

Due to the PPS TAG Office and your Regional Administrator on April 04 2019

<b>Lincoln High School</b>	<b>School</b>
<b>Peyton Chapman</b>	<b>Principal</b>
<b>Mark Halpern</b>	<b>TAG Coordinator</b>

<b>FOCUS: Acknowledgement of TAG Identified Students</b>		
<b>Action</b>	<b>Documentation</b>	<b>Expected Completion Date or Check Point</b>
<p><b>Method used to ensure all teachers know TAG students enrolled in their class(es):</b> At the beginning of each semester, teachers print a list of TAG identified students from eSIS. Each teacher marks or highlights each student’s name. Principal gives each teacher a beginning of the year checklist. Teachers initial when they have marked all TAG identified students.</p>	<p>This information is with the teacher all year and at the beginning of the year checklist is kept in the main office.</p>	<p>September and January of each year</p>

<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>
<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. Teachers are made aware that it is important that they nominate students from under-represented populations.</p>	<p>This impt. conversation will be held in an all faculty meeting.</p>	<p>October of each year</p>
<p><b>The principal will ensure teachers are nominating students from underrepresented populations in the following manner:</b> In the whole staff meeting focused on identification, our staff will work in small groups to look over the SBAC data, the attributes of giftedness and 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 Integrated Service Team or the HS Achievement Coordinators.</p>	<p>PLC minutes from department</p>	<p>December of each year</p>

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<p><b>Our school will use the following observation tools and/or data in the TAG identification process:</b> SBAC, ELPA, Pre-screening checklists, Attributes of Giftedness Checklist and/or the checklist of characteristics of Underachieving Giftedness</p>	<p>PLC Minutes</p>	<p>Ongoing all year</p>
<p><b>The building will use the following procedures throughout the ID process:</b></p> <ul style="list-style-type: none"> <li>-SBAC scores for incoming eighth graders. -September PD: teachers will discuss and utilize the Characteristics of Giftedness” and “Common Characteristics of Gifted Underachievers” and as well as the Attributes of TAG English Learners Checklists. Reviewing students from last year’s courses, with a focus on minority and under represented students, teachers will provide a list of names of TAG potential students to the TAG Coordinator<sup>[L]</sup><sub>[SEP]</sub></li> <li>-Oct/Nov PD: Repeat above process above with student lists from current year’s courses.</li> <li>-Core teachers are asked for work samples/test scores/class participation evidence which support a TAG nomination.<sup>[L]</sup><sub>[SEP]</sub></li> <li>-Parents have been told that they too can nominate their student during the annual Parent TAG meeting.</li> </ul>	<p>List of nominees Fall PD Agenda</p> <p>Forecasting sheet Newsletters</p>	<p>Ongoing all year</p>

**FOCUS: TAG Services**

Action	Documentation	Expected Completion Date or Check Point
<p><b>Differentiation strategies:</b></p> <p>1) Please list differentiation strategies used within a variety of classrooms. Differentiation strategies in place within our school’s classrooms include: Questioning</p>	<p>Completed assessments; Essential questions and questioning strategies</p>	<p>Ongoing All Year</p>

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<p>strategies, Socratic seminars, proficiency and standards-based class work (specifically in Math), flexible grouping strategies, pre-assessments and on-going formative assessments, variety of available coursework.</p> <p><b>Describe how the following strategies are used in all classrooms to meet the rate and level of students.</b>  <b>(Individual teachers include classroom strategies in yearly Syllabi.)</b></p> <p>a. Flexible Grouping--visible in variations of ability and mixed ability groups</p> <p>b. Pre-Assessments--units, course subject given frequently, as <sup>[[ ]]</sup>SEP well as others from Pre-assessment Strategies document.</p> <p>c. System of on-going or formative assessments that inform instruction--homework, <sup>[[ ]]</sup>SEP quizzes, exit slips, work samples</p> <p>d. Quad D instructional experiences--higher level questioning, cumulative projects, <sup>[[ ]]</sup>SEP enrichment activities, and others</p> <p><b>Grade level or school-wide structures in place that offer rigorous coursework at the appropriate rate and level are:</b>            9th grade integrated block course and increased rigor in all 9th grade LA/SS classes focusing on the needs of each individual; 9th and 10th grade accelerated math classes; 10th grade accelerated science classes; a strong, open-enrollment IB program; one dual-credit HS/PSU course; and opportunities to take additional courses at PCC, Reed College, or PSU.</p>	<p>posted in classrooms as appropriate</p> <p>Portfolios and proficiency tests</p> <p>PLC minutes by department during PD time</p> <p>Individual Teacher Syllabi on line.</p> <p>Spring forecasting, fall enrollment, end of semester progress review</p>	
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<p><b>We determine whether a student needs acceleration in the following way:</b> 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>Communication with student, family, counselor</p>	<p>Ongoing and through forecasting, conferences and course</p>
<p><b>Our process for using data to measure the growth of our TAG students is:</b> mainly OAKS data, with an emphasis on seeing individual score growth for ALL students, including TAG students. In the past years, we have only looked to make sure our TAG students exceed in the area of identification. This year, as a staff, we will look to make sure each student is showing academic growth.</p>	<p>Site Council, PLC and all staff minutes; documented review of TAG students individual changes in assessment scores</p>	<p>September and again in spring when new Oaks data becomes available</p>
<p><b>The following options for acceleration are available at our school:</b> Students access these options in the following manner: -IB courses, dual-credit courses. Students access these options in the following manner: Open enrollment to these courses, although a few require that the student has completed the prior course from the course sequence (pre-calc before Calculus)</p>	<p>Course Guide and IB materials repeat this message and encourage participation</p>	<p>Ongoing outreach</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> - Students are encouraged to schedule into the most demanding courses, which are IB. Counselors meet with each student to forecast and have TAG lists available during that process. Students who need coursework beyond what we offer may take courses at PCC, PSU and Reed.</p>	<p>Synergy and forecasting data</p>	<p>Ongoing</p>
<p><b>Additional services available for TAG students include:</b> Chess Club, Environmental, Robo Science Bowl, ISEPP Lecture Tickets and Science Cafes, Constitution Team, etc.  <b>The students access these services in the following manner:</b> Club Fair (Fall) and ongoing talking to friends, and coming to the meetings or gatherings...Signing up or expressing interest</p>	<p>Club and competition rosters</p>	<p>After Fall Fair and ongoing</p>
<p><b>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:</b> Administrator Walk-throughs focused on questioning strategies,</p>	<p>Syllabi, evaluations, and all school walk-through</p>	<p>Ongoing</p>

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“learning walks” and encouraging teacher-to-teacher classroom observations	schedule or admin calendars	
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<b>FOCUS: Responsibilities of TAG Coordinator</b>		
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<p><b>The administrator ensures the TAG Facilitator is trained and familiar with the requirements which include mandatory attendance at TAG sponsored PD and coordinating the ID process in the school, in the following manner:</b> Principal: receives updates from TAG coordinator at PLC leader meetings, Observes TAG coordinator leading PD in PLC meetings.</p>	PD sign in lists	Ongoing

<b>FOCUS: Professional Development</b>		
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Action	Documentation	Expected Completion Date or Check Point
<p>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 : See attached PD schedule These strategies will be integrated into our school professional development plan or school improvement plan in the following ways: (CCSS Implementation, Equity Work,) TAG Coordinator will do PD in PLC leaders' meetings and PLC leaders will take training back to departments. This process will be ongoing throughout the year and will reflect training in TAG coordinators' district professional development as it occurs.</p>	Professional development ca leaders and PLCs Reflection Piece in PLCs around what individuals are doing well and what they need help with	Ongoing in Fall adjusting during the year as needed
<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</b></p>	PLC minutes	Monthly during academic year

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<p><b>following manner:</b> Administration, TAG Coordinator and Instructional specialist will use TAG website and/or TAG Office provided materials to offer information for staff, department and team professional development.</p>		
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<p align="center"><b>FOCUS: Communication</b></p>		
<p align="center"><b>Action</b></p>	<p align="center"><b>Documentation</b></p>	<p align="center"><b>Expected Completion Date or Check Point</b></p>
<p>Teachers communicate the differentiation strategies they're implementing in their classrooms in the following ways:</p>	<p>Course Syllabi</p>	<p>Fall of each year</p>
<p>The administrator uses the school newsletter to communicate with families about TAG in the following ways:</p>	<p>Spirit Newsletters</p>	<p>Quarterly mailings/postings</p>
<p>TAG Bulletin Board will be available for parents to read on the first day of school and will include a copy of the Building TAG Plan, <b>current</b> ID Process forms and other relevant information to the school community when available. The TAG Bulletin Board will be maintained by: TAG Coordinator</p>	<p>Bulletin Board</p>	<p>ongoing</p>
<p>A Fall TAG parent meeting will be held before 10/31. Details include:</p>	<p>Meeting Agenda will be included in TAG Binder with Parent Feedback</p>	<p>Fall of every year</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 salmon folder.</p>	<p>Conference form in Salmon Binders</p>	<p>November</p>
<p>Our families will have the following opportunity(ies) to evaluate our TAG services:</p>	<p>SC and LSAC minutes</p>	<p>Ongoing</p>
<p>If parents have concerns about their child's TAG services they will have the following opportunities (process) to inform the school:</p>	<p>Feedback forms and SC and LSAC minutes</p>	<p>Ongoing</p>

Submitted \_\_\_\_\_

Received \_\_\_\_\_

Approved \_\_\_\_\_