Sabin School   **Reiko Williams, Principal**   **Stephen Gardiner, 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): 1. Sabin TAG List will be shared with all teachers. 2. Teachers will print list and highlight their students name and area of TAG identification and keep with current lesson plans, including Guest Teacher Plans.	Sabin TAG List	September and after newly qualified students are added to list each school year

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 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. Possible documents used for discussion: Characteristics of Gifted Students, Attributes of Gifted ELL Students from Poverty and/or CLED scale	Agenda for meeting and staff attendance roster place in TAG notebook kept by TAG Facilitator	By end of October, 2019 and 2020
The principal will ensure teachers are nominating students from underrepresented populations in the following manner: Review assessment data: previous year's SBAC for 4th-8th grades, Fall EasyCBM and DIBELs	Test data broken down by ethnic groups	By end of October, 2019 and 2020
Our school will use the following observation tools and/or data in the TAG identification process: Assessment Data: SBAC for 4th-8th grades, Fall EasyCBM and DIBELs, writing work samples, pre-screening checklist from PPS TAG office, Cogat 2 screener scores for second grade students, teacher observation	Scored documentation will be turned in with completed IDPF application	By due date of completed IDPF
The building will use the following procedures throughout the ID process: TAG facilitator will coordinate Sabin's identification process which will include sharing process with staff and community using the district's TAG School Checklist.	Family/Community Presentation Staff Presentation	By end of October, 2019 and 2020

FOCUS: TAG Services		
Action	**Documentation**	**Expected Completion Date or Check Point**

Differentiation strategies:
   1) **Please list differentiation strategies used within a variety of classrooms.**
Acceleration - Faster presentation of content to more closely match the speed at which gifted students learn.
Compacting - Eliminating repetition, minimizing drill, and accelerating instruction in basic skills so that gifted students can move to more challenging material.
Flexible Grouping - creates temporary groups that can last an hour, a week, or even a month. It's not permanent, but it is a temporary way for students to work together in a variety of ways and configurations depending upon activity and learning outcomes.
Tiered Assignments- A strategy to differentiate instruction in which all students work toward the same goal but activities are geared toward each student's level of knowledge and understanding.
Cluster Grouping- a grouping assignment for gifted children where typically 5 or 6 gifted students with similar abilities are 'clustered', which allows the teacher to differentiate assignments to a group.
Higher Order Thinking Skills - Abstract reasoning, critical thinking, and problem solving abilities
Independent Study - Self-education, often using self-selected resources and driven by student interest
   2) **Describe how the following strategies are used in all classrooms to meet the rate and level of students.**
      a. **Flexible Grouping** - temporary grouping in all content areas and configured based on students' needs using a Response to Intervention (RTI) Model.
      b. **Pre-Assessments** - used when necessary to understand student's prior knowledge of subject to direct future instruction.
	Teacher's Lesson Plans
	Administration Observations
	Student Work
	Student Portfolios
	PD Agendas/Minutes
	PLCs Agendas/Minutes
		On-Going

c. System of on-going or formative assessments that inform instruction - Response to Intervention (RTI) Model, that includes teachers using assessment data to inform instruction to modify individual instruction and performance tasks, form groups, and extend learning opportunities. **3) What are the school-wide structures that provide for appropriate rate and level?** (PPS TAG OFFICE Note: Walk to Math is not an approved structure to meet rate and level) Teacher professional development, mentoring of new teachers, staff yearly goal setting for student growth, staff collaboration time, staff evaluation process, and flexible grouping.		
We determine whether a student needs acceleration in the following way: Test scores: SBAC, EasyCBM, DIBELS, formative and summative tests Teacher and family recommendations to TAG facilitator and administration.	Assessment Data Meeting Notes	On-Going
Our process for using *data* to measure the growth of our TAG students is: During PLC meetings, staff will look at data to determine student's progress and adjust differentiation strategies.	Assessment Data Meeting Notes	On-Going
The following options for acceleration are available at our school: **Students access these options in the following manner:** Access to accelerated content at grade level standards in classroom Math Acceleration using District's Single Subject Acceleration Protocols	Lesson Plans District SSA Forms	On-Going
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: Teachers and administrators will seek guidance from the district TAG office, partner organizations, and parents for assistance with acquiring resources for student.	Lesson Plans Student Schedules	On-Going as needed
Additional services available for TAG students include: Business Partnership (PSU, ETHOS, Concordia University, Saturday Academy) that provide options for students to participate in specialized classes and/ or workshops After school enrichment classes (through SUN School) Other opportunities off campus advertised through school newsletter and posted on TAG bulletin board	School Newsletters Rosters of classes/workshop	On-Going

On-site opportunities organized by TAG Coordinator and building administrators **The students access these services in the following manner:** Registering for classes/workshops Attending after-school enrichment classes Teacher sign-up for on-site activities		
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: Classroom Observations that include conversations with staff and students Review of lesson plans	Observation Notes Lesson Plans Conversations with TAG Facilitator and TAG Building notebook/materials	On-Going

FOCUS: Responsibilities of TAG Coordinator		
Action	**Documentation**	**Expected Completion Date or Check Point**
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: Paid through extended responsibility pay, when position is held by teacher. The TAG Facilitator and administrator will follow the TAG checklist. Attend district TAG meetings and facilitate building professional development activities. Co-facilitate district annual TAG meeting with building administrators.	Attendance at PPS TAG Meetings/Training Staff meeting agendas and sign-in sheets to record attendance Checklists in TAG binder	On-Going
FOCUS: Professional Development		

Action	Documentation	Expected Completion Date or Check Point
A quarterly PD schedule is provided that demonstrates when each of the following is include in the school's professional development plan: flexible grouping, rigor in the classroom, assessments to inform instruction, Multiple Intelligences, CCSS implementation and monthly equity work.	Staff Professional Development Agendas and Resources PYP and MYP PLC Meeting Notes	On-Going
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: Possible **Staff Meetings** Documents to Use: Attributes of Talented and Gifted English Learners Checklist Attributes of Gifted ELL Students from Poverty and/or Diverse Cultures Characteristics of Gifted students Students from Poverty and /or Diverse Cultures Possible Problems That May Be Associated With Strengths of Gifted Children Myths and Truths About Gifted Students **In Collaborative planning times:** During weekly meetings, teachers will look at data of all students. All of the strategies marked above will be discussed and identified within united and lessons of study. The RTI specialist will incorporate into reflection and discussion and administration will incorporate into classroom observation. **Grade-level teams will review and discuss Characteristics of Gifted Students, Spring assessment data, and student work samples in order to assist them in identifying potential TAG students:** -Teachers will review assessment data by ethnicity comparing general population of school and identified TAG students.	Staff Professional Development Agendas and Resources PYP and MYP PLC Meeting Notes	On-going By end of October, 2019 and 2020

FOCUS: Communication		
Action	**Documentation**	**Expected Completion Date or Check Point**
Teachers communicate the differentiation strategies they're implementing in their classrooms in the following ways: Each teacher shares their family communication plan with families at Back to School Night. This plan may include: webpage, newsletter, email, phone/text communications. Lesson Plans	Teacher Communication Plan Lesson Plans	By End of September, 2019 and 2020 On-Going
The administrator uses the school newsletter to communicate with families about TAG in the following ways: Newsletters Website School Messenger Articles for Sabin Family TAG Blog	Newsletters http://www.pps.k12.or.us/schools/sabin/507.htm	Monthly
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 TAG Facilitator.	Bulletin Board located next to Main Office	On-going and updated monthly
A Fall TAG parent meeting will be held before 10/31. Details include: ● Identification time-lines ● Sabin TAG Building plan ● Instructional strategies for students that align to our building plan ● Individualized instructional plans-request ● District structure for services	Notice posted on Website, Newsletter, TAG Bulletin Board Family/Community Presentation	By end of October, 2019 and 2020

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 salmon folder. Details include: ● Sabin TAG Building Plan ● Instructional strategies that teacher is using ● Individualized Instruction Plan Request Form	Completed forms are placed in Salmon TAG folder in CUM files	By end of November, 2019 and 2020
Our families will have the following opportunity(ies) to evaluate our TAG services: TAG Family Survey presented at Family Information Night and on TAG Bulletin Board (Sept-Nov) Sabin Site Council include TAG Sub-Committee	[TAG Family Survey](#) Site Council Minutes	On-Going
If parents have concerns about their child's TAG services they will have the following opportunities (process) to inform the school: Contact the teacher(s) Contact the principal after speaking with teacher Contact area director after speaking with the principal	Record of meetings with parents will be maintained by Principal and TAG Coordinator	On-Going