

da Vinci Arts Middle School
Fred Locke
Suezann Kitchens

School
Principal
TAG Coordinator/Asst. Principal

FOCUS: Acknowledgement of TAG Identified Students		
Action	Documentation	Expected Completion Date or Check Point
<p>Method used to ensure all teachers know TAG students enrolled in their class(es): Teachers receive a TAG folder which includes: - Student names/area of the child's TAG identification. - Building TAG Plan - Notes on Rate & Level <i>*This will be updated in January</i></p>	<p>Teacher signed copy of student list/TAG Identification in TAG folder.</p>	<p>September/January</p>

FOCUS: Identification of Students who Perform in the 97th Percentile or Demonstrate the Potential to Perform		
Action	Documentation	Expected Completion Date or Check Point
<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. --SBAC and MAP data are available as Google documents for all teachers. --Teachers were asked to review potential under-represented students and consider nominations. Possible documents used for discussion: Characteristics of Gifted Students Attributes</p>	<p>Agenda for meeting/ staff attendance roster placed in TAG notebook in office</p>	<p>October/November</p>
<p>The principal will ensure teachers are nominating students from underrepresented populations in the following manner: - Looking at test data (SBAC, MAP) from previous year, and growth targets. - Encourage staff, including ESL and Special Education teachers to help identify and nominate students from underrepresented populations.</p>	<p>Test data from previous year broken down by ethnic groups, TAG list highlighted and filed in TAG notebook in office.</p>	<p>November</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"> - SBAC: Math & ELAs cores (97% and above) for TAG, 95%-96% for TAG Potential or 85%-94% (Historically Underserved/with Work Samples) - MAP: Benchmark Assessments - Observations and Work Samples <p>Teachers - classroom work</p> <ul style="list-style-type: none"> - Parent Nominations 	<p>SBAC Scores MAP Scores Observational tools Work Samples</p>	<p>November</p>
<p>The building will use the following procedures throughout the ID process:</p> <ul style="list-style-type: none"> - Teachers, parents/guardians will nominate. - TAG Coordinator/Asst. Principal will support use of IDPF forms, input data into TAG spreadsheet. - IDPF forms will be picked up at school by TAG department. 	<p>Completed Forms Spreadsheet Data Input</p>	<p>November/December</p>

<p style="text-align: center;">FOCUS: TAG Services</p>		
<p style="text-align: center;">Action</p>	<p style="text-align: center;">Documentation</p>	<p style="text-align: center;">Expected Completion Date or Check Point</p>
<p>Differentiated strategies:</p> <p>1. Differentiation strategies used within a variety of classrooms include:</p> <p>In ELA, SS, and Science classes, da Vinci students do individual and group work. Group composition varies, and there are times when TAG students are able to work together.</p> <p>--In Math, students are reviewed and placed in Compacted 1 and Compacted 2 according to their ability as determined by their test results and teacher recommendations. Teachers are familiar with TAG research and results, Tiered lessons, High level questioning, and extension activities are used school-wide.</p> <p>--All art students prepared a Pecha Kucka presentation of an artist of their choice. The outstanding exemplar used was from a superior TAG student who had created one last spring about the architect and builder of the da Vinci building.</p>	<p>Teacher’s lesson plans highlighted to denote strategies, observation of principal, student work, and student folders of work.</p>	<p style="text-align: center;">On-going</p>

<p>3. What are the school-wide structures that provide for rigorous and relevant coursework at the appropriate rate and level?</p> <p>Teacher observation, mentor teaching, goal setting sessions and meetings with built in collaboration time, professional development of curriculum extensions, and rigorous and relevant instruction, pre and post assessments, new teacher orientation of curriculum extensions, and multiple art guest artists our students appropriate coursework at their rate and level.</p>	<p>--Scholastic Writing Awards; 7 students won 8 Awards (first time writing was entered) Oregon Children Theatre’s (OCT) Young Playrights Competition; 3 of 6 Finalists were da Vinci 7th graders. Wartorn, by MJ Sasse is the winning play that will be entered into the National competition. --Art infused research projects (ELA & SS) that challenge students to express themselves as researchers with arts components.</p>	
<p>We determine whether a student needs acceleration in the following way: Test scores (SBAC, MAP, teacher recommendation, parent recommendation and student recommendation). Teachers and parents can request our TAG coordinator to review their request for acceleration.</p>	<p>Assessment data Meetings notes</p>	<p>On-going as needed</p>
<p>Our process for using <i>data</i> to measure the growth of our TAG students is: To determine the level of TAG student’s progress and plan accordingly to enrich or accelerate the curriculum for the student, teachers consider grouping and extension activities. With rigorous core content, independent reading, and multiple arts related extension activities, students are sufficiently challenged. Strategies and performance opportunities are considered to reevaluate the success and effectiveness of our program for TAG students.</p>	<p>Notes from meetings showing the work accomplished.</p>	<p>On-going</p>

<p>The following options for acceleration are available at our school:</p> <ul style="list-style-type: none"> --Compacted 1 and Compacted 2 so students may begin high school with Geometry; -- Within classrooms leveled books are read, and considerable higher order thinking strategies are regularly asked of students. --33 Arts Electives are offered in Dance, Drama, Music, Visual Art and Creative Writing; --All students at all three grade levels were strongly encouraged to submit work to Scholastic Art Awards and our students earned 92 Awards including 16 Gold Key Awards that were recently on display at PNCA downtown. A number of winners were students of color. --Dance 4 students work with professional local choreographers, Master Drama students perform Shakespeare plays and Broadway Musicals (Seussical Jr. and Lion King Jr.), All-City Band and Honor Choirs; --All 8th graders design, complete present their 8th grade Capstone Project. --Specific underserved students were asked nominated last year to be 30 Student (7-8th grade) LEO Leaders. ---Specific underserved students were asked by staff and the administration to serve on Site Council; --This year students have entered Scholastic Art and Writing Awards, PDX Jazz in the School competition, and OCT's Young Playrights for Change Competition and others. 	<p>Schedules, lesson plans meeting agendas</p>	<p>On-going as needed</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"> --We work with families annually on an individual basis to provide students with the ability to access courses such as Geometry. 	<p>Student schedules, lesson plans</p>	<p>Ongoing as needed</p>
<p>Additional services available for TAG students include: The students access these services in the following manner:</p> <ul style="list-style-type: none"> --For 6-7-8th graders extensive arts enrichment opportunities exist after the school day. --Broadway Jr. shows (by audition), Trogdor Rock Band (by audition), & Jazz Band. --LEO Leader and Site Council 	<p>Master Schedule Title of Classes Offered in TAG notebook in office Class Lists</p>	<p>Ongoing in School Year</p>

<p>The students access these opportunities in the following manner: Teacher nomination, TAG identified, student request and/or by audition.</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: --Looking at lesson plans -- Conversations with teachers and teams --Observation of students and classroom --Conversations with students</p>	<p>Walk-through notes Lesson plans Informal observations and conversations TAG notebook review Rate and Level Check</p>	<p>On-Going</p>

FOCUS: Responsibilities of TAG Coordinator

Action	Documentation	Expected Completion Date or Check Point
<p>The administrator ensures the TAG Coordinator is trained and familiar with the 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: Check-ins to determine compliance</p>	<p>E-Mails TAG notebook documentation</p>	<p>On-going</p>

FOCUS: Professional Development

Action	Documentation	Expected Completion Date or Check Point
<p>A quarterly PD schedule is provided that demonstrates when each of the following is included in the school’s professional development plan: --Flexible grouping is done in relation to individual teacher. --Rigor and Relevance in classrooms is discussed in department meetings as are rubrics and assessments to inform instruction.</p>	<p>PD Schedule</p>	<p>Quarterly</p>

<p>--Increased use of mathematical practices and instructional shifts, increased text complexity and text-based questions are prevalent in all content areas. --Research and Expository writing and presentations is an ongoing school-wide focus and discussed in department meetings.</p> <p>These strategies will be integrated into our school professional development plan or school improvement plan in the following ways: --How to best implement CCSS in our art infused setting remains an ongoing conversation within our PLC department structure. --Equity Work and culturally relevant curriculum along with Rigor, Relevance, Relationships, and Realness, are discussed monthly in our Equity/CARE Team meetings and shared with staff. --Professional Development of curriculum extensions such as Newsela are also being used as is Google Classroom by some teachers.</p>	<p>Agenda of PD meetings and notes</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: --Departments are discussing Rigor and Relevance and particularly as it pertains to reading and writing school-wide. --Classroom assessments, and EasyCBM data is regularly reviewed</p>	<p>Agendas, notes from meetings, plans developed</p>	<p>On-going discussions</p>

<p style="text-align: center;">FOCUS: Communication</p>		
<p style="text-align: center;">Action</p>	<p style="text-align: center;">Documentation</p>	<p style="text-align: center;">Expected Completion Date or Check Point</p>
<p>Teachers communicate the differentiation strategies they're implementing in their classrooms in the following ways: --Directions projected on the Overhead --Posted Learning Targets --Content Anchor Posters --e-Newsletters, emails, or meetings --Lesson plans, Back to School night</p>	<p>Lesson plans, Meeting notes, BTSN Agenda and ppt.</p>	<p style="text-align: center;">Quarterly</p>

<p>--TAG Bulletin Board</p>		
<p>The administrator uses the school newsletter to communicate with families about TAG in the following ways: --da Vinci has a weekly e-Newsletter that is usually 6-9 pages long ---The principal also writes a Scroll Article on an as needed basis which offers congratulations to the different performance productions, and public Exhibitions of learning that take place throughout the year.</p>	<p>Monthly</p>	<p>Monthly</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, 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: TAG Coordinator</p>	<p>Bulletin Board will be up and current</p>	<p>Ongoing</p>
<p>Fall TAG Parent Info Meeting</p>		<p>October</p>
<p>Our families will have the following opportunity(ies) to evaluate our TAG services: --Questions and supports may always be discussed with individual teachers, or by contacting the TAG Coordinator or the Principal.</p>		<p>As needed</p>
<p>If parents have concerns about their child’s TAG services they will have the following opportunities (process) to inform the school: Informal conversations with teacher, meetings with AP/TAG coordinator and Principal.</p>	<p>Written documentation of meeting</p>	<p>As needed</p>

Submitted by: Suezann Kitchens

Received _____

Approved _____