

Jackson Middle School
Susan KosmalaPrincipal
Virginia Hayter, 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): Teachers will highlight the names of the TAG students on their class lists and turn this list into the main office prior to the start of the school year. Teachers will also record TAG designation in their grade book and have it available for lesson planning.</p>	<p>Documentation kept in the office and in teachers' grade books or planning materials. Documentation may be electronic in nature.</p>	<p>September and reviewed in January of each year</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. Team discussion will occur during bi-monthly team meeting focusing on student identification with attention to under-represented populations. Possible documents used to assist discussions: Characteristics of Gifted Students, Attributes of Gifted ELL Students from Poverty and/or Diverse Cultures.</p>	<p>Agenda for meeting/ staff attendance roster placed in TAG notebook in the office.</p>	<p>September</p>
<p>The principal will ensure teachers are nominating students from underrepresented populations in the following manner: Looking at test data (SBAC / Easy CBM) from the previous year along with growth targets.</p>	<p>Test data from previous year broken down by ethnic groups, TAG list highlighted and filed in TAG notebook in office.</p>	<p>October</p>

<p>Our school will use the following observation tools and/or data in the TAG identification process: Test data: SBAC, Easy CBM, curriculum-based and teacher-made pretests, work samples, teacher observations, and pre-screening checklist.</p>	<p>Observational tools filed in student files along with data documentation on nomination forms</p>	<p>December</p>
<p>The building will use the following procedures throughout the ID process: TAG coordinator will coordinate the ID process using the new IDPF.</p>	<p>Lists of recommendations will be filed in TAG notebook.</p>	<p>December</p>

<p align="center">FOCUS: TAG Services</p>		
<p align="center">Action</p>	<p align="center">Documentation</p>	<p align="center">Expected Completion Date or Check Point</p>
<p>Differentiation strategies:</p> <ol style="list-style-type: none"> 1. Please list differentiation strategies used within a variety of classrooms. Small groups, flexible groups, compacting as needed, tiered lessons, higher level questioning strategies, partner work, pre-assessment before units to determine mastery, and post-assessment to confirm mastery. 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: Small groupings, literacy circles, and leveled novel groupings, compacted math at 7th / 8th. b. Pre-Assessments: Formal tests as pretests/posttests, quizzes, student work, teacher observation, EasyCBM benchmarking. Results and student progress will be discussed during grade level team PLC. c. System of on-going or formative assessments that inform instruction: Teachers use the data from these assessments to inform instruction in the following ways: to modify individual instruction and performance tasks, form groups, extend learning opportunities, and to create personal 	<p>Lesson plans denote strategies to be used by the teacher. Observation of principal and asst principal. Documentation and evidence in student work.</p> <p>Schedules, lesson plans, and meeting agendas</p>	<p>On-going</p>

<p>learning goals.</p> <p>3. What are the school-wide structures that provide for appropriate rate and level? (Note: Walk to Math is not an approved structure to meet rate and level)</p> <p>Teacher observation, mentor teaching, goal setting sessions and meetings, collaboration, professional development of curriculum extensions, and rigorous and relevant instruction, pre and post assessments, new teacher mentoring and curriculum introduction.</p>	<p>Class student lists</p> <p>Admin and collegial walkthroughs, Data collection, Agendas for Professional Development, Documented lesson plans, PLC notes</p>	
<p>We determine whether a student needs acceleration in the following way: Based on the teachers' observations, pre-assessments, work samples, OAKS cut scores as recommended by the district and conferences with families.</p>	<p>Team Meetings, individual teacher records and conferring notes, OAKS data and the formal and informal assessment data is managed by individual teachers, teams and in consult with the principal and assistant principal.</p>	<p>On-going</p>
<p>Our process for using <i>data</i> to measure the growth of our TAG students is: We will utilize the analysis of our extensive data booklet and administrative data dashboard. OAKS tests, grades, SBAC, EasyCBM, MAPS, and other measures of achievement are disaggregated by subgroups and demographics, including TAG. We use this information to determine the success and growth of TAG students as a group but also their individual growth and performance.</p>	<p>Meeting notes</p>	<p>On-going</p>

<p>The following options for acceleration are available at our school: Students access these options in the following manner: Within classrooms with a higher level or compacted curriculum, upper-level math 7-8 grade, small group work, strategic thinking activities.</p> <p>Students access these options in the following manner: Test data, pretests, parent advocacy, student advocacy, and teacher advocacy.</p>	<p>Schedules, lesson plans, and meeting agendas</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:</p> <ul style="list-style-type: none"> ● Students have access to Spanish 1, 2, 3, 4 ● Students scoring high on the CAR Diagnostic assessment for math may take the Compacted Math. Teacher advocacy may also be considered during this assessment into Compacted Math. 	<p>Course Schedules</p>	<p>On-going</p>
<p>Additional services available for TAG students include: The students access these services in the following manner: Enrichment opportunities at the 7th and 8th-grade level including a second language. All TAG students are offered an enrichment after school through SUN and/or Saturday Academy (as funds allow). Math enrichment, Battle of the Books, and district spelling bee are included in enrichment opportunities.</p> <p>The students access these opportunities in the following manner: Teacher nomination, TAG identified, student request.</p>	<p>Master Schedule Title of Classes Offered in TAG notebook in the office Class Lists</p>	<p>April</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:</p>	<p>Walk-through notes Lesson plans</p>	<p>On-Going</p>

<p>Formal review of lesson plans Observation of students and classroom Walkthroughs and classroom observation Conversations with teachers and teams Conversations with students</p>	<p>Informal observations and conversations TAG notebook review</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: Check-ins to determine compliance of program and participation in district TAG PD.</p>	<p>E-Mails TAG notebook documentation</p>	<p>On-going</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: flexible grouping, Quad D work, Rigor and Relevance in the classroom, assessments to inform instruction, increased use of mathematical practices and instructional shifts, increased text complexity and text-based questions</p> <p>These strategies will be integrated into our school professional development plan or school improvement plan in the following ways: (CCSS Implementation, Equity Work,</p>	<p>PD Schedule PD Attendance Materials and PD agendas</p>	<p>Quarterly integrating Rigor and Relevance PD into Grade Level and CCSS Focused PD</p>

Implementation of the Rigor and Relevance Framework and Quad D instructional experiences)		
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: discuss individual students and curriculum to plan for accelerated instruction and high-level differentiation. Peer observation and or coaching for collegial feedback and attention to TAG student engagement.	All professional development will ensure that teachers will sign in to monitor attendance at the Jackson trainings.	Monday Staff meeting 3-4 time over the course of the 2013-14 school year. Providing focus and training on grouping & tiered instruction

FOCUS: Communication		
Action	Documentation	Expected Completion Date or Check Point
<p>Teachers communicate the differentiation strategies they’re implementing in their classrooms in the following ways:</p> <ul style="list-style-type: none"> • At Back to School Night teachers will communicate to parents the differentiated instructional strategies used to meet rate and level • Course syllabi and year-long curriculum plans 	Newsletters Websites Course syllabi	Monthly
<p>The administrator uses <i>his/her</i> school newsletter to communicate with families about TAG in the following ways:</p> <p>Newsletters- TAG Corner Websites</p>	Monthly	On-going
<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, current ID Process forms and other relevant information in languages</p>	TAG Bulletin Board	Monthly

Due to the PPS TAG Office by February 28, 2019

<p>represented in the school community when available. The TAG Bulletin Board will be maintained by:</p> <ul style="list-style-type: none"> • TAG coordinator will maintain the TAG Bulletin Board 		
<p>A Fall TAG parent meeting will be held before 11/15 of each year. Details include:</p> <ul style="list-style-type: none"> • Parent meeting at Jackson Middle school • Review of the identification process • Review of differentiation techniques used at Jackson 	<p>Parent Sign in</p>	<p>By 11/15 of 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 salmon folder.</p>	<p>Forms signed and placed in student folder</p>	<p>By winter break of each year</p>
<p>Our families will have the following opportunity(ies) to evaluate our TAG services: At parent-teacher conference, input will be solicited by teachers TAG parent meeting at the beginning of the school year Directly to teacher Administrative contact</p>		
<p>If parents have concerns about their child’s TAG services they will have the following opportunities (process) to inform the school: Informal conversations with the teacher, meetings with the principal and TAG coordinator.</p>	<p>Written documentation of meeting</p>	<p>As needed</p>

Submitted _____

Received _____

Approved _____