

Building TAG Plan Template

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

Mt. Tabor Middle School

Exempt for 2010-2011

Van Truong, Principal

Non-Exempt for 2010-2011

Suzanne Toole TAG Coordinator

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 are required to submit class lists with highlighted TAG students quarterly to TAG Coordinator. They also highlight TAG students in their grade books and check TAG status in eSis, printing out “program assignments” reports for each class, highlighting TAG ID’s and designations. This information is to be recorded in teacher’s grade books.</p>	<p>This information is kept in TAG Coordinator’s files and in teacher’s grade books. Copies of highlighted rosters are signed and collected by the principal</p>	<p>September 10th 2010 January 2011</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>Observation tool(s) and/or data used in the ID Process: Each teacher uses our adapted Pre-Screening check lists (orange and green) for the first weeks of school for assessing giftedness, as well as the ELL check list Principal and Building Liaison will *consult at staff meetings in the following areas:</p> <ul style="list-style-type: none"> ▪ Characteristics of Gifted students ▪ KOI: Students from Poverty and/or Diverse Cultures ▪ Possible Problems that may be associated with strengths of gifted children ▪ Myths and truths about gifted students <p>* staff will bring cases to meetings, we will assist with plans</p>	<p>Assessments turned in to TAG Coordinator</p> <p>Staff attendance sheet</p>	<p>November 2010</p>
<p>Discussion with staff around ID of under-represented and underachieving students occurs:</p> <ul style="list-style-type: none"> ▪ “Courageous Conversations” PLC to reflect on collected data ▪ Look at the distribution of TAG across our student population; is it reflective of 	<p>Staff Attendance Sheet</p>	<p>October 2010</p>

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<p>our student body?</p> <ul style="list-style-type: none"> ▪ Attributes of Talented and Gifted English Language Learners Checklist ▪ Review materials from the 2009-10 TAG meetings: Characteristics of Gifted Students, Myths and Truths about Gifted Students, Strengths and Weaknesses associated with Gifted Students. 	<p>Monthly staff meetings to discuss student by student by ability</p>	
<p>The principal will ensure teachers are nominating students from underrepresented populations in the following manner:</p> <ul style="list-style-type: none"> ▪ PD, checklist, review teachers' class lists and test scores, ▪ Leading and teaching staff, including ESL and Special Ed. Staff at staff mtgs. To nominate students from under represented populations ▪ Reviewing the list of nominated students ▪ Examining school population student by student by ability ▪ Form a school assessment committee: TAG coordinator, ESL, SPED, Counselor, Gen. Ed ▪ 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 	<p>Check highlighting nominated students and indicating reason for nomination. Further highlighting potential students for identification Copy of teacher checklists emphasizing attributes of TAG learners Service roster from ESL teacher with input on TAG nomination. (Review student by student by ability meeting notes)</p>	<p>November 2010</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"> ▪ OAKs/State Assessments, Formative assessments, Parent & Teachers' Recommendations ▪ Prescreening checklists for TAG attributes ▪ Pre and post assessments for unit study ▪ Attributes of Talented and Gifted English Learners checklist (Talented and Gifted English Learner form) ▪ Observations 	<p>Assessments recommended in District TAG Plan Oaks test scores in the 95% range Review work samples Minutes of school assessment meetings Staff Attendance @</p>	<p>November 2010</p>

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<ul style="list-style-type: none"> ▪ Work samples. ▪ Form a school assessment committee: TAG coordinator, ESL, SPED, Counselor, Gen. Ed ▪ Send Parent/Student Surveys home for all TAG students as identified ▪ Parent/Teacher Nominations (IDPFs) made available at S.O.S. /Open House 9/16/10- TAG information table; principal's email and newsletter, MTMS website; cluster TAG meeting in Fall, daily bulletin. ▪ Collecting Work Samples that reflect State Scoring Guides, test history and teacher advocacy ▪ Checking Cum files against TAG list sent by TAG Office 	meetings	
<p>The building will use the following procedures throughout the ID process: Parent/Teacher Nomination Forms made available. Review process with parents at Back to School Night. TAG coordinator will coordinate the ID process. Collecting Work Samples, test history and teacher advocacy</p>	Keep record of parent meeting attendance	September 2010 Fall 2010

FOCUS: TAG Services		
Action	Documentation	Expected Completion Date or Check Point
<p>Differentiation strategies in place in the classrooms include:</p> <ul style="list-style-type: none"> ▪ Learning Environment/Grouping (flexible grouping, leveled grouping ,tiered lessons, activity planning) ▪ Content (increased complexity of concepts, curriculum compacting, exit cards, ▪ Process (open-ended learning tasks, questioning strategies, facilitate more time on higher level thinking strategies, thing-pair-share) ▪ Product (self-assessments, rubrics, peer assessments, quick writes, enrichment, Bloom's Taxonomy) ▪ Teachers will use the "differentiation box" from the text materials to describe how pre-assessment or on-going formative assessments are used to help inform instruction..."The differentiation strategies used in this course are based on the evidence (data) received through multiple forms of pre, ongoing, and formative assessments. Described here are the types of assessments used and specific differentiation strategies in place to meet the needs of ALL learners (including 	Individual & team teacher planning Staff professional development-looking at student work to inform instruction Listed on Course Syllabus Teacher evaluation	Monthly Team agendas and notes submitted to administrations this is your documentation.

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<p>TAG, ESL, Special Ed...)"</p> <ul style="list-style-type: none"> ▪ Each grade level Curriculum Content reflects differentiation strategies used to scaffold and extend instruction to meet the needs of all students ▪ Independent Project Work ▪ Acceleration (single subject, within classroom or school) ▪ Cluster Grouping of TAG students ▪ Enrichment options ▪ Use of mentors 		
<p>Pre-assessment or on-going formative assessments used to help inform instruction include:</p> <ul style="list-style-type: none"> ▪ Entrance or Exit cards ▪ Information surveys, questionnaires, inventories ▪ Graphic organizers ▪ Self-evaluations ▪ Standardized test information ▪ Portfolios ▪ Journals ▪ Vocabularies ▪ Student products and work samples ▪ Teacher prepared pretests ▪ <p>Teachers use the data from these assessments to inform instruction:</p> <ul style="list-style-type: none"> ▪ To make instructional decisions about student strengths and needs ▪ To determine flexible grouping patterns ▪ To determine which students are ready for advanced instruction, curriculum ▪ Data Teams or PLCs use data from formative assessment for problem solving around instruction which may include: pre-assessments for units or course of study KWL, observation, pre-Assessment strategies on “Educator Resources” page on TAG website http://www.tag.pps.k12.or.us/.docs/pg/10645 ▪ Evidence of frequency and intent for assessments available 	<p>Pre-assessments documented on content maps, listed on Course Syllabi-posted on school web site, TAG link Lessons designed by content teams to differentiate the lessons</p>	<p>Throughout school year</p>

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<p>The administrator(s) monitor the use of differentiated strategies in the classroom in the following way :</p> <ul style="list-style-type: none"> ▪ Team meetings or planning times are devoted to developing common TAG strategies/lessons for use with the high level learners- consistency within the grade levels ▪ Teacher goals ▪ Classroom observations ▪ Walk-throughs ▪ Provide teachers with professional development opportunities: <ul style="list-style-type: none"> ➢ Observing Students At Work ➢ Looking At Student Work ➢ Lesson Plan Sharing <p>Administrator monitors and offers PD around 7 Strategies of Formative Assessment Administrators review and approve each course syllabus that demonstrates all required elements, including clear assessments and differentiation strategies.</p>	<ul style="list-style-type: none"> • Teacher goals/evaluations • Notes from observations, walk-throughs • Minutes from professional development meetings 	
<p>Our process for using <i>data</i> to measure the growth of our TAG students is: Measure the yearly growth in reading and math using OAKS scores at grades 6, 7, and 8 with an emphasis on seeing individual score growth for ALL students, including TAG students.</p> <ul style="list-style-type: none"> ▪ Writing data from the state writing assessments in 7th grade ▪ Common Assignments ▪ Pre/post assessments ▪ Student Work 	<p>-Team meetings -Leadership meetings -Date booklet (R &E) We use this information to determine the success/growth of TAG students as a group but also their individual growth and performance. -Administrator will use disaggregated data</p>	<p>Throughout school year</p>

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	from Dashboard to lead PLC	
<p>Grade level or school-wide structures in place that offer rigorous coursework at the appropriate rate and level are:</p> <p>School Schedule reflects within grade and cross grade opportunities for flexible grouping, PLC and Data Team work time</p> <ul style="list-style-type: none"> ▪ Advanced math at 6th grade ▪ Algebra offered in 1 year for 7th grade ▪ Geometry at 8th grade ▪ TAG & Enrichment classes ▪ High School Spanish Courses ▪ Literacy Circles 	Teacher lesson plans for the advanced classes Student work Testing data in math	Throughout school year
<p>We determine whether a student needs acceleration in the following way:</p> <ul style="list-style-type: none"> ▪ Formative and Summative assessment are used by all teachers for flexible grouping ▪ Student consistently demonstrates proficiency on pre-assessments, post assessments. ▪ Student expresses an interest in more advanced work ▪ Student is already working at or above grade level in one or more areas ▪ Work samples 	Data acquired by assessments	Throughout school year
<p>The following options for acceleration are available at our school:</p> <p>Advanced math classes for students</p> <ul style="list-style-type: none"> ▪ Saturday Academy Classes ▪ Geography Bee ▪ Script Spelling Contest ▪ Oregon Writing Festival ▪ Literary Circles ▪ High School Spanish ▪ Enrichment language arts classes ▪ Options include in classroom accommodation and in school accommodation of 	Students scheduled into the advanced math, language arts and foreign language classes Students work produced while in these classes	On-going throughout the school year.

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<ul style="list-style-type: none"> ▪ accelerated work for any student all the time <p>Students access these options in the following manner:</p> <ul style="list-style-type: none"> ▪ Counselor/staff work with each student to find best fit ▪ Higher level curriculum taught in single classes, specifically math and Language Arts (as additional enrichment) and within/between classrooms ▪ Common reading/math schedules allow for movement between grade levels 		
<ul style="list-style-type: none"> ▪ 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: ▪ Counselor/staff work with each student/family to find best fit ▪ We review test scores and schedule students in higher level math (and language enrichment) classes ▪ We discuss individual students in “Students First” meetings to assess progress/placement 	<p>Ongoing, emphasis on quarter schedule changes</p>	
<p>Additional services available for TAG students include:</p> <ul style="list-style-type: none"> Students given opportunity to attend Oregon Writing Festival Spelling and geography Bees Literacy Board and writing Contest LEAP (Saturday Academy) classes at and off school site Journalism opportunities: lodge and peer helper newsletters, yearbook class, writing contests <p>The students access these services in the following manner:</p> <ul style="list-style-type: none"> ▪ Oregon Writing Festival-upon student interest and request, teacher recommendation ▪ All students participate in the spelling and geography bees during the school 	<p>Students sign ups Teachers using text in their classrooms with TAG students</p>	

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<ul style="list-style-type: none"> day. ▪ Students request or are placed into certain rotation classes ▪ Students volunteer to enter contests and for newsletters 		
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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: Assistant Principal will assume these roles as part of their duties</p>	<p>Part of Assistant Principal duties, added to their evaluation</p>	<p>On going throughout school year</p>

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FOCUS: Professional Development

Action	Documentation	Expected Completion Date or Check Point
<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> <p style="color: magenta;"> <input type="checkbox"/> Tiered Instruction <input type="checkbox"/> Characteristics </p> <p style="color: magenta;"> <input type="checkbox"/> Depth/Complexity <input type="checkbox"/> Pre-Assessment </p>	<p>Signed attendance sheets Meeting minutes</p>	<p>Monthly staff meetings</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: School calendar work plan shows agenda for integrating strategies including:</p>	<p>Monthly team minutes from professional development meetings Staff meeting minutes</p>	<p>On going</p>
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<p>number/approx dates of staff meetings for whole group PD or discussion team meetings used for developing strategies such as writing tiered lessons for grade level teams Staff professional development will allow teachers to revise instructional strategies after looking at student work.</p>	<p>Signed attendance sheets</p>	
<p>The administrator will ensure differentiation strategies are implemented into the classroom in the following way: Team agendas and minutes</p> <ul style="list-style-type: none"> ▪ Walk-throughs/Observations ▪ Teacher goals 	<p>Agenda and minutes turned in to administrators Goals Notes from walk-through</p>	<p>On going</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:</p> <ul style="list-style-type: none"> ▪ Back to School Night presentations ▪ Parent teacher student conferences ▪ Syllabi posted on the TAG web page: each course must have a syllabus with a complete section on the Differentiation Strategies used in the classroom. ▪ Periodically send home information about content, instruction strategies ▪ Teachers encourage back and forth dialog with parents and/or students regarding rate and level of instruction ▪ AT BTSN when they tell parents about the differentiated instructional strategies they'll use to meet rate and level 	<p>Parent sign in at Back to school night and conferences Teacher web pages Teacher emails include The administrator TAG pages on web site</p>	<p>September 2010 November 2010 Ongoing throughout school year.</p>
<p>The administrator uses <i>his/her</i> the school newsletter to communicate with families about TAG in the following ways: Explains what teachers are doing in the classroom to meet students' level and rate</p> <ul style="list-style-type: none"> ▪ TAG parent meeting in the fall ▪ TAG parent meetings as requested by individual parent 	<p>Agenda, survey, updates, minutes</p>	<p>Fall On going</p>

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<ul style="list-style-type: none"> ▪ TAG parent survey ▪ TAG updates ▪ PTA meetings 		
<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>Current meetings, news, information</p>	<p>On going</p>
<p>A Fall TAG parent meeting will be held before 11/15/2010. Details include: We CHOOSE to utilize the cluster meeting onto which we will tack our school session; we will promote it through our previously cited communication venues when we are told the date.</p>	<p>School Newsletter, school calendar, Agenda, parent sign-in</p>	<p>Fall</p>
<p>Our families will have the following opportunity(ies) to evaluate our TAG services:</p> <ul style="list-style-type: none"> ▪ TAG parent survey, given out in the fall at the parent meeting by district level administrators ▪ Individual conferences as requested by parent with teachers and administrators 		<p>On going</p>
<p>If parents have concerns about their child’s TAG services they will have the following opportunities (process) to inform the school: Contact their children’s teacher (s) Contact the administrator after speaking with the teacher (s) School offers help with concerns by email, on web, by phone and/or in person.</p>		

Submitted _____

Received _____

Approved _____