

Alliance at Kenton High School School
Emily Barron Vice Principal
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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 will receive a printed 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.</p> <p>TAG students are flagged in the Support Services column on the shared google Staffing Sheet.</p> <p>District TAG Rate & Level Professional Development will be delivered to teachers informing them of prevailing TAG laws, district policies, duties, and responsibilities.</p>	<p>Teachers will return signed scanned documents TAG facilitator.</p> <p>Program Staffing Sheet on google drive.</p> <p>District PowerPoint Presentation delivered at staff meeting.</p>	<p>September of each year</p> <p>October of each year</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>Teachers will review TAG literature: “Differentiation of Rate and Level Form” and “Common Characteristics of Gifted Underachievers” and as well as the Attributes of TAG English Learners. Teachers will review provided class lists of TAG Students.</p>	<p>Agenda October PD</p>	<p>February 1, 2022</p>
<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.</p>	<p>Sept- Present PD</p>	<p>February 1, 2022</p>
<p>In a department meeting, teachers will review previous grades and SBAC scores, as well as dashboard data files, to evaluate who is missing from the TAG list and recommend a list of nominees. These reviews will include other assessments as available such as work samples and</p>	<p>October Generated Lists</p>	<p>February 1, 2022</p>

<p>other standardized test information such as PSAT and ACT scores. (Information on ELPA and ELL status as well as Special Education Identification will be distributed as well.) Recommendations will be turned into the VP/ TAG Facilitator who will follow up with teachers to complete the Identification Process Forms and other needed paperwork that will be presented to the TAG Team.</p>	<p>Communicated with families and teachers to identify approximately 10 new students, who were mostly HU students.</p>	
<p>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>	<p>Lists of student names Parent letter IDPF forms sent into the TAG office.</p>	<p>Sept.-Feb., 2022</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>Differentiation strategies: What are the school-wide structures that provide for appropriate rate and level? Alliance at Kenton is a unique program that allows every student to work at their own rate and level. Independent projects that allow students to pursue interests in depth are encouraged. Projects and standards-based course work allow for tiered lessons, flexible grouping, and compacting curriculum. Students may test out of material they have covered before. Acceleration is always an option for every Alliance student. Students who require coursework beyond what we offer are encouraged to take courses at Portland Community College, Portland State University, and Reed College where they can earn dual credit.</p>	<p>Alliance Course Catalog Forecast sheets for incoming students. Graduation Plan google sheet for each student.</p>	<p>September 30, 2022 Essential skills work samples, data from continuous enrollment, and onboarding MAP testing..</p>

<p>We determine whether a student needs acceleration in the following way: Teachers use pre-assessments, scores on previous units, work samples, observations, transcripts, and MAP testing scores to determine whether or not acceleration is warranted. Counselors look at SBAC scores from the previous years to see if they scored between the 97th-99th percentile and could be nominated for TAG. Students work with their counselor on their own academic plan called the Graduation Plan.</p>	<p>Conversations with counselors, teachers, and students during Graduation Plan development.</p>	<p>For developing an accelerated plan that may include testing out of some subjects. September; otherwise, 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: Counselors meet with each student to forecast and have TAG lists available during that process. Students who need coursework beyond what we can offer may take courses at PCC, Reed, and PSU.</p>		<p>Typically at the beginning of a school year, but could happen at any time of college semester system</p>
<p>Additional opportunities available for TAG students include: Becoming an Academic Tutor, Student Mentoring, National Honor Society, Oregon Writing Festival, Reed College events, i.e., Math Fest, and guest speakers events. The students access these services in the following manner: Daily advisory period announcements, Alliance Newsletter, club meetings, club fair, announcements posted in the halls, announcements on TAG bulletin board, coming to scheduled meetings, joining the group, or expressing an interest, or meeting with a counselor.</p>	<p>TAG budget reflects contributions to off-set costs for TAG student involvement. Club Rosters</p>	<p>Fall through spring</p>
<p>The administrator(s) ensures the use of differentiated strategies, rigorous course work, and instruction provided at the appropriate rate and level in the following ways: Through the annual evaluation cycle, administrators will ask for specific strategies teachers plan to use for pre-assessment as well as differentiation. These strategies will be looked for in class observations and will be discussed in post observation meetings. 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.</p>	<p>Notes during pre-conferences, observations and post conferences PD calendar</p>	<p>On-going throughout 2021-2022</p>

FOCUS: Responsibilities of TAG Coordinator		
Action	Documentation	Expected Completion Date or Check Point
Advocate for all students. Attend TAG Facilitator meetings, read informational TAG emails and share information with building administrators, teachers and staff. Be a point of contact for the school for TAG related questions, issues, and concerns. Provide rate and level training to staff in the fall semester at a building staff meeting. Maintain TAG Bulletin Board. Assist building leaders in updating and completing the Building TAG Plan. Guide teachers and principals in writing the Individual TAG Plan if necessary. Ensure that your building teachers are aware of who their TAG identified students are in their classrooms. Collect and check Nomination/ Permission forms (IDPF) for completion and accuracy. Enter important assessment information in school Google Sheet during nomination process.	Attendance rosters in the TAG Office	Attendance rosters in the TAG Office
FOCUS: Professional Development		
Action	Documentation	Expected Completion Date or Check Point
The school’s instructional leadership team helps coordinate professional development for staff throughout the year. Currently the focus is on culturally relevant teaching and the brain and the staff examines the circumstances for optimal learning for all students. Our Instructional Specialists are engaging in ongoing work with departments around alignment to the school district’s Guaranteed and Viable Curriculum which requires an increase in rigor and relevance as well as focus on text complexity and text-based questions. As such, this work is a focus of department meetings throughout the year. Department meetings occur each month across Multiple Pathways campuses; PLC topics of discussion include common assessment, proficiency grading, technology integration, instructional use of social media, curriculum development, and others.	Agenda from PD Notes from meetings School PD Calendar to be developed Two TAG specific PD and embedded practice in other PD PD Calendar and roster of staff attending TAG specific PD	Fall and Winter PD 2021-22 Fall and Winter 2021-2022
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: See above	PD Calendar and roster of staff attending TAG specific PD	Fall and Winter PD 2021-2022
FOCUS: Communication		

Action	Documentation	Expected Completion Date or Check Point
<p>Teachers communicate the differentiation strategies they're implementing in their classrooms in the following ways: Teachers are encouraged to publish on-line course syllabi with differentiation strategies listed, including pre-assessments and formative assessments. Teachers will also be encouraged to share their differentiation strategies and curricular decisions with parents at back to school night and parent-teacher conferences and through conferences and email communications.</p>	<p>Course syllabi, talking points for teachers prior to BTSN</p>	<p>2021-2022</p>
<p>The administrator uses the school newsletter to communicate with families about TAG in the following ways: TAG Office provided series of information bits to include in Spotlight, updates information and opportunities are on the TAG Bulletin Board and e-news postings as they become available throughout the school year. <i>For more information, please visit the district TAG Website: www.pps.net/tag</i></p>	<p>Copies of Spotlight, TAG Bulletin Board</p>	<p>2021-2022</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>TAG Bulletin Board</p>	<p>2021-2022</p>
<p>A Fall TAG parent meeting will be held before 10/31. Details include: TAG parent meeting will include information about the TAG. Q & A will also be a component.</p>	<p>BTSN Meeting</p>	<p>October 31, 2021</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>Fall-Winter 2021-2022</p>
<p>If parents have concerns about their child's TAG services they will have the following opportunities (process) to inform the school: Parent conferences, administration communication, student school counselor and/or speak with individual teachers via email.</p>	<p>Anecdotal from teachers</p>	<p>September-June 2021-2022</p>

Submitted _____

Received _____

Approved _____