

1. Teachers review their class list in STq		

Due to the PPS TAG Office and your Regional Administrator on March 21, 2019

<p>James John’s Leadership Team will review data (SBAC 3s & 4s?, work samples, BAS, MAP: reading and math and other building data</p>	<p>identification of gifted students, including the pre-screening checklist, rate and level and other pertinent assessment data.</p>	
<ol style="list-style-type: none"> 1. Staff will be encouraged to use the Pre-Screening Checklist to consider nominating students 2. Be familiar with the characteristics to notice a student who should possibly be nominated. 3. Encourage all staff, including ELL and SPED to nominate students from underrepresented populations. 4. Use formative and baseline assessments 5. Review the list of nominated students with the TAG coordinator and school counselor. Compare % of underrepresented students in the building with % nominated for TAG. 6. Examine SBAC data, MAP above the 95th percentile and examine 2nd grade Cognitive testing data. 	<p>Grade 2 Testing Report Master nomination list – disaggregated</p>	<p>Nomination deadline established by PPS</p>

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<p>The building will use the following procedures throughout the ID process:</p> <ol style="list-style-type: none"> 1. Printing and turning in their SYNERGY list. 2. TAG business / PD as a standing item on semester staff meeting agendas 3. Quarterly data reviews at grade level PLCs 4. Send home Parent/Student survey 5. Principal and ELL teacher review list of nominated students with TAG coordinator. 6. Communicate clearly with parents, in multiple languages, where IDPFs are available in the school as well as deadlines and processes. 	<p>Master nomination list Parent/Student Survey Staff meeting agendas Synergy lists</p>	<p>Nomination Deadline</p>
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<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 with in the classroom Compacting curriculum Independent Project Work Offering extensions/challenges and out-of-grade-level work Cluster grouping of TAG students Enrichment options (after school enrichment classes) Higher level questioning strategies 2) Describe how the following strategies are used in all classrooms to meet the rate and level of students. <ol style="list-style-type: none"> a. Flexible Grouping: teachers employ several organizational patterns for instruction. Students will be grouped and regrouped within the classroom according to their individual needs/goals, assessment results, and specific activity objectives. When making grouping decisions, the dynamics and 	<p>Lesson Plans and walk throughs by the administration</p> <p>Schoolwide schedules, and individualized schedules for any student in an accelerated class. Lesson plans</p>	<p>On-going</p>
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<p>advantages inherent in each type of group must be considered. Both teacher-led and student-led groups may occur.</p> <p>b. Pre-Assessments: Before each unit students will take a pre-assessment to determine conceptual and skill knowledge. Teacher will then use this information to determine how to adjust (if necessary) tasks or curriculum maps to meet the needs of their students.</p> <p>c. System of on-going or formative assessments that inform instruction: Teachers will use a variety of formative assessments to determine students' level of understanding: i.e. BAS, MAP: reading/math, Bridges, GVC formative assessments, teacher developed materials when appropriate</p> <p>3) What are the school-wide structures that provide for appropriate rate and level? (Note: Walk to Math is not an approved structure to meet rate and level)</p> <p>Teachers use pre-assessments and on-going formative assessments to determine a student's rate and level and evaluate the need for assignment modifications, acceleration of a subject or independent projects. Once this is determined, teachers can cluster students together to plan differentiated assignments that meet the needs of their students. Work is collected and feedback is given.</p>		
<p>We determine whether a student needs acceleration in the following way:</p> <ul style="list-style-type: none"> ITBS percentile score Guidelines from the TAG office Teacher input <p>Students needing acceleration are determined by using pre-assessments to evaluate the need for tiered assignments, acceleration of a subject/concept or an independent project to address the student's specific need. If a student needs subject or concept acceleration within a classroom or with another class we work with our counselor,</p>	<p>Assessment data, teacher records</p>	<p>On going</p>

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<p>TAG coordinator, administration and TAG TOSAs (if appropriate) to determine the best way to meet the students' needs.</p>		
<p>Our process for using data to measure the growth of our TAG students is: to use a variety of formative and summative assessments to consistently monitor student progress and inform instructional decisions with the goal of keeping all students engaged at their rate and level. We also use curriculum embedded assessments to decide if our students are making adequate growth at their level. Grade level teams review data summaries by grade level and for individual students a minimum of 3x a year.</p>	<p>Data summaries, report cards, grade books</p>	<p>quarterly</p>
<p>The following options for acceleration are available at our school: Subject acceleration in classrooms using higher materials</p>		

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<p>Additional services available for TAG students include: Oregon Writing Project, Chess club, Spelling Bee, Saturday Academy classes, Extended day activities such as Mad Science and Robotics. The students access these services in the following manner: School Newsletter and direct communication with families allow students to be informed of the above additional services.</p>	<p>Flyers to communicate classes</p>	<p>Quarterly</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: review of teacher's lesson plans, a school focus on data-analysis and PLCs to meet the needs of students, instructional walkthroughs by the administration and individual goals will be set in collaboration with parents/students/teacher at fall conferences. Progress notes will be shared on report cards each quarter.</p>		

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<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, Rigor in the classroom, assessments to inform instruction, increased use of mathematical practices and instructional shifts, increased text complexity and text-based questions These strategies will be integrated into our school professional development plan or school improvement plan in the following ways: Administration/teachers will use staff meetings, collaborative planning times or team planning to integrate these strategies into staff meeting times.</p>	<p>Schedule</p>	<p>September and May</p>
<p>Administrator/Teachers will use their staff meetings, collaborative planning times, or team planning times to integrate these strategies into their instruction in the following manner: <ul style="list-style-type: none"> Rigor & Relevance in the classrooms Data Analysis/PLC work Curriculum mapping – GVC unit/lesson planning </p>	<p>Staff Meeting Agendas</p>	<p>Ongoing - Quarterly</p>
<p> </p>		
<p>Teachers communicate the differentiation strategies they're implementing in their classrooms in the following ways: documented in their lesson planning books, possible schedule changes (if necessary), pre/post observation conferences with the administrator, if appropriate mention in the class newsletter and differentiation strategies and individualized projects will be share at P/T conferences.</p>	<p>Pre/post conference forms, lesson plans, student work samples</p>	<p>On going</p>
<p>The administrator uses the school newsletter to communicate with families about TAG in the following ways: Date and time of TAG parent meeting, description of extended activities occurring in classrooms, information that can be found on the TAG bulletin board, TAG plan posted on the website , spelling bee, writing project and any other specific TAG opportunities that can be communicated in line with PPS policy</p>	<p>Newsletters</p>	<p>On going</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, ID Process forms and other relevant information in languages represented in the</p>	<p>Bulletin Board in main Hall</p>	<p>On going but initiated by 1st week of Sept.</p>

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<p>school community when available. The TAG Bulletin Board will be maintained by: Lisa Davidson, TAG Coordinator.</p>		
<p>A Fall TAG parent meeting will be held before 10/31. Details include: information that was provided in the district TAG offices PPT.</p>	<p>Invitation to families School Newsletter TAG Bulletin Board</p>	<p>Completed by 10/31</p>
<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 an individual plan is written, a copy of the individual plan will be placed in the student's CUM folder.</p>	<p>Completed at P/T Conferences in October</p>	<p>P/T Conferences</p>
<p>If parents have concerns about their child's TAG services they will have the following opportunities (process) to inform the school: TAG parent meeting, conferences/appointments with teachers, email to teachers, the administration and the TAG Coordinator.</p>	<p>Emails, phone logs</p>	<p>On-going</p>

Submitted _____

Received _____

Approved _____