

Building TAG PlanDue to the PPS TAG Office and your Regional Administrator by January 4, 2019

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Alameda **School**
Raddy Lurie: **Principal**
Abby Largo: **TAG Facilitator**

Exempt for 2019-21
Non-Exempt for 2019-21
 (Teachers write individual TAG Plans)

*Due to CDL, information in this document is subject to change.

FOCUS: Acknowledgement 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): TAG Facilitator will print out TAG identified students from Synergy and give them to teachers. Teachers will highlight the identified student names, and will sign and date the sheets. Teachers will also record appropriate TAG identification for students in their class, and give consideration to student needs in differentiated lesson planning.	This information is turned into TAG Facilitator and Principal. Documentation is stored in TAG Facilitator Binder and in teacher grade book/binder.	September 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.	Student Assessment Scores Student Checklists	October 20 and ongoing
The principal will ensure teachers are nominating students from underrepresented populations in the following manner: <ul style="list-style-type: none"> TAG Facilitator will review Pre-Screening process with teachers so that they can easily identify TAG specific abilities/behaviors. 	Review class lists, CoGAT	October/November each year

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<ul style="list-style-type: none"> • All teachers, including ELL and SPED teachers, will use the ESL pre-screening checklist as well as reference the TAG Checklist to determine student nominees from underrepresented populations • Encourage teachers to analyze assessment data of students of color and/or Free and Reduced Lunch at grade level collaboration meetings. • Teachers will use observational data to determine if special considerations are needed for TAG identification. • Teachers will Pre-screen using classroom performance and other indicators with a focus on unrepresented students. • Fourth and Fifth grade teachers will review Math and/or Reading scores on last spring's SBAC to identify potential students for TAG testing. • Third grade teachers will also review cognitive ability data from 2nd grade students. • 3rd, 4th, and 5th graders will review MAP math scores for current students. 	<p>Review SBAC, MAP, and/or Easy CBM scores</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"> • All teachers will use a pre-screening checklist, Attributes of TAG English Learners, and/or Characteristics of Underachieving TAG Students form, as well as student work samples • All teachers will use exit ticket data, and mid/end of module assessments. • Primary teachers will use DIBELS and math work samples • Intermediate teachers (3-5) teachers will use SBAC, MAP, EasyCBM scores and/or student work samples • Administrators/TAG Facilitator will review Characteristics Common to Underachieving Gifted Students Document and Myths and Truths About Gifted Students Document at September staff meeting. • Dashboard data will be compared to general population with ethnicity of school and identified students • Grade level teams will compare data from screening assessments 	<p>DIBELS Scores 2 Years Above Grade Level 95th Percentile SBAC In The Exceeds Category In Math And /Or Reading 5 Or 6 Work Sample Scores</p>	<p>DIBELS/EasyCBM/MAP – Following The District Assessment Calendar SBAC Spring scores, Work Samples – Ongoing</p>

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<p>The building will use the following procedures throughout the ID process:</p> <ul style="list-style-type: none"> ● Highlight TAG students on class lists, sign, date and submit to TAG Facilitator ● Send home (via email from the TAG office) Parent/ Student Survey and Parent letter home for TAG identified students. ● Check Synergy against TAG list printed by TAG Facilitator ● Parent/Teacher Nominations (IDPFs) made available to families ● Teachers will devise a system to identify TAG designation in their grade books, electronic, Synergy, paper, or other. ● Use Synergy to identify TAG students. ● Collect Work Samples, test history and teacher advocacy ● Teachers will pre-screen for underrepresented students and will review the Math or Reading on last spring's SBAC to identify potential students for TAG and discuss possible nomination. ● During Fall conferences teachers will discuss possible new TAG nominations based on Pre-Screening Checklists and other data, and have parents complete an IDPF. ● Building TAG committee will conclude nomination process each spring. ● The TAG Facilitator will coordinate the ID process. 	<p>Record of meetings and action taken at meetings by the TAG Facilitator at staff meetings, teacher notes from PLC meetings.</p>	<p>September 2018 Ongoing Monthly</p> <p>Spring each year</p>
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<p align="center">FOCUS: TAG Services</p>		
<p align="center">Action</p>	<p align="center">Documentation</p>	<p align="center">Expected Completion Date or Check Point</p>
<p>Differentiation strategies:</p> <ol style="list-style-type: none"> 1) Please list differentiation strategies used within a variety of classrooms. <ul style="list-style-type: none"> ● Flexible Grouping within the classroom ● All staff using a workshop model to meet rate and level for literacy instruction ● All staff using Engage New York math curriculum ● Compacting curriculum ● Other grouping (ability, interest) within classroom, grade levels, or school 	<p>Walk throughs Lesson plans Discussions at staff meetings Inclusion in class newsletters</p>	<p>Ongoing throughout year</p>

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<p>of learning opportunities that go deeper than a typical classroom lesson. Storyline projects are used throughout the school and focus on students’ ability to solve problems and take different perspectives.</p> <p>3) What are the school-wide structures that provide for rigorous and relevant coursework at the appropriate rate and level? See above for description of how Alameda uses a workshop model for literacy instruction, flexible grouping, and Quad D experiences that provide rigorous and relevant coursework at each student’s appropriate rate and level. Teachers also use online extensions such as Zearn, Kahn Academy, IXL and other resources to extend learning.</p>		
<p>We determine whether a student needs acceleration in the following way:</p> <ul style="list-style-type: none"> ● Pre-assessments/Formative Assessments/Post Assessments ● Work Samples ● Monthly Grade Level Collaboration to discuss assessment results ● SBAC results ● Grade level created rubrics/scoring guides 	<p>Teacher grade book or student file with scores for pre-assessment, post assessment, and work samples.</p>	<p>Ongoing</p>
<p>Our process for using <i>data</i> to measure the growth of our TAG students is on-going.</p> <p>Teachers use a variety of formative/summative assessments to consistently monitor students and keep them engaged at their rate and level of learning in all academic areas.</p>	<p>Observation of team meetings</p>	<p>Ongoing; 2x/month</p>
<p>The following options for acceleration are available at our school:</p> <ul style="list-style-type: none"> ● Jr. Great Books ● Engage New York Math Curriculum in K-5 ● Workshop model reading instruction 	<p>Principal and Assistant Principal observations, and staff discussion</p>	<p>Ongoing</p>

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<ul style="list-style-type: none"> ● Subject acceleration/compacting in classrooms ● Independent Projects ● Flexible grouping ● 5th Grade play ● Service-Learning opportunities ● IXL at 5th grade, Zearn in all grades <p>Students access these options in the following manner: With the exception of IXL, these are all built into the school day. Teachers create flexible grouping within their class for other literacy and math times. IXL/Zearn can be used at-home or in-class. IXL online math program is individually tailored to each student’s needs. Teachers use this program to supplement math homework or allow for extension activities/differentiation during class time.</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"> ● Teacher will differentiate as needed to meet the instructional needs of students by tiering and compacting curriculum. ● Independent projects/study contract with a teacher ● Teacher will work collaboratively with student families and TAG Facilitator to support student 	<p>Survey Feedback that student needs are being met.</p>	<p>Parent Surveys Documentation from family meetings</p>
<p>Additional services available for TAG students may include:</p> <ul style="list-style-type: none"> ● After-school enrichment classes (Art, Spanish, Mad Science, etc.) ● Battle of the Books ● Songbirds Choir (4th and 5th grades) ● 5th grade Band ● 5th grade play ● Service Learning projects ● Kids Care Club ● Green team 	<p>Rosters of students taking enrichment classes. School newsletter (Alameda News Notes) TAG Bulletin Board</p>	<p>Ongoing Bi-weekly</p>

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<ul style="list-style-type: none"> ● Oregon Trail overnight field trips ● Camp Hancock overnight field trips ● Authors' Tea ● Kinder Concerts ● Biztown ● Math & Science Nights ● Science Fair ● Chess Club ● Geography Bee ● Spelling Bee ● Oregon Writing Festival ● Off campus opportunities supported by PPS TAG Dept. <p>The students access these services in the following manner:</p> <ul style="list-style-type: none"> ● On-site during the school day ● Before and after school activities ● Community services off-site <p>Administrators or TAG Facilitator will have monthly communication of additional services/opportunities through Alameda News Notes</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:</p> <ul style="list-style-type: none"> ● Teacher evaluation process ● Informal observations and classroom walkthroughs ● Observation of lesson and unit planning during team meetings ● Ongoing discussion during staff meetings and equity professional development 	<p>Meeting and PD agendas</p> <p>Observation Notes</p> <p>Unit Plans</p> <p>PLC Minutes</p>	<p>Ongoing</p>

<ul style="list-style-type: none"> Administrator facilitates peer observation time (i.e. CARE team, etc) 		
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FOCUS: Responsibilities of TAG Facilitator

Action	Documentation	Expected Completion Date or Check Point
<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"> On-going communication with TAG Facilitator about TAG Professional Development, appropriate documentation and necessary deadlines. 	<p>Name of TAG Facilitator submitted to TAG office Emails to TAG Facilitator throughout year regarding meetings. Agendas where TAG Facilitator completes training.</p>	<p>June of 2018 and ongoing</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 include in the school’s professional development plan: flexible grouping, Quad D work, Rigor and Relevance in the classroom, assessments to inform instruction, increased use of mathematical practices and instructional shifts, increased text complexity and text-based questions</p> <p>We will discuss ideas around differentiation and assessment data in our PLCs throughout the year. We will discuss strategies around rigor and relevance, Quad D instructional experiences, and differentiation in the content areas during monthly staff meeting times. We have times reserved to discuss these topics at monthly staff</p>	<p>PD Schedule</p>	<p>TBD</p>

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<p>meetings. We may add more times as needed depending on teacher need, and TAG department advocacy.</p> <p>These strategies will be integrated into our school professional development plan or school improvement plan in the following ways: CCSS Implementation, Equity Work, Implementation of the Rigor and Relevance Framework and Quad D instructional experiences</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: Teachers will meet in data teams and grade-level teams to plan on incorporating strategies. Administrators will observe and evaluate through formal and informal observations.</p>	<p>Lesson plans, observation</p>	<p>Ongoing</p>

<p align="center">FOCUS: Communication</p>		
<p align="center">Action</p>	<p align="center">Documentation</p>	<p 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:</p> <ul style="list-style-type: none"> ● Back to School Night ● Parent/teacher conferences ● Direct parent communication via phone, notes, or email as needed ● Classroom newsletters 	<p>Classroom newsletters (electronically or hard copy) BTSN Agenda</p>	<p>Monthly</p>
<p>The administrator uses <i>his/her</i> the school newsletter to communicate with families about TAG in the following ways:</p> <ul style="list-style-type: none"> ● Citing specific examples of services made available to TAG students in TAG presentations and correspondence ● Citing building TAG plan and describe how it guides programming in TAG presentations and correspondence 	<p>Copies of newsletter will include TAG information</p>	<p>Monthly</p>

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<ul style="list-style-type: none"> ● Sharing information about District or Cluster Parent TAG meetings ● Sharing information and updates in TAG presentations and correspondence as well as share information about what teachers are doing in class 		
<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 Abby Largo.</p>	Updated throughout the year	Ongoing
<p>A Fall TAG parent meeting will be held before mid-November each year. Details include:</p> <ul style="list-style-type: none"> ● Building TAG plan and how it guides programming ● Implementation of TAG services ● Identification process ● Differentiation offered to meet rate and level ● Scheduling 	Meeting Notice and attendance sheet	October-November, annually
<p>Parent/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 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>	Form signed and given to TAG Facilitator	EOM November, annually
<p>Our families will have the following opportunity(ies) to evaluate our TAG services:</p> <ul style="list-style-type: none"> ● Parent survey ● Fall TAG Family meeting ● On-going communication from building principal and TAG Facilitator 	Parent survey results	Fall, Ongoing

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<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">• Contact teacher via email, phone, or in person• Contact TAG Facilitator via email, phone, or in person• Contact principal or vice principal via email, phone, or in person. If not resolved contact building principal	<p>Record of meetings with parents by building administrator and TAG Facilitator</p>	<p>Ongoing</p>
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Submitted _____

Received _____

Approved _____