

Wilson High _____ **School**
Filip Hristić _____ **Principal**
Ellen Whatmore _____ **TAG Coordinator**

FOCUS: Acknowledgment 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): Teachers will receive a printed copy of the list of TAG students and the areas in which they are identified. Teachers will return a signed copy to document that they have received notification.	Teachers will return copies to VP and/or TAG facilitator.	October of each 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 underserved students and develops a plan to identify students, recognize leadership ability and develop talents: in an all-staff PD training.	PD Agenda Meeting attendance sheet	Fall, by November 1
The principal will ensure teachers are nominating students from underrepresented populations in the following manner: During the fall Rate & Level training, teachers will be directed to focus their nominations on underrepresented populations, utilizing classroom observations and assessments referencing the CLED scales.	PD Agenda Nomination forms	Fall, by December 1
Our school will use the following observation tools and/or data in the TAG identification process: Unidentified TAG students in the 95% ile list from SBAC testing scores, ELPA scores, PSAT scores, work samples, classroom assessments	Classroom assessments, classroom observations, work samples, ELPA, SBAC, PSAT, and SAT scores.	Fall, by December 1

<p>The building will use the following procedures throughout the ID process: Names will be given to the TAG Coordinator from staff of unidentified students. Core teachers are asked for work samples/test scores/class participation evidence which support a TAG nomination. TAG coordinator will review other data sources to look for underrepresented and minority students and send IDPFs to parents to encourage nominations. In addition, parents have been told that they too can nominate their students during the annual Parent TAG meeting, at Back-to-School-Night or by notifying the Building TAG Coordinator. The IDPF is sent home for those to be tested for parent permission, their signature and information about their student. Forms sent to TAG office by the designated deadline.</p>	<ul style="list-style-type: none"> • IDPF Form (will list relevant data/tools used) • Notation and/or samples of student work used to form nomination. 	<p>Late November nomination deadline set by district office</p>
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<p>FOCUS: TAG Services</p>		
<p>Action</p>	<p>Documentation</p>	<p>Expected Completion Date or Check Point</p>
<p>Differentiation strategies in place within our school’s classrooms include: Tiered instruction, pre-assessments for differentiation, flexible grouping, curriculum extensions, higher-level questioning, acceleration, AP classes.</p>	<p>Teacher lesson plans</p>	<p>Beginning in August and on-going</p>
<p>Pre-assessment or on-going formative assessments used to help inform instruction include: a variety of techniques from KWL to quizzes to check for understanding, exit tickets, journal entries Teachers use the data from these assessments to inform instruction, plan instruction and re-teaching</p>	<p>Teacher lesson plans</p>	<p>Beginning in August and on-going</p>
<p>The administrator(s) monitor the use of differentiated strategies in the classroom in the following way: walk through observation, pre-observation meetings, on-going Professional Development where staff share their techniques with each other</p>	<p>Walk-through notes, PD agendas</p>	<p>Beginning in August and on-going</p>
<p>Our process for using <i>data</i> to measure the growth of our TAG students is: Our process for using data to measure the growth of our TAG students is: Our process for using data to measure the growth of our TAG students is through the analysis of data dashboard. SBAC tests, grades, SAT, AP, and other</p>	<p>Data Dashboard analysis</p>	<p>ongoing</p>

<p>measures of achievement are disaggregated by subgroups and other demographics, including TAG. We use this information to determine the success and growth of TAG students as a group but also their individual growth and performance.</p>		
<p>Grade level or school-wide structures in place that offer rigorous coursework at the appropriate rate and level are: Opportunities for acceleration are available in multiple departments. There are numerous AP, “honors” and “advanced,” dual credit (through PCC and PSU), and other options for students in grades 9 through 12.</p>	<p>WHS Course Guide</p>	<p>Annually revised course guide available in January</p>
<p>We determine whether a student needs acceleration in the following way: A conversation with their parents, teachers and/or counselor in conjunction with SBAC, PSAT and other standardized data to determine acceleration needs.</p>	<p>Meeting notes, parent-teacher conferences, Students’ 4 year academic plan</p>	<p>On-going</p>
<p>The following options for acceleration are available at our school: Honors and AP classes, curriculum compacting, or end of course assessment to see if student can move to the next level. Students access these options in the following manner: through forecasting, conversation with counselor and/or teacher</p>	<p>Sign up for classes, completed assessments</p>	<p>On-going</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: Completion of AP pre-requisite courses, sign up during forecasting, sign up for college level courses. Counselors work with students to develop a plan to access AP and advanced level coursework.</p>	<p>WHS Forecast (Course) guide</p>	<p>Forecasting in winter</p>
<p>Additional services available for TAG students include: college courses or on-line courses as appropriate, internships and job shadows based on interest, as advertised through Naviance, Oregon Battle of the Books, Poetry Slam (Verselandia), Writers in the Schools, Speech and Debate, Model United Nations, Science Olympiad, Robotics Team, DECA, various events sponsored and promoted by the TAG department</p>	<p>Sign ups</p>	<p>On-going</p>

FOCUS: Responsibilities of TAG Coordinator		
Action	Documentation	Expected Completion Date or Check Point
The TAG Coordinator attends school district trainings and performs duties according to the TAG Coordinator Job Description including coordinating the ID process in the school.	Attendance at PPS TAG trainings	ongoing
FOCUS: Professional Development		
Action	Documentation	Expected Completion Date or Check Point
An annual PD schedule is provided that demonstrates when each of the following is included in the school’s professional development plan: how does this work at Wilson Professional Development will be centered around the Professional Learning Community (PLC) model. One of the four elements (“questions”) that guides the PLC process focuses on what teachers will do to extend the learning opportunities for those students who demonstrate understanding at a faster or deeper rate than other students. This is an ongoing process that allows for teachers to plan, teach, reflect, and revise based upon student needs.	PD schedule, department meeting agendas, PLC team minutes	ongoing
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: Course syllabi, parent letters, emails, parent/teacher/student conferences, Google classroom, teacher/class websites	Course syllabi, parent letters, emails, parent/teacher/student conferences, Google classroom, teacher/class websites	On-going
Administrator uses the school newsletter to communicate with families about TAG in the following ways: nomination information and dates, opportunities, helpful articles	Weekly bulletin	weekly

<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: Ellen Whatmore</p>	<p>The TAG bulletin board is located across from the main office.</p>	<p>ongoing</p>
<p>A Fall TAG parent meeting will be held on Back-to-School Night.</p>	<p>Weekly bulletin, Back-to-School Night communication</p>	<p>Back-to-School Night</p>
<p>Parent/teacher will sign a form at Parent-Teacher Conferences that indicates parents have had the opportunity to offer input into and reviewed 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 reviewed 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>Copy of the form will be held by Abby Menashe and TAG coordinator, Ellen Whatmore.</p>	<p>November 2015</p>
<p>Our families will have the following opportunity(ies) to evaluate our TAG services: School climate survey; opportunity to discuss with teachers and administrators at conferences; teachers and administrators are available to parents every day of the school year through email, phone and/or appointments as needed.</p>	<p>School climate survey</p>	<p>Spring each year</p>
<p>If parents have concerns about their child’s TAG services they will have the following opportunities (process) to inform the school: First talk with teacher and/or counselor.</p>	<p>E-mail communication, Synergy communication log</p>	<p>On-going</p>

Submitted _____

Received _____

Approved _____