Robert Gray Middle School	**School**
Beth Madison	**Principal**
Tanya Spring & Peter Timmons	**TAG Coordinators**

Goal #1, Math Placement: TAG students will reach their highest potential in college and career readiness through access to proper placement and challenge in math classes based on their abilities and interest as determined by the use of multiple means of data.

Goal #2, Enrichment: TAG students will increase their self-determination for college and career readiness through extended enrichment opportunities and schoolwide AVID strategies.

<table>
<tr><td colspan="3">FOCUS: Acknowledgement of TAG Identified Students</td></tr>
<tr><td>Action</td><td>Documentation</td><td>Dates</td></tr>
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<td>Methods used to ensure all teachers know TAG students enrolled in their class(es) include:

Teachers access TAG identification through Synergy TeacherVue and through shared Google Sheets provided by the TAG Coordinators
Teachers will maintain highlighted lists of the names of all of their TAG students showing in which areas they are identified.
</td>
<td>Teachers will keep their TAG information in their grade books and other accessible but confidential places.</td>
<td>September and January of each year</td>
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<table>
<tr><td colspan="3">FOCUS: Identification of Students who Perform in the 97th Percentile or Demonstrate the Potential to Perform</td></tr>
<tr><td>Action</td><td>Documentation</td><td>Dates</td></tr>
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<td>RGMS staff about school data and the identification of under-represented and underserved students and develop plans to identify students, recognize leadership ability and develop talents in these manners:

At one of the first, and then in subsequent, staff meetings, the TAG Coordinators will present a comprehensive review of the issues and strategies surrounding the identification of under-represented and underachieving students.
In a first quarter staff meeting, we will focus on identification of TAG students for testing.
We will ensure teachers nominate students from underrepresented populations that scored in the 95th percentile by reviewing SBAC and OAKS grades, anecdotal data, and teacher and parent input.
For students new to PPS, we will use data and TAG identification from their previous schools.
AVID Schoolwide data will be used to ensure students with TAG potential who have been "in the middle" are identified for testing.
SUN Community School staff will learn about TAG qualities in order to help identify potential TAG
</td>
<td>PD Tracker
Staff meeting notes
Synergy reports
SBAC Reports
OAKS Score Reports
MAP Reports</td>
<td>Ongoing and leading up to TAG identification</td>
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students.		
The principal ensures teachers nominate students from underrepresented populations in the following manners: • Familiarize staff about characteristics of gifted students who are part of underrepresented populations. Provide teachers with relevant literature (e.g., *Minority Students in Special and Gifted Education, Using Performance Tasks in the Identification of Economically Disadvantaged and Minority Gifted Learners, and Culturally Diverse Students Who Are Gifted*) • Have teachers collect evidence for TAG nomination justification • Review the list of nominated students • Ask a teacher to nominate a particular student if s/he comes to the attention of the administrator while visiting classrooms • AVID Elective class teacher will provide data on potential students • SUN Community School staff will be invited to nominate students	Relevant literature will be distributed to staff, discussed during staff and/or PLCs, and posted on the RGMS website	August-November
Our school will use the following observation tools and/or data in the TAG identification process: • Pre-screening checklist • Attributes of Talented and Gifted English Learners checklist • SBAC scores, MAP scores, OAKS history and other test score data and work samples • Observations • AVID Elective data	Teacher and Admin Dashboard provide all needed reports	August-November
The building will use the following procedures throughout the identification process: • Make parent/teacher nominations (IDPFs) available on the RGMS webpage, at school, and through the school email newsletter • Collect work samples, test history and determine teacher advocacy • Check cum files against TAG list in Synergy • Send parent/student surveys home for those already identified	School meeting calendar Meeting notes TAG assessment documents	August-November

FOCUS: TAG Services		
Action	**Documentation**	**Dates**

Differentiation strategies used within a variety of classrooms include:
1) AVID WICOR strategies
2) Costa's Levels of Questioning
3) Google Apps for Education activities
4) Newslea Pro Lexile leveling
5) Flexible grouping
6) Tiered lessons/assignments/products
7) Pre-assessment of readiness, abilities and interests
8) Anchor activities (tasks that students move to when assigned work is completed)
9) Online learning programs (Kahn Academy, Dreambox, etc.)
10) Learning centers or stations
11) Curriculum compacting
12) Student-teacher conferences, negotiated learning experiences
13) Independent project work
 	
These strategies are used in all classrooms to meet the rate and level of students.
  a. Flexible grouping: Teachers group students in a variety of manners depending on the needs of the lessons.
  b. Pre-assessments: Teachers administer tests to determine what information students need to learn and what has already been mastered.
  c. Formative assessments to inform instruction
  d. Quad D instructional experiences
 	
Schoolwide structures that provide for rigorous and relevant coursework at the appropriate rate and level:
  a. AVID Schoolwide WICOR strategies
  b. Use of the PPS core curriculum while following the scope and sequence of the Guaranteed and Viable Curriculum
  c. Advanced course offerings
	Course syllabi
	Lesson plans
	Unit plans
	Discussions within team meetings
	Classroom observations by administrators
	Post classroom observation discussions with teams and individual teachers
	Instructional Rounds
		Process will be ongoing throughout the course of the school year

We determine whether a student needs acceleration in the following way: • RGMS Math Placement Equity Process for entry into Compacted Year 1 in grade 7 and for students bypassing Math 6 • PPS Single Grade Acceleration Process	Math Placement Equity Process Data	Yearlong process
Our process for using data to measure the growth of our TAG students is: • PLC discussions • Grade data disaggregation • Examining SBAC scores • Examining behavioral and attendance data to uncover under-motivated students' issues	SBAC Reports MAP Reports OAKS Reports Synergy Gradebook	Quarterly
The following options for acceleration are available at our school: • Bypass Math 6; Compacted Math Years 1 and 2 • Grade acceleration • High school credit-bearing Spanish, Mandarin and French • High school credit-bearing Algebra and Geometry at RGMS and higher math at WHS Students access these options in the following manner: • Math Placement Equity Process • Single grade acceleration is the decision of the principal • Self-identification • Forecasting for electives	Math Placement Equity Process Data Forecasting for electives sheets	Grade acceleration is made prior to the start of each school year
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: • Students can walk to Wilson High School for accelerated classes beyond what RGMS offers. • Compacted Math Years 1 and 2, and high school courses as needed • Online learning and private classes may be available but are the responsibility of the parents.	TAG webpage WHS Course Catalog RGMS Course Information sheet	Throughout the year
Additional services available for TAG students may include the following depending on the funding available: • PPS offerings (OMSI, etc) • RGMS offerings (mostly parent funded due to minimal PPS funding, which is not an equity formula) • Math, geography, spelling, OBOB competitions • SUN Community School offerings • Science Fair (including regional and state level competition) • After-school drama: fall play, winter play, spring musical) • Choir and band trips in the US and local performances	RGMS website and emails serve to notify students and parents. SUN Community School flyers and reports	Throughout the year as funding is available

• Private group trips to Spain, France, Costa Rica, Washington DC & NYC • Teacher, library, office assistant electives The students access these services in the following manner: Each activity has its own independent registration and participation process. Notification is made through school newsletters, posters, individual contact, etc.		
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: • Teacher evaluation activities based on the use of Teachscape processes • Classroom walk-throughs • AVID WICOR observations	Teacher Evaluation Tool includes observational information	Throughout the year

FOCUS: Responsibilities of TAG Coordinator		
Action	**Documentation**	**Date**
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: • Schedule TAG meetings on the Outlook Calendar • Schedule TAG-related information sessions on the staff meeting calendar • RGMS has two TAG coordinators who are working to increase the functionality of parent engagement and to provide outstanding activities for TAG students • RGMS funds one TAG coordinator using Foundation funds.	Attendance verified at TAG meetings to be held during the year. The RGMS PD Tracker shows the professional development sessions to be presented	TAG Coordinators receive this information at the district TAG meetings

FOCUS: Professional Development		
Action	**Documentation**	**Dates**
RGMS has a Google Sheet that shows activities throughout the year (PD Tracker) These strategies will be integrated into our school professional development plan through the integration of AVID WICOR	PD Tracker	Staff meetings are flexibly scheduled throughout the year
Staff meetings or PLC time will integrate these strategies into their instruction in the following manner: Sessions in staff meetings and on late start days, as well as independent study done by staff	PD Tracker	Staff meetings are flexibly scheduled throughout the year

FOCUS: Communication		
Action	**Documentation**	**Dates**
Teachers communicate the differentiation strategies they are implementing in their classes in these ways: • Parent letters and syllabi • Parent/student/teacher conferences • Class website information	Letters and conferences	Annually as needed
The administrator uses school email newsletter to communicate with families about TAG in the following ways: • Send TAG assessment materials, timelines and reminders • Inform families about curriculum changes and related information • Solicit student participation in extracurricular activities	TAG updates via email newsletter	Throughout the year on Fridays
The 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 coordinators.	TAG bulletin board with documentation	Initially by August 27, 2015 and then maintained
A fall TAG parent meeting will be held in October of each year. Details include: update on current PPS TAG strategies for addressing various subjects; update on individual schools' TAG offerings; review of building TAG plan; input from stakeholders. PPS provides the slideshow and we make it pretty and personal.	Meeting agenda and notes	By October 31 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.	A copy of the individual plan will be placed in the student's salmon folder	November 25-26, 2019
Our families will have the following opportunity(ies) to evaluate our TAG services: • At the fall TAG parent meeting, families will have the opportunity to give input • RGMS website will have the TAG plan posted for review	Meeting notes	Throughout the year
If parents have concerns about their child's TAG services they will have the following opportunities (process) to inform the school: • Contact their students' teachers via email, telephone or in person (see RGMS website) • Contact the RGMS TAG Coordinators • Contact Beth Madison, bmadison@pps.net or Jonathan Jeans, jjeans@pps.net • Contact Linda Smith, lsmith2@pps.net	Posted on the RGMS TAG webpage	Throughout year

Submitted _____   Received _____   Approved _____