

Jefferson High -MCAS School

Margaret Calvert Principal

Joe Ballman & Kara Mortimer TAG Coordinators

Exempt for 2015-17

School has submitted a school-wide plan

Teachers conference and write TAG plans as requested

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): Each teacher participates in an activity in October where they identify all students based on program assignments, including TAG, ESL, SPED, and Academic Priority. A part of this exercise is to look for areas of dual identification and areas with the fewest overlaps (for example, several TAG students are also Academic Priority students, but few are ESL students). In addition, they will be given a list of identified students to highlight in their paper gradebook. Teachers keep a copy of the program assignment Venn diagram with their gradebook and use this as a foundation for the CARE work (Equity) as well as other data analysis for monitoring academic growth of TAG students as a part of our student population.	Teacher grade books Teacher Venn Diagram activity	September, October, and the first week of February of each year. (Oct 5, 2015)

FOCUS: Identification of Students who Perform in the 97th Percentile or Demonstrate the Potential to Perform		
Action	Documentation	Expected Completion Date or Check Point
School has a discussion about school data and the identification of under-represented and underserved students and develops a plan to identify students, recognize leadership ability and develop talents. Discussion with staff around ID of under-represented and underachieving students occurs: In October, the Jefferson staff does a review of the TAG identified student list. We review the checklists and data that are available to us and discuss who is missing from the list of identified students, paying close attention to the potential identification of under-represented and underachieving students by comparing general population with ethnicity of school and the profile of currently identified TAG students.	<ul style="list-style-type: none"> • Staff Meeting/Professional Development Agenda (To include citation of data and/or resources used.) • Checklists completed by staff. • IDPF Form 	October of each year

<p>The principal and coordinator will ensure teachers are nominating students from underrepresented populations in the following manner: being familiar with the characteristics to notice a student who should be nominated, encouraging staff (including ESL, and Special Education Staff) at staff meetings to nominate students from underrepresented populations, reviewing the list of nominated students, and asking teachers be aware of who is missing from our TAG lists.</p>	<ul style="list-style-type: none"> • Principal’s checklist. • IDPF Form 	
<p>Our school will use the following observation tools and/or data in the TAG identification process: State assessment data, ELPA data, and achievement data disaggregated by race, classroom observations, pre-assessment data, COMPASS data (PCC entrance and placement exam) and data resulting from the review of student work.</p>	<ul style="list-style-type: none"> • IDPF Form (will list relevant data/tools used) • Notation and/or samples of student work used to form nomination. • Checklists 	<p>Completed by November each year</p>
<p>The building will use the following procedures throughout the ID process: 1) Staff discussion of characteristics of gifted. 2) Staff reviews performance data and student work. 3) Staff Discussion of who is not already identified as a TAG student and should continue in the identification process. 4) Information regarding nomination sent in parent newsletter. 5) TAG bulletin board. 6) Information also available at conferences. TAG Coordinator organizes paperwork and insures each student discussed in staff meeting learns about the TAG identification process. (Includes getting paperwork from parents and students who wish to nominate) 7) TAG Coordinator to work with TAG Office around paperwork deadlines, arrangements for testing, 8) TAG Coordinator convenes a committee to review testing information and return completed paperwork to the TAG Office.</p>	<ul style="list-style-type: none"> • IDPF Form (will list relevant data/tools used) • Notation and/or samples of student work used to form nomination. • Checklists 	<p>September to November: Quarterly progress updates; Communication ongoing</p>

<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>1. Differentiation strategies: Flexible grouping and other grouping options, higher level questioning strategies, proficiency assessments, use of editing/revision/feedback for student growth. Teachers document specific strategies in place to meet student learning needs within</p>	<ul style="list-style-type: none"> • Year long professional development plan • Agendas 	<p>Check points built into CARE work, Content team meetings and grade</p>

<p>the course syllabi. <u>A description of some of the strategies:</u></p> <ol style="list-style-type: none"> a. Flexible Grouping - We use heterogeneous and cooperative groups when lesson involves new material and use assessment data and observation to group student of similar rate and level of content and skill acquisition when practicing for demonstration of proficiency of concepts. b. Assessment Data to monitor student progress as well as set up goals for students to reach in order to take classes through the Middle College (Baseline and benchmarking data used in teacher goal setting, State Assessments, writing work samples, math work samples, portfolios of student work, the COMPASS...) c. System of on-going or formative assessments that inform instruction – this is built in to our overall use of data with our CARE work, our grade level teams and our content teams where we examine student data and student work to assess student progress and levels of proficiency. <p>2. What are the school-wide structures that provide for rigorous and relevant coursework at the appropriate rate and level? Jefferson High-Middle College for Advanced Studies begins their rigorous school-wide work at the 9th grade level with College Readiness as one of their required courses. At the 10th grade level, students can begin enrolling in PCC courses if they have applied at the end of their freshman year. At the 11th grade they have the option of taking Writing 115, a co-op PCC class, and can also begin taking more courses at PCC. At the senior level, they have PSU Senior Inquiry as a required. In addition, mathematics courses offered are Algebra 1-2 through Calculus. For science at the 11th grade level students take either Anatomy and Physiology or Chemistry and at the 12th grade level, either Seminar in Research and Medicine or Physics. Grade level or school-wide structures in place that offer rigorous coursework at the appropriate rate and level are PD centered on decisions around developing clear learning targets and creating pre, and ongoing assessment opportunities for all students so that teachers can gauge rate and level of learning and provide rigorous and accelerated class work.</p>	<ul style="list-style-type: none"> ● Sign-in sheets ● Inquiry Cycle / Work Sample Portfolios/Exit Criteria ● Course Syllabi ● Data used in determining and monitoring content team and grade level team SMART goals ● Data and goals reported as a part of the new evaluation process for creating 2 student growth goals. 	<p>level team meetings.</p>
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<p>We determine whether a student needs acceleration in the following way: samples of student work, agreed upon learning targets, and agreed upon cut-off. We monitor when 1) the student consistently demonstrates proficiency on pre-assessments in any subject area 2) students express an interest in more advanced work, 3) students are already working at or above grade level in one or more areas 4) student and student data indicate he/she is ready for additional rigorous coursework through PCC</p>	<ul style="list-style-type: none"> • Forecasting sheets • Student schedule • Samples of student work used in inquiry cycles / work samples • Collaboratively scoring student work • PCC student enrollment and success 	<p>Ongoing, as determined</p>
<p>Our process for using <i>data</i> to measure the growth of our TAG students is:</p> <ol style="list-style-type: none"> 1. We review success rates in courses by pulling grade data from the dashboard at the end of each semester 2. Monitor progression of ELPA test scores for ESL students, 3. Compare State assessment test score from year to year in the middle grades and 8th to 11th grade scores 4. Analysis of student work as a part of our professional inquiry cycle and review of student work over time. 5. Analysis of overall student achievement data. 6. Analysis of specific student data as identified in our CARE team work, our SMART goals in each content area team, our SMART goals for each grade level team, and our student growth goals that are a part of the teacher evaluation process. <p>We use this information in the following way: in collaborative team meeting times when we plan specific lessons for the inquiry cycle to increase consistency within and across grade levels, in grade level teams, and in our Implementation/Leadership team meetings with facilitators and representatives from PCC.</p>	<ul style="list-style-type: none"> • Agenda for data review meetings • Data and SMART goals review from CARE team work, content teams, grade level teams, and teacher evaluation • Summary of analysis of student work from Inquiry Cycles or Work Samples. 	<p>Grade review twice annually. Once at the end of the first semester and the start of the fourth quarter.</p> <p>Student work analysis twice annually as part of inquiry cycles or work samples</p>
<p>The following options for acceleration are available at our school: attending a class off-site (e.g. PCC), dual credit courses with PCC and PSU.</p> <p>Students access these options in the following manner: taking PSU course in Senior Inquiry at Jefferson, walking to PCC to access dual credit courses, and movement to higher level mathematics courses (high school courses for middle school aged students). Students begin with their counselor here on the Jefferson Campus and</p>	<ul style="list-style-type: none"> • Student schedules • Progress/Report Cards • Exit criteria for units included in Inquiry Cycles and criteria sheets for scoring student work 	<p>Ongoing, as determined</p>

<p>then are connected with counselor at PCC.</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: Administrator and counselor will work with families to find the best fit in college-ready courses. We offer a variety of high level courses on campus and have easy access to PCC. In addition, see above information in School-Wide Structures section.</p>	<p>Course Completion, assessment data, COMPASS data for PCC academic classes</p>	<p>On-going as needed by student, following PCC quarterly schedule.</p>
<p>Additional services available for TAG students include: Saturday Academy classes, service learning opportunities, and multiple career-related learning opportunities through internships or partnerships, and National Honor Society membership and service learning projects</p> <p>The students access these services in the following manner: through their counselor, the Health Science/Bio-Technology program coordinator, or TAG coordinator.</p>	<ul style="list-style-type: none"> • Enrollment forms • Service learning tracking sheets 	<p>Ongoing, as determined</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: agendas, minutes, sign-in sheets, review of lessons, and walk-throughs.</p>	<p>Notes from Content Team PLC's. Agendas and structures for content teams and grade level teams.</p>	<p>Informally after each content and grade level team. More formally through exit criteria and learning reviews at the end of each learning cycle and through the goal setting and teacher evaluation process.</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.</p>	<ul style="list-style-type: none"> • District-based TAG meetings when content is applicable to High School. 	<p>Quarterly</p>

FOCUS: Professional Development		
Action	Documentation	Expected Completion Date or Check Point
<p>Our schedule allows for professional development to occur on most Mondays after school and in content teams quarterly. The 9th grade academy has a common planning period 8th period and the Senior Inquiry team has a common planning time 2nd period during the 2015-16 school year. Depending on FTE and scheduling restraints, these should continue into 2016-17.</p> <p>We meet as a school-wide team, content-area teams, and grade level teams.</p> <p>A lot of our professional development focuses on the purposeful use of inquiry cycles, data analysis, the setting of goals and use of strategies based on data.</p> <p>Within the structure of our PLCs and school-wide and grade level teams, we are integrating the following work: CARE work and examination of the achievement of students, student growth goals as a part of the evaluation process, content team areas of focus to increase student achievement and the integration of PD inquiry cycles to increase our practices as educators to provide instruction that utilizes grouping strategies, formative assessments, exit criteria and sound grading practices to increase student opportunity to take full advantage of the Middle College experience.</p>	<p>PD Schedule for Content Teams and Grade Level Teams.</p> <p>Attendance records and notes for these meetings with:</p> <p>decisions about students to focus on for CARE work</p> <p>Content team goals</p> <p>Exit criteria for each course</p> <p>Data resulting from looking at student work</p> <p>Strategies teams determine are needed as a part of the Inquiry Cycle and looking at Student Work</p>	<p>This is an ongoing process with each cycle of Inquiry taking 8-12 weeks depending on the goals and the processes used</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: we will use time within collaborative teams to refine instruction monthly. The inquiry cycles and work samples will require collaborative work. Questioning and grouping strategies will build on our data and assessment work. We will continue to look at pre-, ongoing, and formative assessments as we look at standards-based curriculum, instruction, and assessment practices.</p>	<ul style="list-style-type: none"> • Agendas • Sign-in Sheets • Inquiry Cycle Portfolios 	<p>Monthly</p>

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: Course Syllabi, Communications at Back to School Night, materials available at conferences, and in conversations with parents and students.	<ul style="list-style-type: none"> • Course syllabi • Materials from Back to School Night 	September BTSN; Fall Conferences
The administrator uses <i>his/her</i> school newsletter and school messenger emails to communicate with families about TAG in the following ways: Opportunities and resources within PPS and city- and state-wide for TAG students and their families, updates on how our Building TAG Plan is being implemented, notice of TAG family meetings, encouragement of regular communication with staff and teachers	<ul style="list-style-type: none"> • Newsletter posted on school’s website; sent via e-mail; and mailed home. • Copies of current and past newsletters available in main office. 	Monthly
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: The TAG coordinator.	Main hall bulletin board.	Updated Monthly
A Fall TAG parent meeting will be held before 11/15/2013. Details include: Meeting set for 6:30pm on October 6, 2015 in the JHS-MCAS Library.	Notice posted on TAG bulletin board; Fall newsletter; group e-mail (initial/reminder), and letter.	Fall of each year
Parent/teacher will sign a form at Parent-Teacher Conferences that indicates parents have had the opportunity to offer input into and review 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 review 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.	Notice posted on TAG bulletin board; Fall newsletter; group e-mail	Fall of each year
Our families will have the following opportunities to evaluate our TAG services: Jefferson TAG Parent session at the Fall Parent Meeting, Family/Teacher conferences in October, grade-level specific meetings held throughout the year	<ul style="list-style-type: none"> • Newsletter, TAG bulletin board, and group e-mail to include meeting and survey information. • Mailings to TAG families. 	October, November, February

<p>If parents have concerns about their child’s TAG services they will have the following opportunities (process) to inform the school: Families encouraged to contact teacher(s) and TAG Coordinator. Families are provided with contact lists through mailings and Fall Parent Meeting and November Conferences .</p>	<ul style="list-style-type: none"> • Newsletter, TAG bulletin board, and group e-mail to include meeting and survey information. • Mailings to TAG families. 	<p>October and November</p>
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Submitted _____

Received _____

Approved _____