

**Rieke**

**School**

**Jon Jeans**

**Principal**

**Jeff Sturges**

**TAG Coordinator**

<b>FOCUS: Acknowledgement of TAG Identified Students</b>		
<b>Action</b>	<b>Documentation</b>	<b>Expected Completion Date or Check Point</b>
<b>Method used to ensure all teachers know TAG students enrolled in their class(es):</b> teachers will add to their individual class lists the category their students are TAG eligible in, highlight the names and turn in to TAG Coordinator	Class list with names highlighted signed by teachers turned in to TAG Coordinator	w/in 1st 2 weeks of school year, prior to Back to School Night

<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>
<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>	staff meeting agenda	Oct meeting prior to nomination deadline Updated list in spring after testing and new eligibilities completed
<b>The principal will ensure teachers are nominating students from underrepresented populations in the following manner:</b> <ul style="list-style-type: none"> <li>● review of data sources such as MAPS, SBAC, Dibels</li> <li>● sharing with teachers resources such as characteristics common to underachieving students; characteristics of intellectually gifted students; attributes of talented and gifted English Language Learners</li> <li>● Discussions at grade level meetings during nomination period:                             <ul style="list-style-type: none"> <li>○ comparison of presently identified students with general population, as to ethnicity and grade level to see if special considerations need to be made for identification in those areas or grade levels</li> </ul> </li> </ul>	staff meeting agenda	Staff meeting to share resources, data reviewed during months of Oct, Nov prior to nomination deadline

<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>● prescreening checklist</li> <li>● CoGAt given to all 2nd graders</li> <li>● review of MAPS, Dibels, SBAC (for current 4th and 5th graders) as noted above</li> <li>● work samples</li> <li>● anecdotal and classroom observations</li> </ul>	<p>data reports kept by teachers, principal work samples and anecdotal records kept by teachers</p>	<p>November for nomination deadline</p>
<p><b>The building will use the following procedures throughout the ID process:</b></p> <ul style="list-style-type: none"> <li>● the TAG coordinator will coordinate the identification process</li> <li>● teachers review test scores and look for 95%ile or better scores</li> <li>● teachers collect work samples and assessment data for students they have nominated and discuss nomination with students’ families at Nov. conferences</li> <li>● spreadsheet completed as part of nomination process with names of students being nominated and in what areas</li> <li>● TAG office coordinates CoGAt administration for all 2nd grade students</li> <li>● IDPF nomination forms are available on the TAG bulletin board</li> <li>● TAG office coordinates the testing of the nominated students, TAG committee reviews the results when complete and makes recommendations for eligibility</li> </ul>	<p>data submitted with nomination forms</p>	<p>November nomination deadline CoGAt testing in Oct TAG testing hopefully in Dec/Jan Eligibility determination by March</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>1) <b>Please list differentiation strategies used within a variety of classrooms.</b></p> <ul style="list-style-type: none"> <li>● flexible grouping</li> <li>● cluster grouping accelerated learners in pairs, small groups, heterogeneous or personal choice of partner</li> <li>● long term assignments with interest based focus</li> <li>● higher level questioning strategies</li> <li>● homework challenge options</li> <li>● curriculum compacting</li> <li>● development of individual student challenge contracts on selected assignments</li> <li>● individual student writing conferences</li> </ul> <p>2) <b>Describe how the following strategies are used in all classrooms to meet the rate and level of students.</b></p> <p style="padding-left: 20px;">a. <b>Flexible Grouping</b> bringing groups of students together with like abilities for reading groups (novel studies, reader’s theater, for example) and for math independent work, for special projects</p> <p style="padding-left: 20px;">b. <b>Pre-Assessments</b> most math units, teacher developed formative assessments,</p> <p style="padding-left: 20px;">c. <b>System of on-going or formative assessments that inform instruction</b> used at end of units through curriculum, scoring guides, work samples, possibly additional math resources</p>	<p>Administrator has documentation of walk through and formal observations where the use of different strategies may be noted.</p>	<p>Used throughout the school year</p>

<p><b>d. Quad D instructional experiences</b>                  special projects, extension activities, possibly using parent volunteers to work with groups of students  <b>What are the school-wide structures that provide for rigorous and relevant coursework at the appropriate rate and level?</b>                  teachers use leveled groups when appropriate for content                  assignment differentiation and/or extension as appropriate to the content                  volunteers to work with students for activities such as math detectives</p>		
<p><b>We determine whether a student needs acceleration in the following way:</b>                  Based on a review of their performance along with input from parents.                  Teacher data reviews                  Evaluation of work samples</p>	<p>documentation by classroom teacher</p>	<p>on-going</p>
<p><b>Our process for using <i>data</i> to measure the growth of our TAG students is:</b> the same as for all students by looking at their Dibels scores for reading for grades K-2 and MAPS for reading and math for grades 3-5. Math gains for grades K-2 are measured by Bridges end of unit assessments.</p>	<p>assessment reports reviewed by TAG coordinator and/or administrator</p>	<p>assessments done Fall, Winter, spring</p>
<p><b>The following options for acceleration are available at our school:</b>                  leveled groups in reading                  single subject acceleration in math  <b>Students access these options in the following manner:</b>                  their classroom teacher coordinates with parents and other classroom teachers (for single subject)                  based on their specific academic needs</p>	<p>determined by classroom teacher in collaboration with TAG coordinator and parents</p>	<p>on-going</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>- on line class may be an option</li> <li>- if a student is highly advanced, accessing a class at Wilson HS could be considered</li> </ul>	<p>documentation by classroom teacher</p>	<p>on-going</p>

<p><b>Additional services available for TAG students include:</b></p> <p>grade advancement Oregon Writer’s Festival encouragement to be part of Oregon Battle of the Books</p> <p><b>The students access these services in the following manner:</b></p> <p>recommendation from parents recommendation of classroom teacher</p>	<p>classroom documentation</p>	<p>on-going</p>
<p><b>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:</b></p> <p>conversations with teachers and grade level teams classroom walk-throughs individual teacher meetings throughout the year</p>	<p>staff meeting agendas walk through notes</p>	<p>on-going</p>

<p><b>FOCUS: Responsibilities of TAG Coordinator</b></p>		
<p><b>Action</b></p>	<p><b>Documentation</b></p>	<p><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></p> <p>regular meetings with the TAG coordinator teacher sign ins at mandatory PD sessions</p>	<p>sign in sheets meeting notes</p>	<p>Sept/Oct and throughout the year as needed</p>

<b>FOCUS: Professional Development</b>		
<b>Action</b>	<b>Documentation</b>	<b>Expected Completion Date or Check Point</b>
<p><b>A quarterly PD schedule is provided that demonstrates when each of the following is include 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> Comprehensive Achievement Plan implementation work, through grade level and PLC discussions</p>	yearly PD schedule	throughout the year
<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> adding them to their lesson and unit planning as grade level teams</p>	lesson and unit plans	throughout the year

<b>FOCUS: Communication</b>		
<b>Action</b>	<b>Documentation</b>	<b>Expected Completion Date or Check Point</b>
<p><b>Teachers communicate the differentiation strategies they’re implementing in their classrooms in the following ways:</b> classroom newsletters to families some teachers may use blogs also may include in their homework packet</p>	newsletters	quarterly

<p><b>The administrator uses the school newsletter to communicate with families about TAG in the following ways:</b> to share important dates, timelines, meetings and vocabulary, TAG activities, volunteer activities and things to ask their students about.</p>	<p>newsletter</p>	<p>throughout the year</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> the TAG Coordinator</p>	<p>Bulletin Board is in the main hallway</p>	<p>updated in August and kept current through out the year</p>
<p><b>A Fall TAG parent meeting will be held before 10/31. Details include:</b> the identification process and timeline how students quality and in what areas what types of opportunities are provided at Rieke</p>	<p>Back to School Night or TAG parent meeting</p>	<p>Sept or Oct</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>documentation in TAG folder</p>	<p>by December</p>
<p><b>Our families will have the following opportunity(ies) to evaluate our TAG services:</b> parent teacher conferences feedback to teacher or administrator participation in Site council meeting to review plan</p>	<p>newsletters</p>	<p>as appropriate</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> discuss with the classroom teacher at conferences or other meetings</p>	<p>documentation in classroom and/or TAG folder</p>	<p>as appropriate</p>

classroom teacher can bring administrator or TAG coordinator into discussion		
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Submitted  Sarah Lewins

Received \_\_\_\_\_

Approved \_\_\_\_\_