

**Building TAG Plan**

Due to the PPS TAG Office and your Regional Administrator on

**Whitman \_\_\_\_\_ School**  
**Stephanie Murdock \_\_\_\_\_ Principal**  
**Grace Butler \_\_\_\_\_ TAG Coordinator**

**X Exempt for 2019-22**  
 **Non-Exempt**

<b>FOCUS: Acknowledgement of TAG Identified Students</b>		
<b>Action</b>	<b>Documentation</b>	<b>Expected Completion Date or Check Point</b>
Method used to ensure all teachers know TAG students enrolled in their class(es): Teachers will print the “Program Assignments” report for each class. Teachers will record appropriate TAG Identification information in their official gradebooks and highlight the names of TAG students. TAG Coordinator will keep a master set of all class lists in the TAG Notebook. Students’ names appear on lesson plans as teachers differentiate instruction.	This information is kept in each teacher’s grade book and in the TAG Notebook to be kept in the closet in the Administrative Office.	To be completed by 9/10/2019-22. Will be checked in September and again in January of each year.

<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>
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. Documents for discussion: Characteristics of Gifted Students, KOI: Students from Poverty and/or Diverse Cultures, Myths and Truths about gifted students, Blooms Taxonomy, Higher Level Questioning Strategies.	Items filed in TAG Compliance Folder: staff meeting agendas	Before Nomination Deadline in October
The principal will ensure teachers are nominating students from underrepresented populations in the following manner: <ul style="list-style-type: none"> <li>• Staff will be encouraged to use the Pre-Screening Checklist to consider nominating students</li> <li>• Use of formative assessments and baseline assessments</li> <li>• Staff will be encouraged to review the names of students receiving 95% in math or reading on a variety of assessments: last spring’s CLED, and DIBELS (K-2) or easyCBM (3-5) to identify students</li> <li>• As a staff, we will compare presently identified students with our general population as to ethnicity and grade level to see if special considerations need to be</li> </ul>	CogAt screening, prior year’s SBAC, Fall benchmark testing including MAPS, CLED and DIBELS. TAG listing in TAG folder	Before Nomination Deadline in October

## Building TAG Plan

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<p>made for identification in those areas or grade levels.</p> <ul style="list-style-type: none"> <li>The administrator, TAG Coordinator, Instructional Coach &amp; School Counselor will review the list of nominated students. <i>Are there others of which they are aware who should be nominated?</i> If so, ask the teacher to nominate</li> <li>TAG Committee (TAG coordinator, Administrator, GENED &amp; ESL/SPED if needed) will discuss possible nominations for TAG testing using classroom data and teacher input.</li> </ul>		
<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>District Benchmark Testing: SBAC, MAPS, DIBELS, EASY CBM</li> <li>Second Grade CogAT Screening</li> <li>IOWA Reading and Math testing</li> <li>Student work samples and assignments</li> <li>Anecdotal records when appropriate</li> </ul>	<p>TAG Spreadsheet. Observational tools on file</p>	<p>Before Nomination Deadline in October</p>
<p>The building will use the following procedures throughout the ID process:</p> <ul style="list-style-type: none"> <li>Parents and Teachers will nominate potential TAG students</li> <li>The TAG Facilitator will coordinate IDPF forms</li> <li>The TAG Facilitator will make arrangements for TAG testing</li> <li>The TAG Facilitator will input data into the TAG spreadsheet</li> </ul>	<p>Completed IDPF forms Data entered in spreadsheet</p>	<p>Before Nomination Deadline in October</p>

### FOCUS: TAG Services

Action	Documentation	Expected Completion Date or Check Point
<p>Differentiation strategies in place within our school's classrooms include:</p> <ul style="list-style-type: none"> <li>Flexible Grouping</li> <li>Ability and Interest grouping when appropriate within classroom</li> <li>Tiering Lessons</li> <li>Higher Level Questioning Strategies</li> <li>Acceleration (usually single subject by moving up a grade level)</li> </ul>	<p>TAG Department PD on instructional strategies Student/parent survey Verification of Services form signed at conferences</p>	<p>PD given to school staff by the end of January</p>

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<ol style="list-style-type: none"><li>1. Describe how the following strategies are used in all classrooms to meet the rate and level of students.</li><li>2. Flexible Grouping: Teachers employ several organizational patterns for instruction. Students are grouped and regrouped according to specific goals, activities, and individual needs. When making grouping decisions, the dynamics and advantages inherent in each type of group must be considered. Both teacher-led and student-led groups will occur.<ol style="list-style-type: none"><li>a. Pre-Assessments – before each unit students will take a pre-assessment to determine conceptual and skill knowledge. Teachers will then use this information to determine how to adjust (if necessary) tasks or curriculum maps to meet the needs of each student.</li><li>b. System of on-going or formative assessments that inform instruction: Teachers will use a variety of formative assessments to determine students’ level of understanding. PD will be provided for teachers throughout 2015-16 to build teacher’s tool box of formative assessment tools.</li><li>c. Student Engagement-Staff will be provided PD to better differentiate instruction and increase student engagement.</li></ol></li><li>3. What are the school-wide structures that provide for rigorous and relevant coursework at the appropriate rate and level? Teachers use pre-assessments and on-going formative assessments to determine a student’s rate and level and evaluate the need for assignment modifications, acceleration of a subject or independent projects. Once this is determined teachers work together to plan differentiated assignments that meet the needs of their students. Work is collected and feedback is given. Embedded weekly PLC takes place, and teachers collaborate to plan for differentiated instruction.</li></ol>	<p>Lesson plans reflect differentiation strategies to meet rate and level</p>	
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## Building TAG Plan

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<p>We determine whether a student needs acceleration in the following way: Students needing acceleration are determined by using pre-assessments to evaluate the need for tiering assignments, acceleration of a subject or concept or an independent work project to satisfy a student’s particular need. If a student needs subject or concept acceleration within a classroom or with another class we work with our TAG Coordinator to determine the most appropriate placement.</p>		<p>By conference time, usually late October</p>
<p>Our process for using <i>data</i> to measure the growth of our TAG students is: to track progress of SBAC from 3<sup>rd</sup> – 5<sup>th</sup> grades &amp; DIBELS/EasyCBM. <i>Are our students exceeding in identified areas? And are the students making adequate growth for their level?</i> Grade level teams review data summaries by grade level and for individual students a minimum of 3x a year. In addition our Leadership Team and Equity Team review student data (OAKS, DIBELS, easyCBM, MAP and school wide work sample scores) to check the growth of our TAG students.</p> <p>We use this information in the following ways: Common team planning time will be focused each week to guide grade level discussions. Data review, lesson studies and instructional topics are primary agenda items for these meetings. Instructional topics include differentiation through acceleration, extensions, tiered lessons and activities, and/or high level questioning and reasoning strategies</p>	<p>Benchmark test results Classroom growth, performance and assessment BAS progress monitoring</p>	<p>Ongoing pre and post assessments in the classroom Benchmark testing throughout the year</p>
<p>The following options for acceleration are available at our school:</p> <ul style="list-style-type: none"> <li>• Moving to higher level grade for CORE subject</li> <li>• Subject acceleration in classrooms using higher grade materials</li> <li>• Independent work projects</li> <li>• We will also seek resources for off-site courses - such as Saturday Academy or OMSI classes</li> </ul> <p>Students access these options in the following manner:</p> <ul style="list-style-type: none"> <li>• Differentiated instruction ,</li> <li>• Teachers work with parents to help students access these options.</li> </ul>	<p>Schedules if adjusted Interest surveys Saturday Academy rosters Oregon Writing Festival Fliers</p>	<p>Each quarter Schedules on file all year</p>

## Building TAG Plan

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<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: Administration, teacher, TAG Coordinator and/or counselor (if appropriate) will work with student/parent to find the best fit (whether at another grade level or at local MS)</p>	<p>Notification of process on TAG Bulletin Board and stated at TAG Parent meeting. Information is also available on the TAG Department website: www.pps.net/domain/196</p>	
<p>Additional services available for TAG students include: after school classes and possibly financial support toward Saturday Academy classes (dependent on TAG budget). Administrator, teacher, TAG coordinator and counselor will work to seek other resources if requested.</p> <p>The students access these services in the following manner:</p> <ul style="list-style-type: none"> <li>• Teachers work with parents to help students access these options.</li> <li>• Registration forms are provided to students/families</li> <li>• Responding to direct invitations (sent by student, mail or phone call from TAG Coordinator)</li> </ul>	<p>Bulletin Board postings &amp; fliers to families when appropriate – copies kept in compliance folder TAG Department website</p>	
<p>The administrator(s) ensures the use of differentiated strategies, rigorous and relevant course work, and instruction provided at the appropriate rate and level in the following ways: Differentiation will be noted in lesson plan books. A school-wide focus is in the area of differentiation which will address rigor and relevance. Individual goals will be collaboratively set by teacher/parent/student for each TAG student at Parent/Teacher conferences in November.</p>	<p>Teacher Lesson plans Yearly goal setting sheet Walk-through data Student assessment folders</p>	<p>All lesson plan books will be evaluated at goal setting conference in the fall and must be available in classrooms. Periodic collection/review of lesson plans will occur throughout the school year.</p>

### FOCUS: Responsibilities of TAG Coordinator

Action	Documentation	Expected Completion Date or Check Point
The administrator ensures the TAG Coordinator is trained and familiar with the	District attendance sheets	

## Building TAG Plan

Due to the PPS TAG Office and your Regional Administrator on

<p>requirements of the TAG Coordinator Job Description, which include mandatory attendance at TAG sponsored PD and coordinating the ID process in the school, in the following manner: The TAG coordinator will attend all district trainings. Information from these trainings will be shared at building Leadership Team meetings and a plan for dissemination at monthly staff meetings will be created. The meetings will be scheduled for no less than 1 hour each, providing enough time to explore concepts. Teachers will be asked to implement strategies and knowledge into classroom practice and methods.</p>	<p>Leadership Agendas on file Staff meeting agendas and sign in sheets Administrators calendar for TAG coordinator meetings</p>	<p>Meeting Dates ongoing throughout year</p>
<h3>FOCUS: Professional Development</h3>		
<p><b>Action</b></p>	<p><b>Documentation</b></p>	<p><b>Expected Completion Date or Check Point</b></p>
<p>A quarterly PD schedule is provided that demonstrates when each of the following is include in the school's professional development plan:</p> <ul style="list-style-type: none"> <li>• Common formative assessments to inform instruction</li> <li>• Flexible grouping</li> <li>• Rigor and Relevance in the classroom (ongoing)</li> <li>• Student Engagement</li> <li>• Increased use of mathematical practices and CCSS instructional shifts</li> <li>• Increased text complexity and high DOK tasks</li> </ul> <p>These strategies will be integrated into our CAP and school professional development plan.</p>	<p>Agendas and Staff attendance sheets</p>	
<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>• Some staff meetings will be designated for discussion or PD on above mentioned strategies specifically targeting the content areas of math and reading.</li> <li>• Portion of embedded PD time, (once a month) to focus on higher level questioning strategies in reading and math</li> <li>• Staff meetings dedicated to high-leverage strategies and the implementation of these in the classroom</li> </ul>	<p>Agendas and minutes (when appropriate)</p>	<p>Ongoing</p>

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<ul style="list-style-type: none"> <li>Grade level teams will use embedded PD time to discuss acceleration, differentiation options for individual students.</li> </ul>		
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<p style="text-align: center;"><b>FOCUS: Communication</b></p>		
<p style="text-align: center;"><b>Action</b></p>	<p style="text-align: center;"><b>Documentation</b></p>	<p style="text-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: documentation in their lesson planning books, possible schedule changes (if necessary), pre/post observation conferences with the administrator, if appropriate mention in class newsletter, differentiation of instruction will be shared at P/T conferences.</p>	<p>Lesson plan books, Schedules of students who move to a higher grade level for core area(s) Progress notes at P/T conferences</p>	<p>Ongoing, dependent on schedule changes</p>
<p>The administrator uses <i>his/her</i> the school newsletter to communicate with families about TAG in the following ways: Recent PD for teachers, upcoming district TAG meetings for parents, possible community opportunities for students (such as Summer Academy), after school classes that may interest some of our TAG students.</p>	<p>Newsletters filed archived on website</p>	<p>Monthly Newsletter</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: The TAG Coordinator</p>	<p>TAG Bulletin Board is in main entry hall for all to review</p>	<p>Posted in August maintained throughout the year</p>
<p>A Fall TAG parent meeting will be held before the nomination deadline. The structure for this meeting will be a school-based meeting in which an invitation is sent to TAG families. The following will be discussed: Assessment and Identification, Schoolwide TAG Plan, Instructional Strategies, Rate and Level, Professional Development for Staff, Additional TAG Opportunities for Students, School/Family Communication Process</p>	<p>Parent sign-in sheet TAG Department slide show presentation</p>	
<p>Parent/teacher will sign a form at Parent-Teacher Conferences that indicates parents</p>	<ul style="list-style-type: none"> <li>Items filed in TAG</li> </ul>	<p>Conferences are held</p>

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<p>have had the opportunity to offer input into and review the school’s plan for meeting a student’s rate and level. If your school is non-exempt, parents will be provided an opportunity to offer input into and review the student’s individual TAG plan for meeting a student’s rate and level. A copy of the individual plan will be placed in the student’s salmon folder.</p>	<p>(or Title) Compliance Folder: Parent/Teacher Conference attendance sheets</p> <ul style="list-style-type: none"> <li>• Form signed by parent and teacher and placed in TAG folder</li> </ul>	<p>in October</p>
<p>Our families will have the following opportunity(ies) to evaluate our TAG services: Parent survey that asks TAG parents for feedback on services/implementation of Instructional plan(s) . In addition, TAG survey will also be sent out in early spring to ascertain satisfaction with Whitman’s instructional program and resources for TAG students.</p>		<p>May</p>
<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"> <li>• Encouraged to contact the teacher</li> <li>• Encouraged to meet with teacher, TAG Coordinator and/or Administrator</li> <li>• Fall TAG parent meeting</li> </ul>	<p>Notification sent to parents at beginning of year, Mentioned at Fall Parent TAG meeting and posted on TAG Board</p>	

Submitted \_\_\_\_\_

Received \_\_\_\_\_

Approved \_\_\_\_\_