarterly at a staff meeting following the TAG Coordinator meetings.</li> </ul>
<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> <ul style="list-style-type: none"> <li>*Review expectations for core curriculum implementation</li> <li>*Discuss equity issues and culturally responsive instruction</li> <li>*Read/discuss articles on depth and complexity</li> <li>*Share successful strategies for implementation of various engagement, student led, and collaborative learning approaches</li> </ul>	<ul style="list-style-type: none"> <li>*Professional Development Calendar</li> <li>*PD Agenda/minutes</li> </ul>	<ul style="list-style-type: none"> <li>*Quarterly/as close to the Monday following each TAG Coordinator meeting.</li> </ul>



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

*Incorporate enrichment and acceleration strategies when adopting new curriculum, including EBBL		
--	--	--

<b>FOCUS: Communication</b>		
<b>Action</b>	<b>Documentation</b>	<b>Expected Completion Date or Check Point</b>
<p>Teachers communicate the differentiation strategies they are implementing in their classrooms in the following ways:</p> <ul style="list-style-type: none"> <li>*During parent-teacher conferences, teachers inform parents about the differentiated instructional strategies used to meet rate and level of the TAG student.</li> <li>*Monthly newsletters inform parents what teachers are doing to meet rate and level and how they pre-assess students.</li> </ul>	<ul style="list-style-type: none"> <li>*Parent-teacher conference sign up sheet</li> <li>*Monthly Newsletters</li> </ul>	<ul style="list-style-type: none"> <li>*October parent-teacher conference</li> <li>*September-June newsletters</li> </ul>
<p>The administrator uses the school newsletter to communicate with families about TAG in the following ways:</p> <ul style="list-style-type: none"> <li>*Write about observations in classroom activities to meet rate and level</li> <li>*Cite specific examples of services made available for TAG students</li> <li>*Cite building TAG Plan and how it guides programming for TAG students and how the plan is being implemented.</li> <li>*Announce Parent TAG meeting(s)</li> <li>*PTA meetings</li> <li>*TAG bulletin board used for flyers on opportunities for enrichment</li> </ul>	<ul style="list-style-type: none"> <li>*Published Odyssey Weekly Report sent as a means of building communication.</li> </ul>	<ul style="list-style-type: none"> <li>*Bi-monthly September-June</li> </ul>
<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.</p> <p>The TAG Coordinator will maintain the TAG Bulletin Board.</p>	<ul style="list-style-type: none"> <li>*TAG bulletin board kept up-to-date and is located in the front hallway.</li> </ul>	<ul style="list-style-type: none"> <li>*August-June</li> </ul>
<p>A TAG parent meeting will be held annually in the fall. Details include:</p>	<ul style="list-style-type: none"> <li>*Agenda</li> <li>*Parent sign in sheet</li> </ul>	<ul style="list-style-type: none"> <li>*November</li> </ul>

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

<p>*Odyssey Program TAG meeting scheduled for November during conferences. The structure for this meeting will be one formal meetings scheduled during fall conferences.</p> <p>*Parents and teachers will review the TAG Survey at parent/teacher conferences to indicate parents have had the opportunity to offer input into and review the teacher’s plan for meeting a student’s rate and level.</p>	<p>*Parent-teacher conferences</p>	
<p>Parents and teachers 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 file.</p>	<p>*TAG Parent Surveys *Individual TAG Plans in salmon folders</p>	<p>*Conferences in October for surveys *Ongoing for individual plans</p>
<p>Our families will have the opportunity to evaluate our TAG services during the annual TAG meeting and during school climate surveys.</p>	<p>*Announcement in the Odyssey Weekly Report</p>	<p>*April-June</p>
<p>If parents have concerns about their child’s TAG services they will have the following opportunities (process) to inform the school:</p> <p>*At fall parent/teacher conferences.</p> <p>*Encouraged to contact the teacher(s) by phone, email or in person.</p> <p>*Encouraged to meet with teacher and Administrator/TAG Coordinator by phone, email, or in person</p>	<p>* Parent-teacher conferences</p>	<p>*Ongoing communication with parents.</p>

Submitted \_\_\_\_\_

Received \_\_\_\_\_

Approved \_\_\_\_\_