

**Woodstock School**

**Seth Johnson Principal**

**Brian Erbach      **2018-2019**      **TAG Facilitator****

**TBA      **2019-2022**      **TAG Facilitator****

<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></p> <ul style="list-style-type: none"> <li>● TAG Facilitator will have reports printed for each teacher identifying TAG students and their area of giftedness.</li> <li>● The TAG facilitator will distribute two copies of the reports to teachers identifying TAG students in their classes. Teacher’s sign one copy and return it to the TAG Facilitator. Teachers keep the other copy on file in their classroom.</li> <li>● Teachers will record appropriate TAG identification designation on a class roster.</li> <li>● Teachers are to know the identified area of giftedness of each TAG student by name.</li>   <li>● Newly identified TAG students will be identified in the Spring and teachers will be informed by the TAG Facilitator.</li> </ul>	<p>This information is kept in with each teacher and the Building TAG Facilitator binder.</p> <p>The TAG Facilitator will also print and maintain a master copy of TAG students with designated area</p> <p>Newly identified TAG student lists.</p>	<p>Mid September of each year.</p>          <p>When test results are available usually mid April.</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><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.</b></p>	<p>Staff meeting agenda kept on file by the TAG Facilitator.</p>	<p>September through final TAG nomination due date.</p>

<ul style="list-style-type: none"> <li>● Teachers and related staff will be informed at a PD about the importance of considering and identifying students from underrepresented and underserved populations who may qualify for TAG services.</li> <li>● Teachers and related staff will review available data about school demographics and students who are in underrepresented and underserved populations.</li> <li>● Teachers will be instructed in the use of various pre-screening checklists, such as:             <ul style="list-style-type: none"> <li>○ Characteristics of Gifted Students,</li> <li>○ CLED: High Potential Culturally, Linguistically, and Economically Diverse Learner</li> <li>○ Attributes of Gifted ELL Students from Poverty and/or Diverse Cultures</li> <li>○ Myths and Truths about Gifted Students</li> <li>○ IDPF</li> </ul> </li> <li>● Teachers will review test data including, MAP, BAS, DIBELS, ELPA, and CogAT screeners, among others, to identify students from underrepresented groups who may qualify for TAG services.</li> <li>● TAG Facilitator will collaborate with Special Education staff to identify special education students who may qualify for TAG services.</li> </ul>	<p>Copy of information presented.</p>	
<p><b>The principal will ensure teachers are nominating students from underrepresented populations in the following manner:</b></p> <ul style="list-style-type: none"> <li>● Principal and TAG Facilitator review the list of nominations as they are received from teachers to confirm if underrepresented student groups are being nominated.</li> <li>● The nomination process and alternative pre-screening checklists will be periodically reviewed with teachers with an emphasis on nominating students from underrepresented groups.</li> </ul>	<p>Data from previous year end and current year benchmark tests broken down by ethnic groups.</p>	<p>September through final TAG nomination due date.</p>
<p><b>The school will use the following observation tools and/or data in the TAG identification process:</b></p> <ul style="list-style-type: none"> <li>● Each teacher will have access to Pre-Screening Checklists as an observation tool for the first weeks of school for assessing giftedness,</li> <li>● Available screening assessments may include:             <ul style="list-style-type: none"> <li>○ Characteristics of Gifted Students,</li> <li>○ CLED: High Potential Culturally, Linguistically, and Economically Diverse Learner</li> <li>○ Attributes of Gifted ELL Students from Poverty and/or Diverse Culture</li> <li>○ Myths and Truths about Gifted Students</li> </ul> </li> </ul>	<p>Pre-screening checklists and other identification tools will be provided to teachers.</p>	<p>Pre-screening checklists presented and made available in September.</p>

<ul style="list-style-type: none"> <li>○ IDPF</li> <li>● Test data from any of the following sources may be used: SBAC, Cogat screener, MAP, BAS, DIBELS, ELPA, curriculum and teacher-made pretests, work samples, teacher observations, intellectual and/or standardized achievement assessment data from special education evaluations or from outside agencies.</li> </ul>	<p>Test data maintained by teachers and administration.</p>	
<p><b>The building will use the following procedures throughout the identification process:</b></p> <ul style="list-style-type: none"> <li>● Teachers informed about the identification process through staff meetings.</li> <li>● Parents and school community informed about the identification process through the annual TAG parent meeting, school newsletters, TAG Bulletin Board, teacher conferences</li> <li>● Teachers or parents initiate the nomination process by completing a nomination form (IDPF) available at the TAG Board or school office.</li> <li>● Teacher enters data as required and maintains copies of work samples used to qualify the nominee for possible review by the school TAG team.</li> <li>● TAG Facilitator receives the nomination form from teachers, enters additional required information and ensures the nominations are complete.</li> <li>● TAG Facilitator enters nominations into TAG spreadsheet</li> <li>● TAG Facilitator coordinates with the test proctor regarding the dates and testing location and informs parents and staff.</li> <li>● When testing results are received the school TAG Team will review scores and documentation to determine if nominees qualify for TAG services.</li> <li>● Results are communicated to district TAG office.</li> </ul>	<p>Staff Meeting Agendas TAG Meeting Presentation Materials TAG Bulletin Board</p> <p>Teacher files and online data tracking tools.</p>	<p>Nomination Procedures: September/October</p> <p>TAG are nominations due by designated date, usually mid- November, after fall parent conferences.</p> <p>Test scheduling and procedures in December/January.</p> <p>School TAG Committee meeting in April.</p>

<p style="text-align: center;"><b>FOCUS: TAG Services</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><b>Differentiation strategies:</b></p> <p><b>1) Differentiation strategies used within a variety of classrooms:</b></p> <ul style="list-style-type: none"> <li>● Flexible grouping, (leveled reading or math groups) within classrooms, and grade levels.</li> </ul>	<p>Periodic review of lesson plans</p>	<p>Ongoing</p>

<ul style="list-style-type: none"> <li>● Compacting Curriculum.</li> <li>● Other groupings (ability, interest) within classroom, grade levels, partner work.</li> <li>● Tiered lessons and instruction.</li> <li>● Higher Level Questioning Strategies.</li> <li>● Independent Project Work.</li> <li>● Acceleration (single subject, within the classroom or school).</li> <li>● Cluster Grouping of TAG students, when appropriate.</li> <li>● Use of Mentors.</li> <li>● Depth of Knowledge (DOK) Framework</li> <li>● Rigor and Relevance Framework</li> <li>● Pre/post-tests to determine mastery.</li> </ul> <p><b>2) Describe how the following strategies are used in all classrooms to meet the rate and level of students.</b></p> <ul style="list-style-type: none"> <li>● <b>Flexible Grouping</b> –Placement in reading and math groups will be reviewed on a nine week basis. Changes in group placement may be determined by review of DIBELS, MAP, BAS, end of unit math assessments, and other assessment tools</li> <li>● <b>Pre-Assessments</b>- Formal tests as pretests/posttests, quizzes, student work, teacher observation, MAPS and DIBELS scores. These will be discussed during PLC time.</li> <li>● <b>System of on-going or formative assessments that inform instruction</b>- Teachers use the data from these assessments to inform instruction in the following ways: to modify individual instruction and performance tasks, form groups, extend learning opportunities, and to create personal learning goals</li> </ul> <p><b>3) What are the school-wide structures that provide for rigorous and relevant coursework at the appropriate rate and level?</b></p> <ul style="list-style-type: none"> <li>● Goal setting sessions and meetings, collaboration time, professional development of curriculum extensions, and rigorous and relevant instruction, pre and post assessments.</li> <li>● Teacher Observations and goal setting.</li> <li>● Ongoing professional development.</li> <li>● Within grade and cross grade flexible groupings.</li> </ul>	<p>Administrator observes strategies during classroom walk-throughs</p> <p>Student contracts for project work as appropriate.</p> <p>Teacher’s lesson plans, classroom walk throughs, observation by principal, student work, student portfolios</p> <p>Classroom or grade level schedules</p>	<p>Ongoing</p> <p>Ongoing</p> <p>Ongoing</p>
---	--	--

<p><b>The school determines whether a student needs acceleration in the following way:</b></p> <ul style="list-style-type: none"> <li>● Test scores (SBAC, MAPS, BAS and Dibels,), pre-tests, teacher recommendation.</li> <li>● Parent, teacher, and student advocacy recommendation and student recommendation.</li> <li>● Teachers and parents can request that the teacher and TAG Facilitator review their request for acceleration.</li> </ul>	<p>Assessment data and meeting notes</p>	<p>Ongoing</p>
<p><b>The school’s process for using data to measure the growth of our TAG students includes:</b></p> <ul style="list-style-type: none"> <li>● Data-Meetings and PLC meetings - Teachers will look at data to determine the level of TAG student’s progress and plan accordingly to enrich or accelerate the curriculum for specific students, consider grouping and compacting strategies, and to reevaluate the success and effectiveness of strategies used for TAG students.</li> </ul>	<p>Reports used for data analysis.</p> <p>Notes from meetings showing the work accomplished.</p>	<p>Ongoing</p>
<p><b>The following options for acceleration are available at the school:</b></p> <ul style="list-style-type: none"> <li>● Single subject acceleration to the next grade level is available following procedures as outlined by the PPS TAG office.</li> <li>● Grade Acceleration is available following procedures as outlined by the PPS TAG office.</li> <li>● Individual student contracts</li> <li>● Curriculum compacting with alternative learning tasks.</li> </ul> <p><b>Students access these options in the following manner:</b></p> <ul style="list-style-type: none"> <li>● Teacher, student or parent advocacy.</li> <li>● Evidence for acceleration in test data, assessments, student portfolios.</li> </ul>	<p>Assessment data, student portfolios, teacher observation notes</p> <p>Notes regarding teacher, parents or student advocacy</p>	<p>Ongoing</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></p> <ul style="list-style-type: none"> <li>● Single subject acceleration to the next grade level is available following procedures as outlined by the PPS TAG office.</li> <li>● Grade Acceleration is available following procedures as outlined by the PPS TAG office.</li> <li>● Administrator/Counselor will work with the teacher/parent to find the best fit in another grade level classroom within the school following the procedures outlined above.</li> <li>● Students will be provided advanced materials at their level for use in the classroom.</li> <li>● Higher level curriculum taught within classrooms, between classrooms.</li> <li>● Common reading/math schedules to allow for movement between grade levels as possible given time constraints with Immersion program</li> </ul>	<p>Assessment data, student portfolios, teacher observation notes.</p>	<p>Ongoing</p>
<p><b>Additional services available for TAG students include:</b></p> <ul style="list-style-type: none"> <li>● Students have opportunities, when available, to socialize and work with like ability on like interest work within the classroom.</li> <li>● Access to the programs available through the school.</li> <li>● The school will participate in TAG recommended events such as the Spelling Contest.</li> <li>● Leadership positions such as Safety Patrol and Student Leadership.</li> <li>● Other enrichment activities purchased through TAG funds as available.</li> </ul> <p><b>The students access these services</b></p> <ul style="list-style-type: none"> <li>● All offerings will be communicated with families through newsletters, website postings, and emails with instructions for registering.</li> </ul>	<p>Bulletin Board postings for all enrichment classes.</p> <p>When offered, classroom teachers will set-up online math accounts for students by <b>September 15<sup>th</sup></b></p> <p>Teachers are responsible for maintaining accounts for their morning classes.</p> <p>TAG facilitator will organize and take group to the Oregon Writing Festival. As well as oversee TAG sponsored events which may include the Spelling Contest, Science Fair, other in-school enrichment.</p>	<p>Ongoing September -June</p>

<p><b>The administration ensures the use of differentiated strategies, rigorous and relevant coursework, and instruction provided at the appropriate rate and level in the following ways:</b></p> <ul style="list-style-type: none"> <li>● Walkthroughs observations, to see that TAG strategies are being implemented in classrooms.</li> <li>● Lesson plans.</li> <li>● Conversations with teachers, teams, parents, and students.</li> <li>● Provide staff with professional development opportunities that are aligned to the school’s overall PD Plan.</li> </ul>	<p>Walk-through notes, lesson plans, informal observations and conversations.</p>	<p>On-going</p>
---	---	-----------------

<p><b>FOCUS: Responsibilities of TAG Facilitator</b></p>		
<p><b>Action</b></p>	<p><b>Documentation</b></p>	<p><b>Expected Completion Date or Check Point</b></p>
<p><b>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:</b></p> <ul style="list-style-type: none"> <li>● Check-ins to determine compliance.</li> </ul>	<p>E-Mails TAG binder documentation</p>	<p>On-going</p>

<p><b>FOCUS: Professional Development</b></p>		
<p><b>Action</b></p>	<p><b>Documentation</b></p>	<p><b>Expected Completion Date or Check Point</b></p>
<p><b>Professional development schedule is provided that demonstrates each of the following:</b></p> <ul style="list-style-type: none"> <li>● Flexible grouping, rigor and relevance in the classroom, assessment to form instruction, increased use of mathematical practices and instructional shifts, increased text complexity and text-based questions.</li> </ul> <p><b>These strategies will be integrated into the school professional development plan or school improvement plan in the following ways:xb</b></p> <ul style="list-style-type: none"> <li>● Equity work, rigor and relevance framework, curriculum extension.</li> </ul>	<p>PD Schedule</p>	<p>Beginning in September through May.</p>

<b>FOCUS: Communication</b>		
<b>Action</b>	<b>Documentation</b>	<b>Expected Completion Date or Check Point</b>
<p><b>Teachers communicate the differentiation strategies in the following ways:</b></p> <ul style="list-style-type: none"> <li>● Periodically send home information about content, instruction strategies.</li> <li>● Teachers encourage back and forth dialogue with families and/or students regarding rate and level of instruction.</li> <li>● Information about the differentiated instructional strategies used in the classroom/grade level to meet rate and level will be shared at Back to School Night in the form of a classroom/grade level plan.</li> <li>● Sending home newsletters with rate and level instructional information.</li> <li>● Annual goal setting/conferencing.</li> <li>● Student assignments/work.</li> <li>● Posters, charts etc.</li> </ul>	<p>Copies of newsletters submitted to principal Classroom/grade level TAG plans submitted to principal by <b>September</b> each year.</p>	<p>Monthly, September through June.</p>
<p><b>The TAG Facilitator will communicate with families in the following ways:</b></p> <ul style="list-style-type: none"> <li>● TAG Bulletin Board will be available for families and will be maintained 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.</li> <li>● Parent TAG Meetings.</li> <li>● Articles in the school newsletter.</li> <li>● The TAG section on the Woodstock website will be updated as needed.</li> <li>● A monthly TAG article will be sent electronically to the administration for publication in the school newsletter.</li> </ul>	<p>TAG Bulletin Board in main hall will be current and maintained by the TAG Facilitator</p> <p>Monthly newsletter article for the school newsletter</p>	<p>Ongoing September-June</p>
<p><b>A Fall TAG parent meeting will be held at Woodstock before November each year. Details include:</b></p> <ul style="list-style-type: none"> <li>● Nomination and Identification Process.</li> <li>● Differentiation Strategies.</li> <li>● Review of Building TAG Plan.</li> </ul>	<p>Notices will be distributed Agenda and Sign-in sheet to be kept in the building TAG binder</p>	<p>October, each year.</p>
<p><b>Parent/guardian and 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</b></p>	<p>Forms signed and given to the TAG facilitator.</p>	<p>Last week of each November</p>



<p><b>a student’s rate and level. A copy of the individual plan will be placed in the student’s digital file.</b></p> <ul style="list-style-type: none"> <li>Families requesting an individual TAG plan will do so using a request form and teachers will then have 30 days to complete this plan. If family desires an individual TAG plan and the student is in the immersion program, a request must be made to both the Mandarin and English teacher.</li> </ul>		
<p><b>Our families will have the following opportunity to evaluate our TAG services through the following means:</b></p> <ul style="list-style-type: none"> <li>A survey will be developed and used each Spring to ask for parent feedback and input.</li> <li>A Fall TAG parent meeting</li> <li>At parent teacher conferences, input will be solicited by teachers</li> </ul>	<p>Surveys will be returned to teachers who will submit them to the TAG facilitator to file in salmon folders</p>	<p>Parent survey in May</p>
<p><b>If families have concerns about their child’s TAG services they will have the following opportunities (process) to inform the school:</b></p> <ul style="list-style-type: none"> <li>They will be encouraged to contact their child’s teacher.</li> <li>They may contact the building TAG Facilitator.</li> <li>They may contact the principal.</li> </ul>	<p>Notification of this process will be addressed with parents at the fall TAG parent meeting and posted on the TAG Bulletin Board.</p> <p>Written documentations of meetings.</p>	<p>Last week of November</p> <p>As needed</p>

Submitted \_\_\_\_\_

Received \_\_\_\_\_

Approved \_\_\_\_\_