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Due to the PPS TAG Office <u>a</u> your Regional Administrator by January 4, 2019

Alameda School
Raddy Lurie: Principal
Abby Largo: TAG Facilitator

IExempt for 2019-21
INon-Exempt for 2019-21
(Teachers write individual TAG Plans)

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\*Due to CDL, information in this document is subject to change.

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All teachers, including ELL and SPED teachers, will use the ESL	Review SBAC, MAP,	
pre-screening checklist as well as reference the TAG Checklist to determine	and/or Easy CBM	
student nominees from underrepresented populations	scores	
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.		
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		

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The building will use the following procedures throughout the ID process:
Highlight TAG students on class lists, sign, date and submit to TAG
Facilitator

Send home (via email from the TAG office) Parent/ Student Survey and Parent letter home for TAG identified students.

Check Synergy against TAG list printed by TAG Facilitator

Parent/Teacher Nominations (IDPFs) made available to families Teachers will devise a system to identify TAG designation in their grade books, electronic, Synergy, paper, or other.

Use Synergy to identify TAG students.

Collect Work Samples, test history and teacher advocacy

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.

During Fall conferences teachers will discuss possible new TAG nominations based on Pre-Screening Checklists and other data, and have parents complete an IDPF.

Building TAG committee will conclude nomination process each spring. The TAG Facilitator will coordinate the ID process.

Record of meetings and
action taken at meetings
by the TAG Facilitator at
staff meetings, teacher
notes from PLC
meetings.

September 2018 Ongoing Monthly

Spring each year

FOCUS: TAG Services		
Action	Documentation	Expected Completion Date or Check Point
Differentiation strategies:  1) Please list differentiation strategies used within a variety of classrooms. Flexible Grouping within the classroom All staff using a workshop model to meet rate and level for literacy instruction All staff using Engage New York math curriculum Compacting curriculum Other grouping (ability, interest) within classroom, grade levels, or school	Walk throughs Lesson plans Discussions at staff meetings Inclusion in class newsletters	Ongoing throughout year

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-	red lessons gher Level Questioning Strategies		
	lependent Project Work		
	K/Depth of Knowledge chart		
	tension Activities		
LA	letision Activities	Student created goals	
2) De	scribe how the following strategies are used in all classrooms to meet the	Student Reflection	
	e and level of students	Student Keneetion	
lat	a. Flexible Grouping: Used across grade levels primarily in reading to meet		
	student needs. All teachers are using the workshop model for		
	differentiated reading instruction. Students are able to read books at		
	their assessed rate and level during this time.		
	b. Pre-Assessments: Used to determine baselines and to determine a		
	student's aptitude in a particular content. They are used to help create		
	flexible groups throughout the year.		
	c. System of on-going or formative assessments that inform instruction:		
	Teachers use DIBELSs and are preparing to use DIBELs/EasyCBM/MAP		
	for ongoing information about student growth and needs. Grade level		
	teams meet twice a month to review student work and determine		
	learning needs. Administrators observe teachers using classwork,	Assessment data	
	discussions, and various types of assessments to inform instruction. All		
	teachers meet in monthly PLCs to discuss assessment data and creating		
	lessons and learning opportunities for all students to show growth in	PLC Minutes	
	academic achievement.		
	d. Quad D instructional experiences: Students have many opportunities to		
	engage in learning that is both relevant and rigorous. Teachers are		
	expected to not only use questioning strategies that require complex		
	thinking and learning, but are also expected to teach students to ask a		
	variety of questions that include higher-level thinking. From overnight		
	field trips to the Oregon Trail and Camp Hancock, to ongoing work with		
	Biztown and the Oregon Food Bank, students are exposed to a variety	Teacher newsletters	

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Meeting and PD agendas

Observation Notes

Unit Plans

PLC Minutes

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Ongoing

Oregon Trail overnight field trips	
Camp Hancock overnight field trips	
Authors' Tea	
Kinder Concerts	
Biztown	
Math & Science Nights	
Science Fair	
Chess Club	
Geography Bee	
Spelling Bee	
Oregon Writing Festival	
Off campus opportunities supported by PPS TAG Dept.	
The students access these services in the following manner:	
On site during the school day	
On-site during the school day Before and after school activities	
Community services off-site	
Administrators or TAG Facilitator will have monthly communication of additional	
services/opportunities through Alameda News Notes	
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development

Teacher evaluation process

The administrator(s) ensures the use of differentiated strategies, rigorous and relevant

Observation of lesson and unit planning during team meetings

Ongoing discussion during staff meetings and equity professional

course work, and instruction provided at the appropriate rate and level in the

Informal observations and classroom walkthroughs

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following ways:

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Administrator facilitates peer observation time (i.e. CARE team, etc)		
FOCUS: Responsibilities of TAG Fac	rilitator	
Action	Documentation	Expected Completion Date or Check Point
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:  On-going communication with TAG Facilitator about TAG Professional Development, appropriate documentation and necessary deadlines.	Name of TAG Facilitator submitted to TAG office Emails to TAG Facilitator throughout year regarding meetings. Agendas where TAG Facilitator completes training.	June of 2018 and ongoing
50000 5 6 1 15	<del></del>	
FOCUS: Professional Developm	ent	
Action	Documentation	Expected Completion Date or Check Point
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		

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meetings. We may add more times as needed depending on teacher need, and TAG department advocacy.		
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		
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.	Lesson plans, observation	Ongoing
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If parents have concerns about their child	d'		
Submitted	_ Received	Approved	

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