

Due to the PPS TAG Office a\_\_you Regional Administrator by January 4, 2019

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.

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<p>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 2<sup>nd</sup> grade students.                  3rd, 4th, and 5th graders will review MAP math scores for current students.</p>	<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:                  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</p>		

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



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[Redacted] room		

Portland Public Schools: Building TAG Plan  
Revised on 1/

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

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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> <p>On-going communication with TAG Facilitator about TAG Professional Development, appropriate documentation and necessary deadlines.</p>	<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</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>

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If parents have concerns about their child:		
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Submitted \_\_\_\_\_

Received \_\_\_\_\_

Approved \_\_\_\_\_