

# Building TAG Plan Template

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

**Benson Polytechnic High School**  
**2011**  
**Steve Olczak, Principal**  
**2011**  
**Juanita Valder, TAG Coordinator**

**x Exempt for 2010-**  
**Non-Exempt for 2010-**

<b>FOCUS: Acknowledgement of TAG Identified Students</b>		
<b>Action</b>	<b>Documentation</b>	<b>Expected Completion Date or Check Point</b>
<p>Method used to ensure all teachers know TAG students enrolled in their class(es):  <b>At the beginning of each year, teachers will pull 2 copies of their class lists from eSIS (Program Assignments report) and highlight all students identified as TAG. They will place one of these lists in their grade book and denote the appropriate students in their current grading system. They will repeat this at the semester in January.</b></p>	<p>One copy is retained and submitted in the teacher's formal grade book, another on file with the CVP/TAG coordinator.</p>	<p>September 17, 2010 and February 11, 2011</p>

<b>FOCUS: Identification of Students who Perform in the 97th Percentile or Demonstrate the Potential to Perform</b>		
<b>Action</b>	<b>Documentation</b>	<b>Expected Completion Date or Check Point</b>
<p>Observation tool(s) and/or data used in the ID Process:  <b>A staff meeting regarding characteristics of gifted students and identification of under-represented and under achieving students. Staff will review Oaks scores by class to not "exceeds" group. Staff will also review pre and formative assessments at the beginning of the year.</b></p>	<p>Staff Attendance Sheet</p>	<p>September 30, 2010 November 1, 2010</p>
<p>Discussion with staff around ID of under-represented and underachieving students occurs:  <b>Within the above staff meeting and continues into the twice monthly</b></p>	<p>Agendas, Minutes and Attendance Sheets</p>	<p>November 1, 2010</p>

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<p>academy meetings.</p>		
<p>The principal will ensure teachers are nominating students from underrepresented populations in the following manner:  <b>Teachers in their first or second Academy meeting will review previous grades and OAKS scores, as well as dash board data files, to evaluate who is missing from the TAG list and recommend a list of nominees. This process will repeat again prior to nomination and at the end of the year. These reviews will include other assessments as available such as work samples and other standardized test information such as EXPLORE/PSAT and ACT scores. (Information on ELPA and ELL status as well as Special Education Identification will be distributed as well.) Recommendations will be turned into the CVP/ TAG Coordinator who will follow up with teachers to complete the Identification Process Forms and other needed paperwork that will be presented to the Student Assistance Team.</b></p>	<p>Grade and performance review done quarterly and results reported in agendas           Recommendation list from each academy quarterly by nomination date.</p>	<p>Three times a year starting with Oct. 2010 meetings with emphasis to nominate students</p>
<p>Our school will use the following observation tools and/or data in the TAG identification process:  <b>OAKS, ELPA and TAG prescreening, attributes and characteristic checklists. Continuing on to include work samples, formative assessments and other standardized testing as available such as EXPLORE/ DRP for 9<sup>th</sup> grade and PSAT for sophomores and ACT for Juniors.</b></p>	<p>Academy Agendas and SAT or Counseling teams</p>	<p>Quarterly</p>
<p>The building will use the following procedures throughout the ID process:  <b>Recommendations will be turned into Juanita Valder, CVP/ TAG Coordinator who will follow up with teachers to complete the Identification Process Forms, survey parent, review cum files and other needed paperwork that will be presented to the Student Assistance Team. Juanita Valder, CVP/TAG Coordinator will coordinate the ID process and present</b></p>	<p>Recommendation lists to CVP, SAT Minutes and Student Files</p>	<p>As needed</p>

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to the SAT Team.		
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FOCUS: TAG Services		
Action	Documentation	Expected Completion Date or Check Point
<p>Differentiation strategies in place within our school's classrooms include: <b>(As documented by each teachers syllabi) Grouping strategies, questioning strategies. Compacting curriculum, ability grouping, tiered lessons, Independent projects, enrichment opportunities and Acceleration through Honors/ AP, Community and University College dual credit options. Pre- assessment and higher order thinking skills through the use of Bloom and using writing with the theme of "Writing As Thinking" will be our building focus and delivery.</b></p>	<p>Syllabi and ongoing observations and Academy Worksample discussions</p>	<p>Sept. 11, 2010 And Ongoing in Academy Meetings</p>
<p>Pre-assessment or on-going formative assessments used to help inform instruction include: <b>Work samples, pre tests for units and courses, academic progress review and observation. Each Course syllabi directly addresses assessment.</b></p> <p>Teachers use the data from these assessments to inform instruction: <b>To determine rate and level, for groupings and awareness of student need.</b></p>	<p>Syllabi Academy Meeting time</p>	<p>Sept.11, 2010 Quarterly</p>
<p>The administrator(s) monitor the use of differentiated strategies in the classroom in the following way: <b>Administration will use the evaluation process to support observation and</b></p>	<p>Syllabi and ongoing observations</p>	<p>Sept. 11, 2010 and observations by administration</p>

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<p>open discussions of ID, strategies and growth for TAG students. Walk throughs for off-cycle evaluation personnel as well. Each syllabus will be approved by an Administrator and special emphasis will be paid to assessment and differentiation for special populations. Professional development will cover strategies that will be the focus of administrator during observations of classroom. Teachers will be able to address rate and level and differentiation strategies if address by parent or administrator.</p>		
<p>Our process for using <i>data</i> to measure the growth of our TAG students is: <b>We will continue to review student's performance in our quarterly Academy (PLC) meetings as well as twice a year on a school wide basis. We are comparing academic gains in scores and grades for all students to assess our common strategies in writing that focus on high level thinking skills.</b></p>	<p>Academy Meeting Agendas, minutes and attendance sheets</p>	<p>Three times a year starting with Oct. 2010 meetings</p>
<p>Grade level or school-wide structures in place that offer rigorous coursework at the appropriate rate and level are: <b>Our 9<sup>th</sup> and 10<sup>th</sup> grade academies focus on building strong vertical alignment around Pre-AP strategies. Our students have opportunity to open honors and AP enrollment. All of our students have options for PCC/Dual credit options through their CTE coursework. Our Academy structure for 11<sup>th</sup> and 12<sup>th</sup> grade by CTE Major lends to strong alignment in CTE coursework for completion of PCC dual credit.</b></p>	<p>Forecasting Sheets and Course Guide</p>	<p>Feb. 2011</p>
<p>We determine whether a student needs acceleration in the following way: <b>Observing consistent positive performance in pre and post assessments, desire to try an accelerated level, work sample and teacher recommendation. As well as standardized data information.</b></p>	<p>Academy meeting agendas, minutes and attendance Assessment Comparisons Forecasting Numbers</p>	<p>Three times a year Forecasting Feb. - June 2011</p>

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<p>The following options for acceleration are available at our school: <b>Differentiated classroom assignment opportunities, Credit by Exam, Honors and AP options, On-line (BYU) options, Acceleration to next sequential course as appropriate and Dual Credit options with PSU, PPC and Mt. Hood</b></p> <p>Students access these options in the following manner: <b>Open enrollment to any honors and AP with counselor and student discussion of pre-requisite performance and enrollment in dual credit through each student's major teacher.</b></p>	<p>TAG Bulletin Board</p> <p>Forecasting info and counseling lessons</p> <p>Comparison Data of AP and Honors enrollment</p> <p>PCC Credit Acquisition report</p>	<p>Ongoing</p> <p>Feb.-June 2011</p> <p>Semesters</p> <p>End of Year</p>
<p>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:</p> <ul style="list-style-type: none"> <li>- Mid-Level must include a specific plan for helping students access courses such as Geometry.</li> <li>- High School must include a specific plan for accessing AP, IB, or similarly rigorous, college-ready courses.</li> </ul> <p><b>Student need and credit acquisition drive what is available to the student during the day. Students can take on-line, summer enrichment or independent study options to make room for more accelerated options during the day.</b></p>	<p>Forecasting information and counseling lessons</p>	<p>Feb-June 2011</p>
<p>Additional services available for TAG students include: <b>Robotics, Science, Ocean and Math Bowl, MESA (some years), SKILLS USA, HOSA along with field trips, lectures and TAG opportunities such as Saturday Academy.</b></p> <p>The students access these services in the following manner: <b>Announcements in classes and bulletin, posters, awareness through recognition assemblies and word of mouth from friends and teachers. All students are eligible to sign up for whatever they have an interest to</b></p>	<p>Bulletin Notices</p> <p>Newsletters</p> <p>Teacher Syllabi</p>	<p>Ongoing from Sept. 11 ,2011</p>

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<p><b>participate, and commit. Any student may opt for honors or AP options and ALL students have dual credit options within their Jr/Sr Major with cost waivers available.</b></p>		
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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:  <b>CVP/TAG Coordinator Juanita Valder, will attend all PD, review the TAG Website, review the TAG guide and be responsible for the collection and verification of all TAG compliance materials.</b></p>	<p>TAG Guide and Notebook                      PD Sign in sheets</p>	<p>Ongoing</p>

**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> <input type="checkbox"/> Tiered Instruction  <input type="checkbox"/> Characteristics  <input type="checkbox"/> Compacting Questioning strategies (voluntary)  <input checked="" type="checkbox"/> Depth/Complexity  <input checked="" type="checkbox"/> Pre-Assessment  <input type="checkbox"/> Guided Book Study                 </p>	<p>PD agendas and academy minutes and attendance</p>	<p>Ongoing beginning with First of Year PD through End of Year PD</p>

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<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:  <b>PLC with protocols)Academy Meetings and All school PD's will be focused on the theme of "Writing is Thinking" . PD will focus on using writing strategies as the vehicle to support higher level thinking-depth and complexity (Bloom's Wheel and Writing Scoring Rubrics).</b></p>	<p>Monthly meeting agendas , minutes and attendance</p>	<p>Ongoing to end of year</p>
<p>The administrator will ensure differentiation strategies are implemented into the classroom in the following way: :  <b>Administration will use observation and walkthroughs, meeting agendas, minutes and attendance records and presentations and recognition during staff meetings. Administrators will approve each course syllabi at the beginning of the year.</b></p>	<p>Monthly meeting agenda, minutes and attendance</p> <p>Ongoing observations</p>	<p>Sept. 11, 2010</p>

<b>FOCUS: Communication</b>		
Action	Documentation	Expected Completion Date or Check Point
<p>Teachers communicate the differentiation strategies they're implementing in their classrooms in the following ways:  <b>Teachers will communicate the strategies they are using through district syllabi on line and their classroom syllabi that are available to all students and to parents on BTSN and Conferences. Teachers will be able to discuss differentiation strategies at any student staffing and emails or phone calls home. We also hold a special evening for TAG/AP Parents to discuss strategies and opportunities available to students.</b></p>	<p>Syllabi collected approved and posted on web.                      BTSN attendance DATA</p>	<p>Sept. 11, 2010</p>

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<p>The administrator uses <i>his/her</i> the school newsletter to communicate with families about TAG in the following ways:  <b>On a bi-monthly basis inform parents about upcoming events or opportunities available for TAG students, information on TAG bulletin board and info on who to contact with questions, updates on PD and our focus on "Writing is Thinking".</b></p>	<p>Newsletter and website</p>	<p>Periodically starting with BTS newsletter</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, <b>current</b> ID Process forms and other relevant information in languages represented in the school community when available. The TAG Bulletin Board will be maintained by:  <b>Juanita Valder, CVP/TAG Coordinator</b> will maintain the TAG Bulletin Board.</p>	<p>Bulletin Board</p>	<p>Sept. 7, 2010</p>
<p>A Fall TAG parent meeting will be held before 11/15/2010. Details include:  <b>will be BHS parents whose students are TAG or are taking and Honors or AP course. They will review current accelerated syllabi, go over the TAG plan and have an opportunity to ask questions of the AP/Honors teaching team and TAG Coordinator.</b></p>	<p>Attendance Sheets and powerpoint</p>	<p>Oct. 7, 2010</p>
<p>Parent/teacher will sign a form at Parent-Teacher Conferences that indicates parents have had the opportunity to offer input into and reviewed the school's plan for meeting a student's rate and level. If your school is non-exempt, parents will be provided an opportunity to offer input into and reviewed the student's individual TAG plan for meeting a student's rate and level. A copy of the individual plan will be placed in the student's salmon folder.  <b>As a High School, parents will be provided with contact information, copies of syllabi and an opportunity to come to BTSN and TAG parent night</b></p>	<p>Syllabi provided by Conferences, TAG Night and on line</p>	<p>Sept. 21 and Oct. 6, 2010</p>

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as noted previously.		
Our families will have the following opportunity(ies) to evaluate our TAG services: <b>Review and comment at TAG Parent Night, BTSN and Conferences, through representation on Site Council, School Newsletter and through the TAG Bulletin Board.</b>	Comment Cards and Attendance sheets	Sept. 7, 2011 Sept 21, 2010 Oct. 6, 2010
If parents have concerns about their child's TAG services they will have the following opportunities (process) to inform the school: <b>Through discussion with teachers and administration at conferences, open invitations to meet with teachers and administration and conversations with TAG Coordinator or Administration at the Building or District levels.</b>	Attendance Sheets	Nov. 22-23, 2010

Submitted \_\_\_\_\_  
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Received \_\_\_\_\_

Approved