

Building TAG Plan

Due to the PPS TAG Office and your Regional Administrator on Thursday, February 28, 2019

Harriet Tubman Middle School
Natasha Butler - Principal
Chrysanthius Lathan -TAG Coordinator

| FOCUS: Acknowledgement of TAG Identified Students | | |
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| Action | Documentation | Expected Completion Date or Check Point |
| <p>Method used to ensure all teachers know TAG students enrolled in their class(es):</p> <p>We are using the Synergy list for a teacher to make sure that all staff know the students who are TAG identified that they are working with. This list was read and initialed by all teachers.</p> <p>Names and areas of identification documented in teacher plan books List of TAG students and identifications given to each teacher for teachers to keep in their plan books.</p> | <p>-Names and areas of identification documented in teacher lesson plan books</p> | <p>Within two weeks of the beginning of the school year.</p> |

| FOCUS: Identification of Students who Perform in the 97th Percentile or Demonstrate the Potential to Perform | | |
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| Action | Documentation | Expected Completion Date or Check Point |
| <p>School staff use data and teacher input to help aid in the identification of under-represented and underserved students. As the year ends we look to teacher recommendations as well as incoming teacher input for students who may need to be tested as well as receive accommodations for rate and level. We also seek out this information from parents as well.</p> <p>We try and triangulate our data through the use of MAP Assessment data, SBAC scores, classroom performance, and any other performance indicators that would signify that students may need to be considered for identification.</p> | <p>Notes from staff meetings, PLC meetings, as well as data from MAP, SBAC, and other performance indicators.</p> | <p>We review at the beginning of the year and then again during identification window.</p> |

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| <p>The principal will ensure teachers are nominating students from underrepresented populations in the following manner: Using the data we have available the assistant principal and instructional coach will then go over team discussions, data, and notes in order to make sure that all students who should be considered for identification are in fact considered.</p> | <p>Team meetings, level meetings, Instructional Coach support and observation, ELL support and observation.</p> | <p>At the start of the year in coordination with Instructional Coach as well as teacher input, and during the nomination window.</p> |
| <p>Our school will use the following observation tools and/or data in the TAG identification process: MAP Assessment, lexile , SBAC, CogAT for cognitive ability testing, Instructional Coach observation, writing scores, work samples, teacher feedback, CUM Folder PPS Tools filled out and turned in.</p> | <p>Examination of data from the following sources: MAP, lexile , SBAC, CogAT for cognitive ability testing, Instructional Coach observation, writing scores, work samples, teacher feedback, CUM Folders PPS Tools filled out and turned in.</p> | <p>Prior to every year, and ongoing as new students come into the school.</p> |
| <p>The building will use the following procedures throughout the ID process: The IDPF is used in conjunction with notification of parents and teachers of nomination process. Use of teacher recommendations based on identification guidelines as well as use of testing data and student performance to help find any students who have not been identified that should have been.</p> | <p>List of Students IDPF's and work samples.</p> | <p>IDPF reviewed with staff at beginning of year and then again during ID window. Parents notified during conferences and prior to conferences about nomination process.</p> |

FOCUS: TAG Services

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| <p>Differentiation strategies:</p> <ol style="list-style-type: none"> 1) Please list differentiation strategies used within a variety of classrooms. Small Groups, Flexible Grouping, Pre and Post Test, Higher Level Questioning 2) Describe how the following strategies are used in all classrooms to meet the rate and level of students. <ol style="list-style-type: none"> a. Flexible Grouping: Teachers will use flexible grouping in the classroom as a tool to Re-teach, and in order to provide practice or enrichment. Such grouping can be a single lesson or objective, a set of skills, a unit of study, or a major concept or theme. Flexible grouping allows teachers to create temporary groups for a period of time that is determined by the objective of that particular group. This strategy is not meant to create permanent groups. b. Pre-Assessments- Teachers will use pre assessments to determine what students already know in order to maximize instructional time. Once this information is known, lessons and groups can be tailored by using the data gathered through the pre-assessment. c. System of on-going or formative assessments that inform instruction Teachers will utilize a variety of formative assessments in order to inform instruction. Teachers then use this data in the day to day planning for their students. Exit slips, anecdotal observations, informal assessments all help to provide teachers with a sense of how learning is progressing at the group and the individual level. This assessment helps to determine what re-teaching | <p>All teachers required to provide a written statement of differentiation plans for their subject matter and grade level. This is used in communicating how differentiation is occurring in the classroom. Can include online resources, extensions, enrichment, field trips, etc.</p> <p>Student scores and data examined to see if need for differential coursework exists prior to placement in classes. Teacher and parent input sought additionally.</p> <p>Assessments, lesson plans</p> | <p>In September and then reviewed at Quarter so that any Potential changes in students instruction for rate and level can be addressed as needed.</p> <p>Ongoing at the beginning of units.</p> <p>This should be occurring on an ongoing basis and is tracked through observations and teacher collection of student work.</p> |

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| <p>needs to occur as well as to help inform extensions or modifications that need to be in place for students who are demonstrating mastery of content and concepts.</p> <p>d. Quad D instructional experiences Tubman teachers are asked to push the thinking of their students. Quad D instructional experiences combine high levels of student knowledge with high levels of application. These lessons are typically highly engaging, and very relevant for our students. Our work in school wide AVID is helping us in this area. We are working school wide to try and raise the bar for our students through the use of these school wide AVID strategies as well as the implementation of System Thinking strategies with students and staff.</p> <p>3) What are the school-wide structures that provide for rigorous and relevant coursework at the appropriate rate and level?</p> <p>Administration and staff are working to articulate up and down with feeder schools what a relevant and rigorous curriculum looks like. Harriet Tubman Middle School is currently a product of four feeder schools merged into one - Sabin, King, Boise Eliot Humboldt, and Irvington. We are working with these schools housed in the Jefferson/Grant catchment area. In this examination we are looking to make sure that the courses we are offering our students sets them up for a successful experience at the next level. In order to do so we need to provide opportunities for both remediated as well as accelerated course work.</p> | <p>Through AVID school wide planning, curriculum mapping, and professional development from TAG facilitator on Quad D instructional experiences.</p> <p>Use of school improvement planning process, as well as cluster articulation work to drive this work. This is monitored through the cluster level planning documents that we develop, as well as the course codes and course</p> | <p>At least quarterly, and updating of maps as needed throughout the year.</p> <p>Ongoing, through teacher observations, both formal and informal, as well as student growth on MAP Assessment tool, as well as SBAC, and work sample data.</p> |
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| | offerings that are available to our students. Administrator and instructional coach observations then are able to determine if the level and complexity of the work being offered to our students is at a rigorous enough level. | |
| <p>We determine whether a student needs acceleration in the following way:</p> <p>We only look at single subject acceleration in the area of math (Compacted vs. Common Core):</p> <p style="text-align: center;">This Single Subject Acceleration Guidelines for Implementation:</p> <ol style="list-style-type: none"> 1. Single subject acceleration in Mathematics must be addressed on a case-by-case basis for all students. 2. The method for providing single subject acceleration should take into account a student's social-emotional needs when considering this option. 3. Single subject acceleration must be determined on the basis of substantiated evidence that a student is consistently performing above the grade level standards after consultation with district Mathematics Specialists relating to content standards and district-adopted curriculum. 4. A portfolio will be created for each student that is requesting consideration for single-subject acceleration in Mathematics. This portfolio may include multiple assessments including end-of-year assessments, curriculum-embedded assessments, work samples, classroom observations, outside assessments (optional; provided by parents) and a student interview with the district Mathematics Specialist. For students at K-2, additional assessments will be determined by the Mathematics Specialist to include within the portfolio. | MAP, lexile , SBAC, CogAT for cognitive ability testing, Instructional Coach observation, writing scores, work samples, teacher feedback, CAR, PPS process for individual subject acceleration. | SSA and whole grade acceleration to be done in September and the spring of each year. |

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| <ol style="list-style-type: none"> 5. The principal will designate a school contact to facilitate the review team meeting and monitor the student's progress when a plan for single subject acceleration in Mathematics has been approved. 6. A review team consisting of building level teacher(s), administrator(s), the school contact and central team specialists in Mathematics will meet with the student and parents to discuss the possible creation of a plan for single subject acceleration once the portfolio is complete. The PPS TAG Office will provide support as needed throughout this process. Flexible grouping strategies and curricular extensions by grade level will also be considered in the creation of a customized plan. 7. A plan for single subject acceleration for Mathematics will be created upon a review of the student's assessment portfolio and with agreement of the review team, including parent(s) and school officials. This plan will be written in a multi-year sequence, reflecting both short term (given school year) and long term goals to project Mathematic levels beyond the immediate school year; This plan for single subject acceleration should include transition to grade levels beyond the current year, transition to the next school within a cluster alignment, and transition options to a school within the cluster when the present school does not offer the appropriate accelerated Mathematics option. Specific details concerning transportation, time of day from sending school to receiving school, etc. will be included in this transition plan. 8. If a student's accelerated needs in Mathematics are not available at their home school, the sending building principal or designee will initiate communication with the receiving cluster school to create a school-to-school transition plan. 9. For identified TAG students, the single subject acceleration plan for Mathematics will be placed in the student's salmon folder in his/her permanent records and reviewed annually. 10. A thirty-day (30) trial period will be created upon the implementation of the plan with a three-week checkpoint during which time artifacts and evidence will be collected to monitor the student's progress at the new level of Mathematics instruction. If it appears that the student is not consistently performing at the new level of instruction, the review team will reconvene to adjust the single-subject acceleration plan. | | |
| <p>Our process for using <i>data</i> to measure the growth of our TAG students is: MAP, lexile , EasyCBM, SBAC, writing scores, work samples, ELPA are examined to show the growth of our TAG students.</p> | <p>MAP, lexile , EasyCBM, SBAC, writing scores, work samples, Language !, ELPA assessments</p> | <p>Individual growth rates are looked at each year in the Spring.</p> |

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| <p>The following options for acceleration are available at our school: Students access these options in the following manner: Many of these classes are enrichment classes, but are included to show the variety of options for students who are performing at high levels and need to be challenged. Compacted math is accessed by our students through the single subject acceleration protocols referred to in earlier sections. The remainder of the elective courses can be accessed through student, parent, or teacher request. We also use test data to try and connect students with possible opportunities, but work with students and parents in order to make sure that they are actually wanting to be included in the course offering.</p> <p>AVID, technology class, Spanish language class, online extensions compacted math, 8th compacted math, use of media and technology, STEM classes, extended work in all areas.</p> | <p>Lists of students who are in the accelerated math courses, as well as student lists of other enrichment opportunities for students.</p> | <p>Students access advanced course work through demonstration of performance on assessment or behavioral support at start of year, but ongoing as needed.</p> |
| <p>If, after a trial period of 30 days, 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"> - Instructional Coach will review course needs with teaching staff. Input from parents will be taken into account as well. If data supports access to additional courses they will be provided based on single subject acceleration criteria. | <p>Lists of students maintained and updated as needed.</p> | <p>Previous to the beginning of the year, and then ongoing as acceleration is looked at.</p> |
| <p>Additional services available for TAG students include: The students access these services in the following manner: We extend these opportunities to our students by directly asking for participation. We do this with students, parents, and with the help of our SUN coordinator, as well as teachers. We also like to connect families and students with the opportunities that are offered by our local colleges, high schools, and non profit organizations.</p> | <p>Field Trips, on-site extensions, family groups, SUN, Principal, Counselor, teacher, lunch groups.</p> | <p>Ongoing throughout the year. Opportunities shared as they come up.</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> | <p>Observation notes and feedback, as well as</p> | <p>Ongoing as walkthroughs, instructional round,</p> |

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| <p>Administration at Tubman works to use observation, planning conferences, team meetings, staff meetings, 1:1, Instructional Coach coaching, and PD time as a means to ensure that the strategies that support a rigorous and relevant program for students is implemented. This is an ongoing process, and one in which coaching and capacity building are key. Tubman has a large range of academic performance levels, from the most intensive to exceeding benchmark, and this forces folks to teach to a broad range of students. This makes differentiation even more essential, as without the differentiation it is easy to miss out on meeting the needs of your highest and lowest performing students.</p> | <p>planning and coaching meetings with staff.</p> | <p>and team planning take place.</p> |
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| <p>FOCUS: Responsibilities of TAG Coordinator</p> | | |
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| <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: School staff will be required to attend. District attendance sheet documentation will be used.</p> | <p>Signed list and attendance verified.</p> | <p>Ongoing.</p> |
| <p>FOCUS: Professional Development</p> | | |
| <p>Action</p> | <p>Documentation</p> | <p>Expected Completion Date or Check Point</p> |
| <p>A quarterly PD schedule is provided that demonstrates when each of the following is include in the school’s professional development plan: We are using MAPS data for math this year. These scores are available for staff to use to help target instruction towards students in a manner that makes them more likely to</p> | <p>PD schedule, assessments, meeting agendas, attendance sheets</p> | <p>Sept. 18 Oct. 16 Feb. 19 Apr. 16</p> |

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| <p>succeed in picking up the skills and concepts they are teaching them. We are starting with this work in September, and will revisit it in October. PLC time will include using assessments to inform instruction, as well as rigor and relevance in the classroom.</p> <p>Flexible grouping will be covered in November, as well as Quad D work. This will be achieved through the increased use of mathematical practices and instructional shifts, as well as increased text complexity and text-based questions. We also will dovetail this with the school wide AVID strategies in order to make sure that we are integrating these strategies in a manner that will help them to become embedded practice for our staff.</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: AVID school wide will help ensure we implement these strategies, as well as through our work in PD for assessment for learning strategies. This will happen during grade level and team meetings, as well as school wide PD.</p> | <p>Team meeting notes and grade level team notes</p> | <p>monthly</p> |

| <p style="text-align: center;">FOCUS: Communication</p> | | |
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| <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>Teachers communicate the differentiation strategies they're implementing in their classrooms in the following ways: Lesson plans, Learning Targets, Student Work, Posters, Charts</p> | <p>Communication from teachers</p> | <p>Prior to Parent teacher conferences so that it can be shared with parents.</p> |
| <p>The administrator uses <i>his/her</i> the school newsletter to communicate with families about TAG in the following ways: Nomination Timelines, Identification timeline, family events</p> | <p>Newsletter, mailings, and email</p> | <p>Monthly or more.</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- next to front office door.</p> | <p>By Sept. 1</p> |

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| <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: TAG Facilitator</p> | | |
| <p>A Fall TAG parent meeting will be held before 10/31. Details include: Powerpoint presented and Q&A with administrator and TAG Facilitator</p> | <p>Agenda and attendance sheets</p> | <p>The same date as Open House (September) TBD</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 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 CUM folder.</p> | <p>Yes- Documentation would be signed forms and individual plans, if requested</p> | <p>Before Winter Break 2019-20</p> |
| <p>Our families will have the following opportunity(ies) to evaluate our TAG services: Fall and Spring Parent survey, as well as input taken at conferences and throughout the year.</p> | <p>Written communication</p> | <p>Fall, spring, and ongoing.</p> |
| <p>If parents have concerns about their child's TAG services they will have the following opportunities (process) to inform the school: Parents can contact the TAG Facilitator first, then the principal to air concerns. Concerns will be addressed with the teacher or team as appropriate.</p> | <p>Written Documentation of Meeting</p> | <p>As Needed.</p> |

Submitted 6/14/19

Received _____

Approved _____