

Building TAG Plan Template

Due to the PPS TAG Office and your Deputy Superintendent on Friday, June 4, 2010

Harrison Park _____ **School**
Chris Aanderud _____ **Principal**
Debra Lande _____ **TAG Coordinator**

Exempt for 2010-2011
 Non-Exempt for 2010-2011

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):</p> <ul style="list-style-type: none"> *Classroom teachers will print out their class list from eSIS (“program assignments”) and highlight TAG students on their list. *Classroom teachers initial this class list with highlighted TAG students and indicate the ID designation. They will submit a copy to the Assistant Principal (TAG coordinator). *Classroom teachers will indicate differentiated strategies in their plans. *TAG coordinator compiles a master TAG list from the classroom lists and distributes the list to the Principal, media specialist, S.M.S., counselor, elective specialists, and special education, ESL and intervention/enrichment teachers. 	eSIS lists	September and January 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
<p>Observation tool(s) and/or data used in the ID Process:</p> <ul style="list-style-type: none"> *Each teacher uses an observation tool for the first weeks of school for assessing giftedness *Screening assessments include: <ul style="list-style-type: none"> -Attributes of Talented and Gifted Learners checklist (Talented and Gifted English Learner form) -Characteristics of Giftedness document -KOI: Students from Poverty and/or Diverse Cultures document -Possible Problems that may be associated with strengths of gifted children 	Copies of the observation tools and materials discussed and distributed to staff will be placed in the TAG notebook along with the staff sign in sheet.	9/27/10

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<p>document -Myths and Truths about gifted students</p>		
<p>Discussion with staff around ID of under-represented and underachieving students occurs: *Our Data Team will compare data from screening assessments *We will use the Dashboard Data to compare the general population with the ethnicity of school and identified TAG students to see if special considerations need to be made for identification in those areas or grade levels.</p>	<p>Staff Meeting School Enrollment and Program Data Report</p>	<p>9/27/10 9/10 Data Team meeting (TBD)</p>
<p>The Assistant Principal will ensure teachers are nominating students from underrepresented populations in the following manner: *Using and teaching the characteristics of gifted to notice a student who should be nominated *Leading staff (including ESL and Special Ed. Staff) through the process to examine underrepresented populations and nominate students for TAG *Reviewing the list of nominated students *Examine the school population student by student by ability *Examine 2nd grade NNAT screening testing scores of ELL students, nominate those students, recommend further testing as appropriate *The Building Screening Committee including the TAG coordinator and Special Ed. Staff will discuss possible nominations for TAG testing using classroom data and teacher input.</p>	<p>Discussion of document Each student (1st-5th) will be discussed, by name, at the “ranking” meetings. Students in grades 6th-8th will be discussed by name and placed in an enrichment class or an intervention class. NNAT testing results Notes are taken during every BSC meeting. Staff and parents receive a copy of these notes and a copy is placed in the student’s cum file</p>	<p>9/27/10 Staff meeting Beginning of each trimester 6/10 and ongoing as enrolled Fall 2010 BSC meetings are scheduled weekly during the 2010-2011 school year</p>

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<p>Our school will use the following observation tools and/or data in the TAG identification process:</p> <ul style="list-style-type: none"> *Pre-screening checklist *Attributes of Talented and Gifted English Learners checklist (Talented and Gifted English Learner form) *DRA's *OAKS scores for students grade 3 and above (95%ile OAKS list from R&E) *Pre-assessments (including Easy CBM) *Observations *Work Samples 	<p>The scores received from the various testing will provide our documentation</p>	<p>The first two items will be administered by 10/4/10. The DRA will follow the 2010-2011 calendar schedule. OAKS and Pre-assessments 9/10 Observations will be ongoing and we will refer to the work samples completed by 5/10.</p>
<p>The building will use the following procedures throughout the ID process:</p> <ul style="list-style-type: none"> *Send Parent/Student Surveys home for all TAG students as identified *Parent/Teacher Nominations (IDPFs) made available *Collecting Work Samples that reflect State Scoring Guides, test history and teacher advocacy *Checking Cum files against TAG list sent by TAG office *Assistant Principal (TAG coordinator) will coordinate the ID process 	<p>The returned surveys and nominations will serve as documentation. The nomination forms (TAG Identification Process Form) are available to families (in multiple languages) throughout the year. They are on the bulletin board, with the TAG coordinator or on the PPS website. The work samples will be looked at by the TAG team when determining nominations as well as</p>	<p>The survey will be given to parents beginning 9/10 with the intent of having them returned to inform the instruction. The nominating process begins 9/10 through 2/11. 9/10-11/10 the teachers will be collecting work samples and test history to determine if they will advocate</p>

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	<p>teacher advocacy The district TAG list will be checked against the cum. files by the TAG coordinator. Any discrepancies will be noted to the TAG office</p>	<p>for TAG testing. The cum files will be checked 9/10 and on going as new students arrive.</p>
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FOCUS: TAG Services		
Action	Documentation	Expected Completion Date or Check Point
<p>*Evidence of Differentiation Strategies can be observed daily in classrooms: -Flexible Groupings within the classroom, grade levels, or school -Compacting curriculum -Other groupings (ability, interest) within classroom, grade levels, or school -Tiering lessons -Higher Level Questioning Strategies -Independent Project Work -Acceleration (single subject, within classroom or school) -Cluster Grouping of TAG students -Enrichment options include art, technology and P.E. *Intervention</p>	<p>Flexible grouping will be evidenced in the daily Lit. Block, writer’s workshop and math Compacting curriculum is documented through the individual teacher’s lesson plans as is tiering lessons, higher level questioning strategies, other groupings, and independent project work. Other groupings (ability, interest) within classroom, grade level or school.</p>	<p>All of these actions will be on-going through the 2010-2011 school year with the exception of class assignments will be determined by 6/10.</p>

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	<p>Acceleration is evidenced in the student’s class schedule (single subject Cluster grouping can be noted in the classroom assignments and in algebra, geometry and Spanish for 7th/8th graders Grades K-6 participate in enrichment classes three periods per week and the 7th and 8th grades participate daily in a rotation of enrichment classes (art, tech., P.E. and Pathways). In addition, the 7th and 8th grade teachers will be offering either and enrichment or intervention class on a daily basis to the 7th and 8th grade students. IRCO offers mentoring/academic support opportunities to our older ESL student population.</p>	
<p>Pre-assessment or on-going formative assessments used to help inform instruction include: *Data team or PLC’s use data from formative assessment for problem solving around</p>	<p>The classroom teachers will have evidence of the pre-assessments and/or</p>	<p>Beginning of the 2010-2011 school year and on-going</p>

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<p>instruction which may include:</p> <ul style="list-style-type: none"> -Pre-assessments (DRA's, Easy CBM, etc.) for units or course of study -KWL -Observation -Pre-assessment Strategies on "Educator Resources" page on TAG website www.tag.pps.k12.or.us/docs/pg/10645 <p>Teachers use the data from these assessments to inform instruction: *It allows the teacher's an opportunity to select a differentiation strategy appropriate for the student.</p>	<p>on-going formal assignments they administer in all content areas.</p> <p>Trimester assessment framework for writing and reading.</p>	<p>throughout the year.</p>
<p>The administrator(s) monitor the use of differentiated strategies in the classroom in the following way:</p> <ul style="list-style-type: none"> *Walk through to see that TAG strategies are being implemented into the classroom. *Formal observations with lesson plans indicating differentiation strategies. *Provide staff with Professional Development opportunities. 	<p>A checklist of strategies will be developed and shared with the teachers. The Principal and the Assistant Principal will use this checklist when doing a walk through of a classroom.</p> <p>Support for differentiated strategies will be dispersed to staff during their PLC's (monthly).</p> <p>They will also be made aware of professional opportunities/classes that are posted on the Learning Campus.</p>	<p>Monthly</p>

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<p>Our process for using <i>data</i> to measure the growth of our TAG students is: *Our school data team reviews trimester data along with the data from the OAKS testing. We use this information in the following way: *PLC's or weekly common planning time are devoted to developing common TAG strategies/lessons for use with the high level learners – consistently within the grade level.</p>	<p>Our school data team will look at the difference in the OAKS scores from spring 2009 to spring 2010 for grades 4-8 reflecting TAG student growth.</p>	<p>9/10</p>
<p>Grade level or school-wide structures in place that offer rigorous coursework at the appropriate rate and level are: *Our school schedule reflects within grade and cross grade opportunities for -Algebra -Spanish -Geometry -flexible grouping</p>	<p>This will be evidenced in a student's class placement/schedule (i.e. scheduling a 5th grader into a 6th, 7th or 8th math class or having students take geometry at the high school level) and in the master schedule of course offerings.</p>	<p>On-going</p>
<p>We determine whether a student needs acceleration in the following way: Formative and summative assessment are used by all teachers for flexible grouping every 2-7 weeks. - Pre-assessments - Post-assessments - Work Samples - Clear, agreed upon cut-off scores, criteria</p>	<p>This is documented in the actual assessment data/scores</p>	<p>On-going per content units</p>
<p>The following options for acceleration are available at our school: Administration and staff work together to determine the best fit for each student. *Options include in classroom accommodation and in school accommodation of accelerated work for any student all the time. Students access these options in the following manner: *Higher level curriculum taught within classrooms, between classrooms *Common reading/math schedules to allow for movement between grade levels.</p>	<p>Moving a student to a higher grade in a single subject or any acceleration will be determined through assessments/scores. The class assignment/student</p>	<p>On-going</p>

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<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:</p> <ul style="list-style-type: none"> *The Assistant Principal will be the TAG Coordinator. *The TAG Coordinator (A.P.) will ensure that the TAG Coordinator Checklist is followed and that it is given to the teachers. *The TAG Coordinator (A.P.) will attend TAG Coordinator meetings as appropriate. *Principal and TAG Coordinator (A.P.) will meet after each TAG Coordinator’s meeting to review data/information/PD 	<p>Documented by sign in sheets from the staff and TAG Coordinator’s meetings.</p>	<p>On-going</p>			
<h2>FOCUS: Professional Development</h2>					
<p>Action</p>	<p>Documentation</p>	<p>Expected Completion Date or Check Point</p>			
<p>Site-based professional development in our school will include the development and/or implementation of the strategies identified below in 2010-2011 (Check all those that apply)</p> <table style="width: 100%; border: none;"> <tr> <td style="width: 33%; vertical-align: top;"> <ul style="list-style-type: none"> <input type="checkbox"/> Tiered Instruction <input checked="" type="checkbox"/> Characteristics </td> <td style="width: 33%; vertical-align: top;"> <ul style="list-style-type: none"> <input type="checkbox"/> Compacting <input type="checkbox"/> Questioning strategies <input checked="" type="checkbox"/> Guided Book Study (voluntary) </td> <td style="width: 33%; vertical-align: top;"> <ul style="list-style-type: none"> <input type="checkbox"/> Depth/Complexity <input type="checkbox"/> Pre-Assessment </td> </tr> </table>	<ul style="list-style-type: none"> <input type="checkbox"/> Tiered Instruction <input checked="" type="checkbox"/> Characteristics 	<ul style="list-style-type: none"> <input type="checkbox"/> Compacting <input type="checkbox"/> Questioning strategies <input checked="" type="checkbox"/> Guided Book Study (voluntary) 	<ul style="list-style-type: none"> <input type="checkbox"/> Depth/Complexity <input type="checkbox"/> Pre-Assessment 	<p>Staff meeting</p> <p><u>Teaching Gifted Kids in the Regular Classroom</u> (Winebrenner) will be purchased for our K-6 teachers.</p>	<p>9/27/10</p> <p>On-going</p>
<ul style="list-style-type: none"> <input type="checkbox"/> Tiered Instruction <input checked="" type="checkbox"/> Characteristics 	<ul style="list-style-type: none"> <input type="checkbox"/> Compacting <input type="checkbox"/> Questioning strategies <input checked="" type="checkbox"/> Guided Book Study (voluntary) 	<ul style="list-style-type: none"> <input type="checkbox"/> Depth/Complexity <input type="checkbox"/> Pre-Assessment 			
<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:</p>					
<p>The administrator will ensure differentiation strategies are implemented into the classroom in the following way:</p> <ul style="list-style-type: none"> *Walk Through checklist *Teacher’s Formal lesson plans 	<p>Walk Through Checklist</p> <p>Formal lesson plans</p>	<p>On-going</p>			

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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:</p> <ul style="list-style-type: none"> *Periodically send home information about content and instruction strategies. *Teachers encourage back and forth dialog with parents and/or students regarding rate and level of instruction (including at parent-teacher conferences). *At Back To School Night the teachers tell parents about the differentiated instructional strategies they'll use to meet rate and level. *The teachers will send home monthly newsletters telling the families what they are doing to meet rate and level and how they've pre-assessed. *Syllabi in MS courses for High School credit. *Course organizers at the 6th, 7th and 8th grade levels. 	<p>Teacher newsletters.</p> <p>Teacher's notes/documentation from each conference/conversation.</p> <p>Striving Readers course organizers will be used as well as the syllabi in algebra and Spanish II</p>	<p>Monthly</p> <p>11/10</p> <p>On-going</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"> *The Assistant Principal actively engages in and pursues communication with TAG families to inform, describe and evaluate TAG Gifted services. 	<p>This will be communicated in the parent newsletter on a regular basis.</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: The TAG Coordinator (A.P.) will maintain the TAG Bulletin Board which will display TAG news, process and options.</p>	<p>The TAG Bulletin Board located in the foyer at the entrance to the school.</p>	<p>On-going</p>
<p>A Fall TAG parent meeting will be held before 11/15/2010. Details include: Madison Cluster TAG parent meeting.</p>	<p>The agenda and the sign in sheet at the meeting will provide documentation.</p>	<p>10/26/10 6:00 PM</p>
<p>Parent/teacher will sign a form at Parent-Teacher Conferences that indicates parents</p>	<p>TAG Building Plan</p>	<p>11/10</p>

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<p>have had the opportunity to offer input into and reviewed the school's plan for meeting a student's rate and level.</p>		
<p>Our families will have the following opportunity(ies) to evaluate our TAG services: *A letter will be mailed home to parents of TAG students inviting them to provide their input in the development of our Building TAG Plan. *A survey will be developed that asks for parent feedback on TAG services.</p>	<p>Copy of letter in TAG notebook The survey will be modeled on the one developed by Irvington School.</p>	<p>May 2011</p>
<p>If parents have concerns about their child's TAG services they will have the following opportunities (process) to inform the school: *Harrison Park offers help with concerns parent's concerns in writing, by email, on the web, by phone and/or in person.</p>	<p>This will be communicated in the parent newsletter, at the Parent TAG meetings and through the teacher's newsletters.</p>	<p>On-going.</p>

Submitted _____

Received _____

Approved _____