

Wilson High School
Brian Chatard Principal
Maude Lamont TAG Coordinator

☒ Exempt for 2013-2014

FOCUS: Acknowledgement of TAG Identified Students		
Action	Documentation	Expected Completion Date or Check Point
Method used to ensure all teachers know TAG students enrolled in their class(es): Beginning of the year staff meeting to discuss characteristics and given time to highlight class lists. TAG coordinator will provide instructions for staff to print reports of TAG identified students (Special Programs) from the student information database.	Teacher highlighted class 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
Observation tool(s) and/or data used in the ID Process: Characteristics of Underachieving TAG, Attributes of Talented and Gifted English Learners checklist (AGTEL) Pre-screening check list Unidentified TAG students in the 95% ile list from OAKS testing scores, PSAT and DRP scores	ATGEL and Pre-Screening Checklists	November 2013
Discussion with staff around ID of under-represented and underachieving students occurs: by October in one of the opening staff meetings.	Meeting attendance sheet	October 2013
The principal will ensure teachers are nominating students from underrepresented populations in the following manner: “Attributes of Talented and Gifted English Learners checklist with staff. Also re-distribute “Characteristics of Gifted Students” document, “Possible Problems” document and “Myths and Truths about Gifted students,” documents with staff.	Meeting attendance sheet	November 2013
Our school will use the following observation tools and/or data in the TAG identification process: “Attributes of Talented and Gifted English Learners checklist with staff. Also re-distribute “Characteristics of Gifted Students” document, “Possible Problems” document and “Myths and Truths about Gifted students,” documents with staff.	Meeting attendance sheets and copies of handouts	November 2013

<p>The building will use the following procedures throughout the ID process: Information to parents to nominate, TAG bulletin board, information also given at conferences Nominations collected Meeting with TAG committee Names forwarded to TAG office for testing Date set Collection of work samples Meeting with TAG committee to make recommendations once testing is complete and work samples are collected</p>	<p>File kept with Principal's secretary</p>	<p>November 2013</p>
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<p style="text-align: center;">FOCUS: TAG Services</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>Differentiation strategies in place within our school's classrooms include: Tiered instruction, pre-assessments for differentiation, flexible grouping, curriculum extensions, higher-level questioning, acceleration, AP classes</p>	<p>Teacher lesson plans</p>	<p>Beginning in September and On-going</p>
<p>Pre-assessment or on-going formative assessments used to help inform instruction include: a variety of techniques from KWL to quizzes to check for understanding, exit tickets, journal entries Teachers use the data from these assessments to inform instruction: plan instruction and re-teaching</p>	<p>Teacher lesson plans</p>	<p>Beginning in September and On-going</p>
<p>The administrator(s) monitor the use of differentiated strategies in the classroom in the following way: walk through observation, pre-observation meetings, on-going pd where staff share their techniques with each other</p>	<p>Walk-through notes, PD agendas</p>	<p>Beginning in September and on-going</p>
<p>Our process for using <i>data</i> to measure the growth of our TAG students is: review of disaggregated progress data for all special populations during staff professional development and by our data team.</p>	<p>Data reports</p>	<p>Beginning of September and after each quarter</p>
<p>Grade level or school-wide structures in place that offer rigorous coursework at the appropriate rate and level are: Opportunities for acceleration are available in multiple departments. There are numerous AP, "honors" and "advanced" options for students in grades 10 through 12.</p>	<p>WHS Course Guide</p>	<p>February 2013</p>

<p>We determine whether a student needs acceleration in the following way: A conversation with their parents, teachers and/or counselor in conjunction with OAKS, PSAT and other standardized data to determine acceleration needs.</p>	<p>Meeting notes, Students' 4 year academic plan</p>	<p>On-going</p>
<p>The following options for acceleration are available at our school: Honors and AP classes, curriculum compacting, or end of course assessment to see if student can move to next level Students access these options in the following manner: through forecasting, conversation with counselor and/or teacher</p>	<p>Sign up for classes, completed assessments</p>	<p>On-going</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: Completion of AP pre-requisite, sign up during forecasting, sign up for college level courses.</p> <ul style="list-style-type: none"> - Mid-Level must include a specific plan for helping students access courses such as Geometry. - High School must include a specific plan for accessing AP, IB, or similarly rigorous, college-ready courses. 	<p>Completed plans and sign ups</p>	<p>On-going</p>
<p>Additional services available for TAG students include: The students access these services in the following manner: college courses, or on-line courses as appropriate, internships and job shadows based on interest. Career-related course work, internships and job shadows are accessed through Erica Meyers and advertised on Naviance.</p>	<p>Sign ups</p>	<p>On-going</p>

<p>FOCUS: Responsibilities of TAG Coordinator</p>		
<p>Action</p>	<p>Documentation</p>	<p>Expected Completion Date or Check Point</p>
<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: The TAG coordinator is our High School Instructional Specialist and has been an administrator in PPS during the recent TAG corrective action (Devon Baker).</p>	<p>TAG attendance sheets, and previous experience with TAG training</p>	<p>September 2013</p>

FOCUS: Professional Development		
Action	Documentation	Expected Completion Date or Check Point
Site-based professional development in our school will include the development and/or implementation of the strategies identified below in 2013-2013 (Check one to two areas of emphasis annually) <input type="checkbox"/> Tiered Instruction <input type="checkbox"/> Compacting <input type="checkbox"/> Depth/Complexity <input checked="" type="checkbox"/> Characteristics <input type="checkbox"/> Questioning strategies <input checked="" type="checkbox"/> Pre-Assessment <input type="checkbox"/> Guided Book Study	Meeting agendas	End of each quarter
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: Differentiation will be integrated in to all professional development next year using the HOPE Foundation materials to build on assessment module completed this year	Meeting agendas	
The administrator will ensure differentiation strategies are implemented into the classroom in the following way: Pre-evaluation conferences with teachers and formal and informal observations.	Administrator meeting notes	January 2013

FOCUS: Communication		
Action	Documentation	Expected Completion Date or Check Point
Teachers communicate the differentiation strategies they're implementing in their classrooms in the following ways: Posted on board through content and language objectives	Notes from walk through and formal observations	On-going
The administrator uses <i>his/her</i> the school newsletter to communicate with families about TAG in the following ways: nomination information and dates, opportunities, helpful articles	Copies of Statements	Every six weeks
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: Kathy Kersey	The TAG bulletin board is located next to room 149.	September 5, 2013

A Fall TAG parent meeting will be held before 11/15/2013. Details include: Cluster-wide parent meeting with date to be determined by Wilson cluster principals.	date posted on calendar October 23, 2013	October 23, 2013
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.	Copy of the form will be held by Kathy Kersey and TAG coordinator, Devon Baker.	November 19, 2013
Our families will have the following opportunity(ies) to evaluate our TAG services: parent survey conducted by Site Council	Site council parent survey	January 2013
If parents have concerns about their child’s TAG services they will have the following opportunities (process) to inform the school: First talk with teacher and/or counselor.		On-going

Submitted 12/18/13

Received _____

Approved _____