

Beaumont Middle **School**
Harriette Vimignon **Principal**
Tracy Temple **TAG Coordinator**

FOCUS: Acknowledgement of TAG Identified Students		
Action	Documentation	Expected Completion Date or Check Point
<p>Method used to ensure all teachers know TAG students enrolled in their class(es):</p> <ul style="list-style-type: none"> Teachers print out from Synergy a class list and provide highlighted list to TAG Coordinator. Teachers will know the names and TAG designation of each student by name. 	<p>Teachers print out class lists and highlight their TAG students based on synergy. This information will be kept in TAG binder with TAG coordinator.</p>	<p>September and February of each year (after semester change)</p>

FOCUS: Identification of Students who Perform in the 97th Percentile or Demonstrate the Potential to Perform		
Action	Documentation	Expected Completion Date or Check Point
<p>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.</p> <ul style="list-style-type: none"> As part of one quarterly climate data dive each year, teacher compare general population with ethnicity of school and identified/potential TAG students Documents for use include: <ul style="list-style-type: none"> Ten Best Practices SBAC data from students in the 95th percentile 	<ul style="list-style-type: none"> staff meeting agendas copies of TAG lists to be turned in to TAG coordinator 	<p>Names of potential TAG students submitted by the end of November each year</p>
<p>The principal will ensure teachers are nominating students from underrepresented populations in the following manner:</p> <ul style="list-style-type: none"> Staff discussion looking at screening assessments and dashboard data as part of grade level team meetings and/or staff meetings where they will compare the general population with ethnicities of school and identified TAG students prior to December each year 	<p>Reflection of grade level/staff team groups completed by each staff member.</p>	<p>November each year</p>

<ul style="list-style-type: none"> ● Documents for use include: <ul style="list-style-type: none"> ○ Educator's Guide for English Language Learners ○ Educator's Guide for Twice Exceptional Learners 		
<p>Our school will use the following observation tools and/or data in the TAG identification process:</p> <ul style="list-style-type: none"> ● SBAC, ezCBM and MAP scores ● Social/emotional qualities ● Quarterly grades ● Teacher observations/anecdotal data ● Work Samples 	<p>Dashboard student data reports, TAG Google Sheet, meeting agendas and reports.</p>	<p>November each year</p>
<p>The building will use the following procedures throughout the ID process:</p> <ul style="list-style-type: none"> ● TAG Facilitator receives scores electronically from the TAG Department in their school Google Sheet. ● Grade level teams meet to complete Nomination/ Placement Form and make final decisions based on the body of evidence. ● Grade level teams will enter decisions into school Google Sheet ● TAG Coordinator brings originals of all Nomination/Placement Forms to the Department of Talented and Gifted. 	<p>TAG Google Sheet Nomination/Placement Forms</p>	<p>November each year</p>

FOCUS: TAG Services		
Action	Documentation	Expected Completion Date or Check Point
<p>Differentiation strategies: Please list differentiation strategies used within a variety of classrooms.</p> <ol style="list-style-type: none"> 1. Tiered assessment, choice/open ended projects and project-based learning, science fair, novel choice by interest/level, research extension from various activities/labs/novels/etc. <p>Describe how the following strategies are used in all classrooms to meet the rate and level of students.</p> <ol style="list-style-type: none"> 1. Flexible Grouping 	<p>Teacher lesson plans; PLC meeting notes; teacher and department developed materials; GVC curriculum resources; walkthrough documents</p>	<p>Ongoing</p>

<ul style="list-style-type: none"> a. Multi-level groups, group TAG students together for various projects, leveled reading groups (by choice). 2. Pre-Assessments <ul style="list-style-type: none"> a. Use of pre assessments in GVC-developed curriculum for unit/standard to test out of content or determine need for differentiated instruction 3. System of on-going or formative assessments that inform instruction <ul style="list-style-type: none"> a. Use of PLC developed formative assessment tasks (exit tickets, fist to five, etc), rubrics/scoring guides, interactive notebooks, double-entry journals 4. Quad D instructional experiences <ul style="list-style-type: none"> a. higher level questions <p>What are the school-wide structures that provide for rigorous and relevant coursework at the appropriate rate and level?</p> <ul style="list-style-type: none"> ● Content area PLCs ● Open Door Professional Development Sessions ● Ongoing instructional coaching with differentiation strategies ● Learning walks with targeted questions 		
<p>We determine whether a student needs acceleration in the following way:</p> <ul style="list-style-type: none"> ● Use of placement, formative assessment, and ongoing class-based measures ● Teacher/Parent/Student input 	<p>completed student assessment(s)</p>	<p>ongoing at beginning and middle of units of study</p>
<p>Our process for using <i>data</i> to measure the growth of our TAG students is:</p> <ul style="list-style-type: none"> ● PLC use of assessment data from SBAC, ezCBM, MAP, unit pre and post tests. 	<p>PLC Meeting notes, Synergy gradebooks, teacher-created data spreadsheets</p>	<p>ongoing</p>
<p>The following options for acceleration are available at our school:</p> <ul style="list-style-type: none"> ● Compacted Math placement for Grade 7-8 students ● Pre-Assessments for determining need for accelerated pace or more challenging concepts. 	<p>Master schedule reflecting courses offered</p> <p>Copies of pre assessments</p>	

<ul style="list-style-type: none"> ● Use of state and local assessments to best match students to reading material (whether at or above grade level) and identify strands where more intense focus/depth can be leveraged in math <p>Students access these options in the following manner:</p> <ul style="list-style-type: none"> ● Completing and scoring at specific levels on compacted math placement exam ● Scoring in exemplary/mastery level on pre-assessments ● Scoring in specific ranges in formative assessments (ezCBM and MAP). 		
<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"> ● Applying for single subject acceleration through TAG office ● Completing needed testing for acceleration (typically administered by district TOSAs. ● Placement may include: <ul style="list-style-type: none"> ○ Completing work independently through Virtual Scholars while still attending other courses on Campus. ○ Attendance of local high school for classes available on campus. 	<p>List of students accessing these programs through ORVED or with high school</p>	<p>By September each year</p>
<p>Additional services available for TAG students include:</p> <ul style="list-style-type: none"> ● World language (Spanish) for high school credit for 8th grade students as an elective option <p>The students access these services in the following manner:</p> <ul style="list-style-type: none"> ● Selecting courses during forecasting in the spring for the following year 	<p>List of elective options for forecasting</p>	<p>Forecasting (Feb-April each year)</p>
<p>The administrator(s) ensures the use of differentiated strategies, rigorous and relevant coursework, and instruction provided at the appropriate rate and level in the following ways:</p> <ul style="list-style-type: none"> ● Informal walk-throughs of classrooms and feedback ● Formal observations and feedback ● Attendance at weekly PLC sessions to support/guide use of Dufour questions regarding measurement of outcomes and what to do when outcomes are mastered. ● Providing guidance with GVC, differentiation, and instructional strategies to support rate and level (which includes determining additional professional development foci and training to address concerns) 	<p>Walk-through feedback forms</p> <p>PLC meeting notes/attendance</p> <p>PD calendar and agendas</p>	<p>Ongoing</p>

FOCUS: Responsibilities of TAG Coordinator		
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 Nomination and Identification process in the school, in the following manner:</p> <ul style="list-style-type: none"> • Communicating dates for training • Coordinating with facilitator to ensure needs for time, subs, etc. are taken care of for said obligations • Coordinating with facilitators to ensure there is space on the PD calendar to address TAG-specific items. 	<p>Email Staff PD calendar</p>	<p>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 included in the school’s professional development plan:</p> <ul style="list-style-type: none"> • Data analysis of school data (• PLC meeting times/dates • Grade level team meetings • Instructional strategies/tools for classroom use <p>These strategies will be integrated into our school professional development plan or school improvement plan in the following ways:</p> <ul style="list-style-type: none"> • School Improvement plan focused on growth in the areas of math and reading utilizes PLC structure and data analysis of ongoing classroom assessment to ensure that students are being challenged • Weekly PLC meetings focused on Dufour four questions for each unit of study 	<p>Staff Meeting Calendar</p> <p>PLC Meeting Calendar</p> <p>Grade Level Meeting Calendar</p> <p>School Improvement Plan</p>	<p>Initial calendars by September 1 each year</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:</p> <ul style="list-style-type: none"> • Weekly PLCs will use Dufour’s four PLC questions to guide planning of units, in particular question 4 (How will we extend the learning for students who are already proficient?) • Weekly PLCs will look at student pre assessment, common formative assessment, and post-assessment data to determine student need for differentiation and evaluate the effectiveness of strategy use • Individual teachers/teams work with Instructional Specialist for support to implement strategies in classrooms. 	<p>PLC meeting notes</p>	<p>Ongoing</p>
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<p align="center">FOCUS: Communication</p>		
<p align="center">Action</p>	<p align="center">Documentation</p>	<p align="center">Expected Completion Date or Check Point</p>
<p>Teachers communicate the differentiation strategies they’re implementing in their classrooms in the following ways:</p> <ul style="list-style-type: none"> • Parent teacher conferences • 5th grade open house • Back to School Night • Course Syllabi • Teacher emails 	<p>Copies of documents used (see list)</p>	<p>Ongoing</p>
<p>The administrator uses the school newsletter to communicate with families about TAG in the following ways:</p> <ul style="list-style-type: none"> • Publication of upcoming TAG information, identification processes, timelines, etc. • Communication about enrichment opportunities for TAG students 	<p>“Desk of the Principal” and Beaumont New Blast</p>	<p>Weekly</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,</p>	<p>Bulletin board (across from the main office) updated and with TAG</p>	<p>Ongoing</p>

Due to the PPS TAG Office by February 28, 2019

<p>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:</p> <ul style="list-style-type: none"> • Tracy Temple, TAG Coordinator 	<p>information and opportunities</p>	
<p>A Fall TAG parent meeting will be held before 10/31. Details include:</p> <ul style="list-style-type: none"> • Areas of nomination and identification • Identification process • Important dates • TAG definition and law • Instructional Strategies • Building TAG plan • Individualized TAG plan request and process • District TAG structure and services 	<p>TAG Parent Night Presentation Parent sign-in</p>	<p>before October 31 each year</p>
<p>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 an individual plan is written, a copy of the individual plan will be placed in the student’s CUM folder.</p>	<p>Signed forms kept in TAG Binder</p>	<p>November each year</p>
<p>Our families will have the following opportunity(ies) to evaluate our TAG services:</p> <ul style="list-style-type: none"> • Parents will have opportunity to submit feedback on building TAG plan 		
<p>If parents have concerns about their child’s TAG services they will have the following opportunities (process) to inform the school:</p> <ul style="list-style-type: none"> • Contact individual teacher(s) in whose classes the plan is a concern • Contact TAG Coordinator to inform of issue and seek help/clarification • Schedule a meeting with teacher, TAG Coordinator, and administration 	<p>Emails Meeting Notes</p>	<p>Ongoing</p>

Submitted _____

Received _____

Approved _____