

Due to the PPS TAG Office and your Regional Administrator on March 14th, 2019

School: Rose City Park Elementary

Principal: Jeremy Cohen

TAG Coordinator: Layne McCartney

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): Teachers will receive class lists in late August, early September. They will review sign and turn in to Kendall.	<ul style="list-style-type: none"> ● Synergy lists ● Plan book ● Grade book 	September

FOCUS: Identification of Students who Perform in the 97th Percentile or Demonstrate the Potential to Perform		
Action	Documentation	Expected Completion Date or Check Point
School staff has a discussion about school data and the identification of under-represented and under-served students and develops a plan to identify students, recognize leadership ability and develop talents.	<ul style="list-style-type: none"> ● CLED Scale ● Characteristics of Underperforming TAG Students ● Attributes of TAG learners form 	October Parent teacher conferences
<p>The principal and TAG Coordinator will ensure teachers are nominating students from underrepresented populations in the following manner:</p> <ul style="list-style-type: none"> ● Encouraging staff, including ESL and SPED staff, at staff meetings, to nominate students from underrepresented populations. ● Review the list of nominated students. ● Examine 2nd grade cognitive test scores of ELL students, nominate those students, and recommend further testing as appropriate. ● Review school data to examine patterns in underrepresented populations. ● Examine school population data from SBAC to identify possible nominations. 	<ul style="list-style-type: none"> ● Nomination forms ● Test scores (SBAC) & Cogat ● School population data ● CLED scale 	October/November

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<ul style="list-style-type: none"> Teachers use CLED (Culturally, Linguistically, Economically, and/or Disadvantaged) scale to identify students that may benefit from TAG identification 		
<p>Our school will use the following observation tools and/or data in the TAG identification process:</p> <ul style="list-style-type: none"> Attributes of talented and gifted English learners checklist Characteristics of intellectually gifted students Characteristics common to underachieving gifted students DIBELS/IDEL/DRA data MAP Assessment data SBAC data Work Samples 2nd Grade Cognitive Assessment CLED scale 	<ul style="list-style-type: none"> Checklists made available to staff Literacy assessment data Work Samples CLED scale 	<p>Fall PD & Conferences in November</p>
<p>The building will use the following procedures throughout the ID process:</p> <ul style="list-style-type: none"> Send home Parent/Student Survey Nomination forms available Collection of work samples Fall Assessment data reviewed Review of teacher checklists Parent teacher conferences 	<ul style="list-style-type: none"> Parent/Student Survey Work Samples Teacher checklists Fall Assessment Data 	<p>Conferences in November</p>

FOCUS: TAG Services		
Action	Documentation	Expected Completion Date or Check Point
<p>Differentiation strategies:</p> <ol style="list-style-type: none"> Please list differentiation strategies used within a variety of classrooms. <ul style="list-style-type: none"> Flexible grouping Compacting curriculum Tiered lessons 	<ul style="list-style-type: none"> Lesson plan book, strategies reviewed during TAG PD, teachers' yearly goal 	<p>September - June</p>

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<ul style="list-style-type: none">● Higher level questioning● Independent project work● Single subject acceleration (done through additional testing from TAG dept) <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">a. Flexible Grouping: Teachers give pre-assessments in core content areas during the school year. Using this data, students are grouped for some or all instruction in reading or math.b. Pre-Assessments: Pre-assessments and progress monitoring are used by teachers to help inform instruction and allow for needed regrouping during instruction.c. Tiered lessons: Students receive a variety of assignments based on pre-assessments and/or prior work samples. Level and rate are also addressed through this strategy.d. Higher level questioning: Teachers use this in all content throughout the school year, moving students to the higher levels of Bloom’s Taxonomy and/or DOK (Depth of Knowledge levels)e. System of on-going or formative assessments that inform instruction: exit tickets, teacher observation, quizzes, MAP testing, daily student work to assess student understand and inform next steps of pacing.f. Pre-assessments and progress monitoring are used by teachers to help inform instruction and allow for needed regrouping during instruction.g. Independent project work: Teachers group students into small groups for this strategy, following project guidelines and rubrics.	<ul style="list-style-type: none">● Classroom walk throughs● Differentiated student products● Reading benchmark data analysis● PLC assessment planning	
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<p>3) What are the school-wide structures that provide for appropriate rate and level? Grade Level PLC and the Workshop Model (Lucy Calkins)</p>		
<p>We determine whether a student needs acceleration in the following way:</p> <ul style="list-style-type: none"> ● SBAC Scores ● Pre and post assessments in core content ● Work Samples ● Anecdotal and observational data 	<ul style="list-style-type: none"> ● SBAC data ● Assessments ● Student benchmark data ● Work Samples ● Teacher notes 	<p>September-June</p>
<p>Our process for using <i>data</i> to measure the growth of our TAG students is:</p> <p>During staff meetings and Grade Level PLCs staff will examine SBAC scores, work samples, pre and post assessments, progress monitoring, and any other evidence of student achievement. Based on student achievement, we will adjust our teaching in order to meet the needs of our students.</p>	<ul style="list-style-type: none"> ● SBAC data ● PLC notes ● Work Samples ● Progress Monitoring ● Assessments 	<p>Monthly from September to June</p>
<p>The following options for acceleration are available at our school: Single Subject Acceleration Whole Grade Acceleration</p> <p>Students access these options in the following manner:</p> <ul style="list-style-type: none"> ● Single Subject Acceleration: Based on outstanding student work, observation, and district/state assessments. Through the PPS single-subject acceleration criteria and process, students may be accelerated in math to provide intellectual challenge. ● Whole Grade Acceleration: School based team recommends a student for assessment based on a body of evidence. If the student scores high enough, they may be eligible to accelerate to the next grade. 	<ul style="list-style-type: none"> ● Work samples ● Assessments ● SBAC results ● Observational notes ● TAG department single subject acceleration criteria ● TAG department whole grade 	<p>As needed/requested by parents</p>

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	acceleration criteria	
<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"> ● Flexible grouping within the classroom ● Independent study projects ● Online curriculum enhancement ● Tiered Assignments 	<ul style="list-style-type: none"> ● Individual TAG plan 	Ongoing
<p>Additional enrichment available for TAG students include:</p> <ul style="list-style-type: none"> ● After school SUN classes ● Chess club ● Oregon Battle of the Books ● Artists in Residence ● Family Literacy Night ● District Spelling Contest <p>The students access these enrichment activities in the following manner:</p> <ul style="list-style-type: none"> ● TAG website ● News & Notes - electronic newsletter ● RCP TAG bulletin board ● Teacher recommendations ● Flyers sent home ● Aftercare 	<ul style="list-style-type: none"> ● School website ● TAG bulletin board ● PTO website ● School-based flyers and posters ● News and Notes 	Ongoing
<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"> ● Walk throughs in classroom to ensure TAG plans are being implemented in the classroom and providing feedback to teachers 	<ul style="list-style-type: none"> ● TAG student list ● PLC meeting notes ● Lesson Plans 	Aug-June each year

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<ul style="list-style-type: none"> ● Provide staff with professional development and expect application of best practice ● Formal and Informal classroom observations and feedback ● Engaging with staff during Grade Level PLCs ● Examining and providing feedback based on teacher lesson development 		
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FOCUS: Responsibilities of TAG Coordinator		
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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, in the following manner:</p> <ul style="list-style-type: none"> ● Check TAG calendar for faciliator training ● Monthly check in with TAG Faciliator 	<ul style="list-style-type: none"> ● TAG facilitator checklist 	<p>Aug-June each year</p>

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FOCUS: Professional Development		
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Action	Documentation	Expected Completion Date or Check Point
<p>When needed, school staff will plan and implement staff development in order to increase the skill-set of teachers and to better meet the needs of students. This will be based on community, staff input and student need.</p> <p>The following strategies will be integrated into our school professional development plan or school improvement plan in the following ways: Through Site Council, we will reflect on and plan staff development that focuses on Tier I, II, and III interventions so all students will be successful.</p>	<ul style="list-style-type: none"> ● TAG PD schedule ● RCP PD calendar ● PD agendas 	<p>September-June</p>

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<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"> ● Circles ● Restorative Practices ● Mindfulness ● Flexible grouping (within classrooms and between classrooms) ● Small group ● One on one conferring 	<ul style="list-style-type: none"> ● RCP PD calendar ● PD agendas ● PLC Notes ● Anecdotal Notes 	<p>Ongoing</p>
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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:</p> <ul style="list-style-type: none"> ● Curriculum Night ● Parent Teacher Conferences ● Newsletter home to parents 	<ul style="list-style-type: none"> ● Curriculum Night Agenda ● Conference notes ● Newsletters 	<ul style="list-style-type: none"> ● Curriculum Night in September ● Parent Conferences in November
<p>The administrator uses the school newsletter and website to communicate with families about TAG in the following ways:</p> <ul style="list-style-type: none"> ● TAG testing and IDPF forms 	<ul style="list-style-type: none"> ● News and Notes 	<p>Ongoing</p>
<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. The TAG Bulletin Board will be maintained by: Layne McCartney, Rose City Park TAG coordinator</p>		<p>Ongoing as needed</p>

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<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 given to the parent and teacher.</p>	<ul style="list-style-type: none"> ● Verification of communication of TAG services form signed at conferences ● Parent/Student Survey ● Building TAG plan 	<p>Fall conferences, November</p>
<p>Our families will have the following opportunity(ies) to evaluate our TAG services:</p> <ul style="list-style-type: none"> ● Annual TAG survey ● Parent meetings with classroom teacher ● Parent meetings with TAG coordinator, Layne McCartney ● Parent meetings with Jeremy Cohen and/or Anh Nguyen-Johnson, Principal/AP 	<ul style="list-style-type: none"> ● Survey results 	<ul style="list-style-type: none"> ● Fall conferences ● ongoing
<p>If parents have concerns about their child’s TAG services they will have the following opportunities (process) to inform the school:</p> <ul style="list-style-type: none"> ● Fall conferences ● Parent/Teacher meetings ● Conference with administration 	<ul style="list-style-type: none"> ● Emails and other notes 	<ul style="list-style-type: none"> ● ongoing

Submitted 03/14/19

Received _____

Approved _____