

**School** Peninsula K-5  
**Principal** Debbie Armendariz  
**TAG Coordinator** Trevor Parker

<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></p> <p>Teachers will check Synergy alerts to determine TAG identified students. Teachers will check with TAG coordinator if they have questions about the eligibility of a student.</p>	<p>This information is kept in Synergy and by the TAG coordinator.</p>	<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><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></p> <ul style="list-style-type: none"> <li>● TAG Committee will convene in the spring to create action plan for identifying underrepresented and underserved students</li> <li>● Data teams will use embedded PD during staff meeting time to review data.</li> <li>● All teaching staff, including ELL/SPED will understand eligibility requirements including how to use a Culturally, Linguistically Diverse, and/or Economically Disadvantaged (CLED) scale.</li> <li>● TAG Coordinator will:               <ul style="list-style-type: none"> <li>○ Lead all staff (including ELL/SPED) through process to examine and identify underrepresented populations.</li> </ul> </li> </ul>	<p>Items filed in TAG Binder including staff meeting agendas and staff attendance.            TAG Coordinator will also provide support to staff and provide training if needed.</p>	<p>3rd quarter</p>

<ul style="list-style-type: none"> <li>○ Examine Dashboard data to compare ethnicity/SES of general school population w/TAG-identified students</li> </ul>		
<p><b>The principal will ensure teachers are nominating students from underrepresented populations in the following manner:</b></p> <ul style="list-style-type: none"> <li>● Leading staff (including ESL/SPED) through process to examine underrepresented populations</li> <li>● Reviewing the list of nominated students</li> <li>● Examine 2<sup>nd</sup> grade cognitive ability test scores of all students, nominate students who show TAG potential and are from underrepresented populations.</li> <li>● Use the Student Intervention Team: TAG coordinator, ESL, SPED, Counselor, General Ed Teacher</li> <li>● Send Parent/Student Surveys home for all TAG students as identified</li> </ul>	<p>The TAG Coordinator will carry out the responsibilities of the nomination/identification process</p>	<p>All year</p>
<p><b>Our school will use the following observation tools and/or data in the TAG identification process:</b></p> <ul style="list-style-type: none"> <li>● SBAC, EasyCBM, DIBELS, MAP, BAS data</li> <li>● 2nd grade cognitive ability testing data</li> <li>● Work samples</li> <li>● Culturally, Linguistically Diverse, and/or Economically Disadvantaged (CLED) Scale</li> </ul>	<p>Test scores, work samples, teacher observations</p>	<p>All year</p>
<p><b>The building will use the following procedures throughout the ID process:</b></p>		

<b>FOCUS: TAG Services</b>		
<b>Action</b>	<b>Documentation</b>	<b>Expected Completion Date or Check Point</b>
<p><b>Differentiation strategies:</b></p> <p>Each grade level will discuss differentiation strategies, scaffold and extensions to instruction to meet the needs of all students during PLCs.</p> <p><b>Evidence of the following can be observed daily:</b></p> <ul style="list-style-type: none"> <li>● Flexible Grouping within classroom</li> <li>● Other grouping (ability, interest) within classroom</li> <li>● Tiered lessons</li> <li>● Higher Level Questioning Strategies</li> <li>● Independent Project Work</li> <li>● Enrichment options</li> <li>● Use of mentors</li> <li>● Technology Math/Reading Program – students move at own rate/level (ST Math, Lexia, MyON, etc)</li> </ul> <p><b>For example,</b></p> <ol style="list-style-type: none"> <li>a. <b>Flexible Grouping</b> -many classrooms have students moving through reading groups as well as math groups focusing on skills and accelerating or remediating as needed</li> <li>b. <b>Pre-Assessments</b> -pre-assessment or ongoing formative assessments used to help inform instruction include:               <ul style="list-style-type: none"> <li>■ Pre-assessments for units or course of study</li> <li>■ KWL</li> </ul> </li> </ol>	<p>Observations, lesson plans, written feedback from grade-level PLC/PD</p> <p>Assessment data, lesson plans, written feedback from grade-level PLC/PD</p>	<p>All Year</p>

<p style="text-align: center;">■ Observations</p> <p>School-wide structures that provide for rigorous and relevant coursework at the appropriate rate and level</p> <ul style="list-style-type: none"> <li>● RTI</li> <li>● BEAS data reviews</li> <li>● Embedded PLC with focus on differentiation</li> </ul>		
<p><b>We determine whether a student needs acceleration in the following way:</b></p> <p>Classroom and district assessments (formal and informal), classroom observations, parent input, administrative discretion</p>	<p>Assessments, student work</p>	<p>On-going</p>
<p><b>Our process for using <i>data</i> to measure the growth of our TAG students is:</b></p> <p>Teachers use PLC’s to discuss data from formative assessment for problem solving and action research around instruction during weekly common planning time.</p>	<p>Assessment data, lesson plans, written feedback from grade-level PLC/PD</p>	<p>All Year</p>
<p><b>The following options for acceleration are available at our school:</b> leveled reading groups, flexible grouping, self-selected projects, opportunities to work with TAG peers</p> <p><b>Students access these options in the following manner:</b> Teacher assignments, parent input/request</p>	<p>Class schedules and written feedback from grade-level PLC/PD</p>	<p>As needed</p>
<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>- Notify the TAG coordinator or building administrator</li> </ul>	<p>Lesson Plans, written feedback from grade-level PLC/PD, class schedules</p>	<p>As Needed</p>

<p><b>Additional services available for TAG students include:</b></p> <p>SUN School academic enrichment, and Saturday Academy courses depending on TAG budget availability. Students have many opportunities to engage in learning that is both relevant and rigorous. Teachers are expected to not only use questioning strategies that require complex thinking and learning, but are also expected to teach students to ask a variety of questions that include higher-level thinking. Students can access enrichments such as field trips, Studio to School, the garden program, the Oregon Writing Festival, the Oregon Spelling Contest and other learning opportunities that go deeper than a typical classroom lesson.</p> <p><b>The students access these services in the following manner:</b> Signing up for the class through TAG Coordinator, SUN Coordinator, Counselor or building administrator.</p>	<p>TAG Bulletin Board postings and parent flyers in monthly newsletter</p>	<p>On-going</p>
<p><b>The administrator ensures the use of differentiated strategies, rigorous and relevant coursework, and instruction provided at the appropriate rate and level in the following ways:</b></p> <ul style="list-style-type: none"> <li>● Regular walk-through of classrooms with checklist/feedback for evidence of differentiation; focus on TAG-identified students in each classroom walk-through</li> <li>● Provide staff with TAG professional development according to below schedule.</li> </ul>	<p>Copies of walk-through feedback forms; inclusion of observational data in teachers' evaluations</p>	<p>Ongoing</p>

<p style="text-align: center;"><b>FOCUS: Responsibilities of TAG Coordinator</b></p>		
<p style="text-align: center;"><b>Action</b></p>	<p style="text-align: center;"><b>Documentation</b></p>	<p style="text-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</b></p>	<p>Guide in the Office</p>	<p>Ongoing</p>

<p><b>attendance at TAG sponsored PD and coordinating the Nomination and Identification process in the school, in the following manner:</b></p> <ul style="list-style-type: none"> <li>• Monthly meetings to review TAG compliance calendar, implementation of building TAG PD, and Coordinator participation in TAG sponsored PD</li> <li>• Ensure the TAG Coordinator Checklist is followed and Teacher Checklist given to teachers</li> <li>• Ensure that the school’s TAG Coordinator is actively engage in the implementation of the school’s Equity Team Strategies within their own classroom and throughout the school community</li> </ul>		
<b>FOCUS: Professional Development</b>		
<b>Action</b>	<b>Documentation</b>	<b>Expected Completion Date or Check Point</b>
<p><b>A PD schedule is provided that demonstrates when each of the following is include in the school’s professional development plan:</b></p> <p>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></p> <p>Ongoing professional development in staff meetings and common planning time.</p>	<p>School PD Plan</p>	<p>Mandated training will occur in the winter during PLCs.</p>

<p><b>Administrator/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></p> <p>Staff have weekly PLC time for discussion and sharing of instructional strategies scheduled as well as a meeting with the SIS to review data</p>	<p>Notes from Team/PLC Mtgs, goals</p>	<p>Monthly</p>
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<p><b>FOCUS: Communication</b></p>		
<p><b>Action</b></p>	<p><b>Documentation</b></p>	<p><b>Expected Completion Date or Check Point</b></p>
<p><b>Teachers communicate the differentiation strategies they're implementing in their classrooms in the following ways:</b></p> <p>Written feedback from PLC/PD, student assessments, parent conferences</p>	<p>Written Feedback</p>	<p>November</p>
<p><b>The administrator uses the school newsletter to communicate with families about TAG in the following ways:</b></p> <p>TAG updates and events</p>	<p>Newsletter copies in TAG Guide in Office</p>	<p>Monthly</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></p> <p>TAG Coordinator and TAG Committee</p>	<p>Bulletin Board</p>	<p>1<sup>st</sup> day of School</p>

<p><b>A Fall TAG parent meeting will be held before 10/31. Details include:</b></p> <p>Nomination process, 2nd grade screening information, information about rate and level, eligibility requirements, available school services.</p>	<p>Presentation</p>	<p>Back-to-school night</p>
<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>Signed forms in folders, Teacher checklist</p>	<p>November</p>
<p><b>Our families will have the following opportunity(ies) to evaluate our TAG services:</b></p> <p>TAG Cluster Mtg, Parent Conferences, principal’s coffee</p>	<p>Surveys</p>	<p>As needed</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></p> <p>Talk to child’s teacher, and /or Principal</p>		<p>As needed</p>

Submitted \_\_\_\_\_

Received \_\_\_\_\_

Approved \_\_\_\_\_