

Roosevelt High School

Dr. KD Parman Principal

Clair Roix TAG Coordinator

FOCUS: Acknowledgement of TAG Identified Students		
Action	Documentation	Expected Completion Date or Check Point
Method used to ensure all teachers know TAG students enrolled in their class(es):	PGM902	Fall 2020

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.</p> <ul style="list-style-type: none"> At the beginning of each semester, the TAG Coordinator will print a list of TAG identified students from eSIS. Each teacher marks or highlights each student’s name. Teachers scan marked documents and email them to TAG Coordinator. 	This information is kept digitally by the TAG Coordinator.	September, January
<p>The principal will ensure teachers are nominating students from underrepresented populations in the following manner:</p> <ul style="list-style-type: none"> The TAG Coordinator will send an all-staff informational email about attributes of gifted students, including a copy of the CLED Scale. The TAG Coordinator will be responsible for getting the names of students, following up with teachers to get completed Identification Process Forms, and turning in all needed identification paperwork to the district team. 	IDPFs; copy of email	September-November
Our school will use the following observation tools and/or data in the TAG identification process:	Copy of various documents, emails	On-going

Due to the PPS TAG Office by February 28, 2019

<p>- SBAC, MAP, ELPA, Pre-screening checklists, Attributes of Giftedness Checklist and/or the checklist of characteristics of Underachieving Giftedness, work samples</p>		
<p>The building will use the following procedures throughout the ID process:</p> <p>-SBAC scores for incoming eighth graders. -September-Review students from last year’s courses and teacher nominations, with a focus on minority and underrepresented students, teachers will provide a list of names of TAG potential students to the TAG Coordinator. -September-TAG night provides information to parents about nominating their students. -Oct/Nov: : Repeat above process above with student lists from current year’s courses. Core teachers are asked for work samples/test scores/class participation evidence which support a TAG nomination.</p>	<p>List of nominees TAG Parent Night Work samples</p>	<p>November</p>

<p align="center">FOCUS: TAG Services</p>		
<p align="center">Action</p>	<p align="center">Documentation</p>	<p align="center">Expected Completion Date or Check Point</p>
<p>Differentiation strategies:</p> <ol style="list-style-type: none"> 1)AVID WICOR strategies 2) Costa’s Levels of Questioning 3) Google Apps for Education activities 4) Flexible grouping 5) Tiered lessons/assignments/products 6) Pre-assessment of readiness, abilities and interests 7) Anchor activities (tasks that students move to when assigned work is completed) 8) Online learning programs (Kahn Academy, etc.) 9) Learning centers or stations 10) Curriculum compacting 	<p>Course syllabi Lesson plans Unit plans Discussions within team meetings Classroom observations by administrators</p>	<p>Duration of school year</p>

<p>11) Independent project work</p> <p>1) 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"> a. Flexible Grouping- Teachers group students in a variety of manners depending on the needs of the lessons b. Pre-Assessments- Teachers administer tests to determine what information students need to learn and what has already been mastered. c. Formative assessments that inform instruction <p>2) What are the school-wide structures that provide for rigorous and relevant coursework at the appropriate rate and level? AP courses and dual credit courses open to all students; honors English and physics track offered in 9th grade.</p>		
<p>We determine whether a student needs acceleration in the following way: 1) Student consistently demonstrates proficiency on pre-assessments 2) Student expresses an interest in more advanced work. 3) Student is already working at or above grade level in one or more areas</p>	<p>Course offerings and enrollment history</p>	<p>Duration of school year</p>
<p>Our process for using <i>data</i> to measure the growth of our TAG students is:</p> <ul style="list-style-type: none"> • Examining SBAC scores and other reports and scores; Freshman Success Team Data Analysis 	<p>SBAC Reports MAP Reports OAKS Reports Synergy Gradebook Dashboard</p>	<p>Weekly</p>
<p>The following options for acceleration are available at our school:</p> <p>AP literature/language AP Spanish</p>	<p>Student Handbook and course guide</p>	<p>Duration of school year</p>

<p>AP Calculus AP Biology AP Environmental Science Senior Inquiry Honors English 1-2 Honors Physics Law and Justice Engineering Also 4 students each year are provided with tuition to attend University of Portland.</p> <p>Students access these options in the following manner: Students self-select into these courses.</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:</p> <ul style="list-style-type: none"> - Students self-select into advanced level courses. 	<p>Student course guide</p>	<p>Duration of school year</p>
<p>Additional services available for TAG students include: KEY Club, Advanced Scholars, and other extracurricular offerings</p> <p>The students access these services in the following manner: Speaking with the Facilitators of the offered programs to sign-up</p>	<p>School website</p>	<p>Duration of school year</p>
<p>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: Teacher evaluations and walk-throughs; literacy coaching, PLCs</p>	<p>Evaluations PLC meeting notes</p>	<p>Duration of school year</p>

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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:</p> <p>Meeting with TAG TOSA Frequent check-ins Providing the TAG Website as a resource</p>	<p>Attendance verified at TAG meetings to be held during the year. Emails Meeting notes</p>	<p>Duration of School Year</p>

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FOCUS: Professional Development

Action	Documentation	Expected Completion Date or Check Point
<p>A quarterly PD schedule is provided that demonstrates when each of the following is included in the school’s professional development plan:</p> <p>Staff meetings or PLC time will integrate these strategies into their instruction in the following manner:</p> <ul style="list-style-type: none"> - Staff meeting training on rate and literacy - Staff meeting training on the identification process - PLC meetings analyzing differentiation strategies for advanced work - Staff meetings on AVID strategies, including structures of collaboration (Socratic Seminars, philosophical chairs, etc.) 	<p>Staff meeting notes PLC meeting agendas AVID site plan</p>	<p>Year long</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: Parent letters and syllabi</p> <ul style="list-style-type: none"> • Parent/student/teacher conferences • Class website information 	website syllabi conference sign-in	Duration of school year
<p>The administrator uses the school newsletter/website to communicate with families about TAG in the following ways: Send TAG assessment materials, timelines and reminders</p>	TAG tab of website	Duration of school year
<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, appeals process and other relevant information in languages represented in the school community when available. The TAG Bulletin Board will be maintained by: TAG Facilitator</p>	TAG Board	Duration of school year
<p>A Fall TAG parent meeting will be held before 10/31. Details include: Update on current PPS TAG strategies for addressing various subjects; update on individual schools' TAG offerings; review of building TAG plan; input from stakeholders. PPS provides the slideshow</p>	Meeting Notes	9/19/2019

Due to the PPS TAG Office by February 28, 2019

<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 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 and scanned into synergy.</p>	<p>Synergy</p>	<p>Duration of school year</p>
<p>Our families will have the following opportunity(ies) to evaluate our TAG services: At the fall TAG parent meeting, families will have the opportunity to give input</p>	<p>Meeting Notes</p>	
<p>If parents have concerns about their child’s TAG services they will have the following opportunities (process) to inform the school: Contact their students’ teachers or counselor via email, telephone or in person Contact Tag Coordinator. contact administration</p>	<p>RHS Website/ TAG bulletin board</p>	<p>Duration of school year</p>

Submitted _____

Received _____

Approved _____