

School: Stephenson Elementary
Principal: Carlos Galindo
TAG Coordinator : Courtney Pawol

FOCUS: Acknowledgement of TAG Identified Students

Action	Documentation	Expected Completion Date or Check Point
<p>Method used to ensure all teachers know TAG students enrolled in their class(es):</p> <ul style="list-style-type: none"> -Teachers are provided with a class list identifying their TAG students. -Teachers sign a copy of the class list and return it to the TAG Facilitator. 	<ul style="list-style-type: none"> -Class lists -TAG students appear as "Alert" in Synergy. 	<ul style="list-style-type: none"> -September and after our new TAG students have been identified. .

FOCUS: Identification of Students who Perform in the 97th or above 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"> -Our Climate PLC and Instructional Leadership Team evaluate our school and educator performance and identifies strengths and areas in need of improvement. -The Climate PLC develops goals and a plan to achieve set goals in order to accelerate Stephenson’s academic performance. -TAG facilitator is given time to share TAG updates and information during monthly staff meetings. -TAG committee compares data from screening, including data comparing general population with ethnicity of school and identified TAG students. 	<ul style="list-style-type: none"> -PLC Meeting Notes 	<ul style="list-style-type: none"> -Monthly staff meetings. -PLCs meet once a month. -TAG committee meetings each quarter.

<p>The principal will ensure teachers are nominating students from underrepresented populations in the following manner:</p> <ul style="list-style-type: none"> -Work with the TAG facilitator to provide opportunities to discuss TAG nominations during staff and PLC meetings. -Lead all staff through process to examine underrepresented populations at staff meetings to nominate students. -Examine 2nd grade NNAT3 screening scores of all students (Paying attention to EB, SPED and race), nominate those students, recommend further testing as appropriate. 	<p>-PLC & staff meeting notes.</p>	<p>-Monthly meetings with staff.</p>
<p>Our school will use the following observation tools and/or data in the TAG identification process:</p> <ul style="list-style-type: none"> -Every teacher will assess students using DIBELS, Easy CBM, MAP scores and State Kindergarten Assessment within the first two months of school. -Teachers also consider work samples, MAP, Smarter Balance Assessment Consortium results from the previous year and testing information from previous schools (for new students) as tools in the identification process. 	<p>-Assessments used are noted on the students' IDPF.</p>	<p>-September-November</p>

<p>The building will use the following procedures throughout the ID process:</p> <ul style="list-style-type: none"> -Identify members of the TAG Committee. -Send Parent/Student Surveys home with all TAG identified students. -Parent/Teacher Nominations (IDPFs) made available on the TAG bulletin board. -Collecting work samples that reflect state scoring guides, test history and teacher advocacy. -Checking Cumulative files against TAG list sent by TAG office. 	<ul style="list-style-type: none"> -Updated TAG bulletin board. -Letters sent home to parents regarding the identification process. 	<ul style="list-style-type: none"> -September-November -Testing reminder sent home the month our testing is scheduled.
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FOCUS: TAG Services		
Action	Documentation	Expected Completion Date or Check Point
<p>Differentiation strategies:</p> <ol style="list-style-type: none"> 1) Please list differentiation strategies used within a variety of classrooms: flexible grouping, tiered lessons, parallel tasks, compacting curriculum, cluster grouping of TAG students, Higher Level Questioning Strategies, mathematical practices (CCSS), text complexity & text-based questions. 2) Describe how the following strategies are used in all classrooms to meet the rate and level of students. <ol style="list-style-type: none"> a. Flexible Grouping: Flexible Groupings change as needed. Groups of students change as the level of instructional needs change. 	<ul style="list-style-type: none"> -Grade level and content year-long curriculum maps. -Evidence of the following can regularly be observed in the classrooms: flexible grouping, tiered lessons, parallel tasks, compacting curriculum, cluster grouping of TAG students, Higher Level Questioning Strategies, mathematical practices 	<p>December-May</p>

<p>b. Pre-Assessments: Pre-Assessments are used to determine students’ instructional needs. They may be given at the start of a unit or thematic exploration.</p> <p>c. System of on-going or formative assessments that inform instruction: Fall baseline assessments are used to identify rate and level. The data is then used to form leveled instructional groups. Unit assessments are used to inform instructional plans. Students are formally checked against grade level benchmarks in winter and spring and data will be used to restructure groups and inform instruction.</p> <p>3) What are the school-wide structures that provide for appropriate rate and level? (Note: Walk to Math is not an approved structure to meet rate and level): School-wide structures that provide for rigorous and relevant coursework at the appropriate rate & level include: grade-level planning time, K-3 leveled literacy groups, K-5 groups for accelerated learners in both reading and math.</p>	<p>(CCSS), text complexity & text-based questions.</p> <p>PLC & Grade-Level planning notes.</p>	
<p>We determine whether a student needs acceleration in the following way:</p> <ul style="list-style-type: none"> -Formative and Summative assessments are used by all teachers. -Groupings are changed as instructional needs change. -TAG facilitator relays information to the staff regarding district criteria for determination. 	<ul style="list-style-type: none"> -Formative and summative assessments -New grouping lists -TAG facilitator/TAG committee notes. 	<p>Monthly</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"> -Grade-level teams meet monthly to analyze data and develop common strategies. 	<ul style="list-style-type: none"> -Grade-level team meeting notes 	<p>Monthly</p>

<p>The following options for acceleration are available at our school: -Classroom accelerated instructional groups. -Classroom accelerated assignments.</p> <p>Students access these options in the following manner: -Teachers inform students and parents of their options.</p>	<p>-Teacher lesson plans</p>	<p>-Options available all the time throughout the year.</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: -Principal, TAG facilitator and teachers work together with each student and family to determine the best fit.</p>	<p>-Meeting notes</p>	<p>-As needed.</p>
<p>Additional services available for TAG students include: Independent projects, classroom extensions, additional technology resources via the TechSAmart grant and Oregon Battle of the Books. Other enrichment opportunities may arise throughout the year.</p> <p>The students access these services in the following manner: Communication with classroom teacher.</p>	<p>-Communication on TAG bulletin board. -Handouts and emails are sent to parents.</p>	<p>-Throughout the year.</p>
<p>The administrator(s) ensures the use of differentiated strategies, rigorous coursework, and instruction provided at the appropriate rate and level in the following ways: -Classroom observations. -Staff PD and PLC work.</p>	<p>-Teacher lesson plans. -Classroom instruction. -Meeting notes.</p>	<p>-Monthly and throughout the year as needed.</p>

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, facilitating PD at the school level and coordinating the ID process in the school, in the following manner: Administrator and TAG facilitator communicate after each TAG facilitator meeting.	-Email & meeting notes.	-Monthly and throughout the year as needed.
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, increased use of mathematical practices and instructional shifts, increased text complexity and text-based questions. These strategies will be integrated into our school professional development plan or school improvement plan in the following ways: These strategies will be integrated into classrooms through rigorous and relevant lesson plans, instruction and student learning activities. In addition our PLCs are divided and developed to support continued CCSS coursework through an equity lens, which will also support the teacher ability to provide instruction to students at their current rate and level. .	-PLC meeting notes. -Teacher lesson plans.	-Monthly.

<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> <p>-Discuss individual students, plan accelerated instruction, examine student work, share materials and resources, and collaborate around instruction.</p>	<p>-Meeting & PLC notes. -Lesson plans</p>	<p>-Monthly and as needed throughout the year.</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> <p>-Through email, newsletters, teacher blogs and web pages, conferences, parent conversations. Back to School Night provides and opportunity for teachers to discuss how they will be meeting the rate and level of learning in the classroom.</p>	<p>-Email -Teacher newsletters -Parent Teacher Conferences</p>	<p>-Monthly</p>

<p>The administrator uses the school newsletter to communicate with families about TAG in the following ways:</p> <p>The principal and TAG facilitator actively engage in communication with families to inform, describe, and evaluate TAG services. The principal will use the weekly news notes to cite specific examples of services available to TAG students. The information from the news notes will also be displayed on the TAG bulletin board.</p>	<p>-Weekly News Notes -TAG Bulletin Board</p>	<p>-Weekly</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:</p> <p>The TAG facilitator.</p>	<p>-TAG bulletin board</p>	<p>-Monthly and as needed.</p>
<p>The facilitator will provide “TAG Office Hours” for an hour each day during parent-teacher conferences. Details include: An overview of TAG services at Stephenson including; characteristics of giftedness, identification process, support for students in the classroom and enrichments offered for the current year (as enrichments may change from year to year depending upon the budget).</p>	<p>-Stephenson Parent Calendar. -Attendance sign-in.</p>	<p>-September-October.</p>
<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 online CUM folder.</p>	<p>Student’s online CUM records</p>	<p>-September-October.</p>

<p>Our families will have the following opportunity(ies) to evaluate our TAG services: -Communicate with the principal and TAG facilitator through email, phone or meeting. -Attend a TAG committee meeting.</p>	<p>-Email -Meeting notes</p>	<p>-As needed throughout the year.</p>
<p>If parents have concerns about their child’s TAG services they will have the following opportunities (process) to inform the school: -Communicate with the principal and TAG facilitator through email, phone or meeting. -Attend a TAG committee meeting, PTA meeting or bring the issue to the Stephenson site council.</p>	<p>-Email -Meeting notes</p>	<p>-As needed throughout the year.</p>

Submitted _____

Received _____

Approved _____