

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

**Vestal**

**School**

**Sabrina Flamoe**

**Principal**

**Morgan Whitney TAG Coordinator**

<b>FOCUS: Acknowledgement of TAG Identified Students</b>		
<b>Action</b>	<b>Documentation</b>	<b>Expected Completion Date or Check Point</b>
<p>Method used to ensure all teachers know TAG students enrolled in their class(es):</p> <ul style="list-style-type: none"> <li>• The TAG coordinator (through the school secretary) will hand each teacher a class roster from Admin Dashboard with program assignments including TAG student names during the first week of school.</li> <li>• Teachers will note each TAG student, and current performance from last year in literacy and SBAC when available.</li> </ul>	<p>K-8 Literacy Report by Class. Synergy attendance roster.</p>	<p>September and after new identifications are made</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.</p> <ul style="list-style-type: none"> <li>• All Students in second grade participate in TAG screener- 2nd grade teachers share information needed to support ELL and SPED students during screening</li> <li>• Teachers conduct Fall data meetings after Baseline Assessments are administered in the core areas of Literacy, Math, and Writing.</li> <li>• Teachers nominate students and discuss with parents during Fall parent teacher conferences.</li> </ul>	<ul style="list-style-type: none"> <li>• K-8 Literacy Report by Class Fall, Winter, Spring.</li> <li>• TAG nomination IDPF.</li> </ul>	<p>September/October (Initial Screener and Parent Conference)</p> <p>November (TAG testing screener).</p> <p>January- TAG testing</p> <p>All-year staff PD and PLCs.</p>

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<p>The principal will ensure teachers are nominating students from underrepresented populations in the following manner:</p> <ul style="list-style-type: none"> <li>● Administration will discuss with teachers to examine student nominations using a lens of equity from underserved groups.</li> <li>● Administration will review baseline and benchmarking data with staff during both PD and PLCs to identify TAG and Potential TAG students.</li> <li>● Administration will encourage all staff, including ESL and SpEd staff, to nominate students during parent teacher conferences.</li> <li>● Examine the 2<sup>nd</sup> grade cognitive ability screener scores to identify both TAG and potential TAG students.</li> </ul>	<ul style="list-style-type: none"> <li>● TAG nomination IDPF.</li> <li>● Data results from 2<sup>nd</sup> grade screener.</li> <li>● Literacy assessments, MAPS, Bridges benchmark assessments and writing samples.</li> </ul>	<p>September/October (Initial Screener and Parent Conference)</p> <p>January/ February (Winter Benchmarking and TAG 2<sup>nd</sup> grade screener).</p> <p>All-year staff PD and PLCs.</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"> <li>● DIBELS and EasyCBM, MAPS, and Benchmark Data</li> <li>● SBAC and OAKS Science</li> <li>● Pre-assessments</li> <li>● Teacher Observations</li> <li>● Parent Feedback</li> <li>● Work-samples and in-program assessments</li> <li>● Second grade cognitive ability screener</li> <li>● Attributes of Talented and Gifted English Learners checklist form</li> </ul>	<p>Benchmark assessments, K-5 Literacy Report by Class, work-samples, and other embedded assessments and assignments from core curriculum.</p>	<p>All-year based on state, district, and school assessment schedule.</p>
<p>The building will use the following procedures throughout the ID process:</p> <ul style="list-style-type: none"> <li>● Parent teacher nominations (IDPF's) provide in front office in multiple languages.</li> <li>● Discuss with parents at fall conferences.</li> <li>● Collect work-samples, test history, teacher advocacy</li> <li>● TAG coordinator will coordinate the ID process with TAG Department</li> <li>● Send parent/student surveys home for all TAG students as identified</li> </ul>	<ul style="list-style-type: none"> <li>● TAG Coordinator will attend PPS TAG meetings</li> <li>● Parent-Teacher nominations at conferences.</li> <li>● Teachers will collect work-samples</li> </ul>	<p>Fall conferences</p> <p>All year access to IDPF nomination forms.</p>

<b>FOCUS: TAG Services</b>		
<b>Action</b>	<b>Documentation</b>	<b>Expected Completion Date or Check Point</b>
<p>Differentiation strategies:</p> <p>1) Please list differentiation strategies used within a variety of classrooms.</p> <ul style="list-style-type: none"> <li>● Flexible grouping within classroom, grade levels and school</li> <li>● Co-teaching and Inclusive Practices</li> <li>● Curriculum compacting</li> <li>● Cluster grouping: by ability, readiness, learning style, interests</li> <li>● Increased complexity of concepts</li> <li>● Content area acceleration</li> <li>● Complex questioning and instruction</li> <li>● Master schedule indicates both core and instructional focus with an academic support component.</li> <li>● Tiered core lessons, assignments, and products</li> <li>● Learning centers or stations</li> <li>● Enrichment and elective options and after school classes</li> <li>● Technology devices and software</li> </ul> <p>2) Describe how the following strategies are used in all classrooms to meet the rate and level of students.</p> <p>a. Flexible Grouping/Strategy Groups</p> <ul style="list-style-type: none"> <li>● Using baseline and benchmarking data, students are identified by tiered and instructional focus groups for appropriate instructional needs and strategies.</li> </ul> <p>b. Pre-Assessments:</p> <ul style="list-style-type: none"> <li>● Teachers use State, district, and content assessments as indicators of pre-assessments.</li> </ul>	<ul style="list-style-type: none"> <li>● Teacher lesson plans</li> <li>● Team/partner meeting notes</li> <li>● Master schedule</li> <li>● Lesson plans</li> <li>● Modeling differentiation</li> <li>● Goal conferences</li> <li>● Formal classroom observations, drop in observations</li> <li>● Progress monitoring</li> <li>● Assessment data</li> <li>● Team/Grade level meetings and data analysis meetings</li> <li>● Teacher unit plans, grade level year-long plans, groupings for students</li> </ul>	<ul style="list-style-type: none"> <li>● All year for ongoing instructional practices</li> <li>● All year during PLCs for flexible grouping adjustments</li> <li>● Fall, winter, and spring benchmarking and progress monitoring.</li> </ul>

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<p>c. System of on-going or formative assessments that inform instruction</p> <ul style="list-style-type: none"> <li>Teachers will use in-program assessments, teacher-created assessments, and DIBELS, Easy CBM, and MAPS assessments to monitor instruction and learning.</li> </ul> <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)</p> <ul style="list-style-type: none"> <li>Teachers will have embedded PLC time to develop and implement depth and complexity strategies into lessons and units through the co-teaching model.</li> <li>Teachers work together though CBELD/QTEL lessons to plan co-teaching units</li> <li>Scheduling has been developed to align to core and instructional focus opportunities among staff, maximizing co-teaching.</li> </ul>		
<p>We determine whether a student needs acceleration in the following way:</p> <ul style="list-style-type: none"> <li>Pre-assessment scores</li> <li>OAKS, DIBELS, EasyCBM, MAPS scores</li> <li>Teacher recommendations/observational data</li> <li>Progress monitoring data</li> <li>Diagnostics in embedded software applications</li> </ul>	<ul style="list-style-type: none"> <li>DIBELS and EasyCBM Data</li> <li>MAPS</li> </ul>	<p>All year during PLCs</p> <p>Fall, winter, and spring benchmarking and progress monitoring.</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"> <li>Teachers examine baseline and benchmark data points to determine growth among TAG identified students.</li> <li>Teachers compare student performance against proficiency based grading systems.</li> </ul>	<ul style="list-style-type: none"> <li>DIBELS, MAPS, and EasyCBM Data</li> <li>CCSS proficiency based definitions</li> </ul>	<p>Fall, winter, and spring benchmarking and progress monitoring.</p> <p>Quarterly periods</p>

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<p>The following options for acceleration are available at our school:</p> <ul style="list-style-type: none"> <li>• Flexible groupings in tiered and instructional focus areas.</li> </ul> <p>Students access these options in the following manner:</p> <ul style="list-style-type: none"> <li>• Teacher designated tiered or instructional focus groupings</li> </ul>	<p>Schedules are available to track courses during school</p>	<p>All year on going instruction in tiered and focus 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"> <li>• ?</li> </ul>		
<p>Additional services available for TAG students include:</p> <ul style="list-style-type: none"> <li>• Clubs (MESA, Lego-robotics)</li> <li>• Oregon Spelling Bee</li> <li>• Oregon Battle of the Books</li> </ul> <p>The students access these services in the following manner:</p> <ul style="list-style-type: none"> <li>• Students are prioritized for after school courses based on TAG identification.</li> <li>• Services made available to students through teacher communication from administration or TAG coordinator.</li> </ul>	<p>SUN roster available to track participation in after school enrichment courses</p> <p>Participation in TAG competitions tracked by hosting teachers.</p>	<p>SUN courses offered during fall, winter, and spring sessions.</p> <p>Competitions hosted throughout the year.</p>
<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"> <li>• Informal and formal observations</li> <li>• PD and PLC opportunities</li> <li>• Curriculum unit and pacing guides</li> </ul>	<p>Walk through and observation notes</p> <p>PD and PLC calendar</p> <p>Lesson plans aligned to units and pacing guides.</p>	<p>All year, on going feedback through observations.</p> <p>On going PD and PLC throughout the year.</p>

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<b>FOCUS: Responsibilities of TAG Coordinator</b>		
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<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"> <li>● TAG coordinator is chosen by administrator based on skill set for TAG responsibilities.</li> <li>● TAG Coordinator position is communicated to TAG Department to be added to email group.</li> <li>● TAG department sends out reminders on required TAG meetings.</li> <li>● TAG plan is developed and sent into TAG department to be posted.</li> <li>● TAG materials and announcements made available by main office and maintained by TAG coordinator.</li> </ul>	<p>Communication emails between TAG department and TAG coordinator.</p>	<p>All year, on going</p>
<b>FOCUS: Professional Development</b>		
<b>Action</b>	<b>Documentation</b>	<b>Expected Completion Date or Check Point</b>
<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</p> <ul style="list-style-type: none"> <li>● Inclusive Practices/ Co-teaching practices</li> <li>● Technology incorporation in instruction</li> <li>● Student engagement and family engagement</li> <li>● Data analysis and tiered flexible instructional groupings</li> <li>● Weekly PLC meetings</li> </ul> <p>These strategies will be integrated into our school professional development plan or school improvement plan in the following ways: (CCSS Implementation, Equity Work,)</p>	<p>PD and PLC schedule</p>	<p>All year, on going</p>

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<ul style="list-style-type: none"> <li>● Monthly equity PD</li> <li>● Weekly PLC meetings</li> <li>● Inclusive and co-teaching practices</li> <li>● Focus group action planning</li> </ul>		
<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"> <li>● TAG Coordinator will discuss opportunities from district TAG meetings.</li> <li>● Staff meetings and professional development will cover CCSS implementation, Equity work, rigor and relevance framework and Inclusive instructional practices</li> <li>● Informal and formal observations</li> <li>● Walk-through opportunities for staff members: student engagement, differentiated instruction, and inclusive and co-teaching practices.</li> <li>●</li> </ul>	<p>PD and PLC schedule</p> <p>Walk-through summaries to staff</p>	<p>All year, on going</p>

<b>FOCUS: Communication</b>		
<b>Action</b>	<b>Documentation</b>	<b>Expected Completion Date or Check Point</b>
<p>Teachers communicate the differentiation strategies they're implementing in their classrooms in the following ways:</p> <ul style="list-style-type: none"> <li>● Inform parents of differentiated strategies on Back to School Night and at Parent Conferences</li> <li>● Encourage dialogue with parents and students</li> <li>● Progress and report cards</li> <li>● TAG materials available near main office.</li> </ul>	<p>Parent conference notes</p> <p>Report card note and comments</p> <p>Back to School agendas</p>	<p>Oct. Conferences</p> <p>Quarterly progress and reporting periods</p> <p>Kindergarten Sept. home visits</p>

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		Sept. Back to school events
<p>The administrator uses the school newsletter to communicate with families about TAG in the following ways:</p> <ul style="list-style-type: none"> <li>● Vestal newsletter</li> <li>● Vestal Facebook page</li> <li>● Updated PPS Vestal school website</li> <li>● Family engagement community dinner</li> <li>● Back to school events</li> </ul>	<p>Monthly Newsletter</p> <p>Vestal sites (PPS and Facebook)</p> <p>Parent sign in lists (Back to School and Community events)</p>	<p>Monthly newsletters</p> <p>On going website posts</p> <p>Ongoing community events</p> <p>Sept. Back to School</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, <b>current</b> 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> <ul style="list-style-type: none"> <li>● TAG Coordinator by main office</li> </ul>	<p>Materials available by main office</p>	<p>All year on going</p>
<p>A Fall TAG parent meeting will be held before 10/31. Details include:</p> <ul style="list-style-type: none"> <li>● Held during Back to school night events</li> <li>● Information about Vestal TAG plan will be shared</li> <li>● Information about nomination and identification process</li> <li>● Enrichment classes and opportunities</li> </ul>	<p>Parent Sign in to track which TAG parents attended</p>	<p>Sept. Back to School event</p>
<p>Our families will have the following opportunity(ies) to evaluate our TAG services:</p> <ul style="list-style-type: none"> <li>● Informal and formal feedback to teacher, administration, and/or TAG coordinator.</li> </ul>	<p>Conference notes</p> <p>Email correspondence</p>	<p>All year on going</p>



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<ul style="list-style-type: none"><li>● TAG Parent Committee</li></ul>		
If parents have concerns about their child’s TAG services they will have the following opportunities (process) to inform the school: <ul style="list-style-type: none"><li>● Informal and formal feedback to teacher, administration, and/or TAG coordinator.</li></ul>	Conference notes Email correspondence	All year on going

Submitted 12-3-18

Received \_\_\_\_\_

Approved \_\_\_\_\_