

West Sylvan Middle School School

Cherie Kinnersley Principal

Laurel Richards 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 review students in their classes and indicate that they know which student are identified TAG by highlighting their TAG students, or signing class lists that indicate who these students are.</p>	<p>Staff meeting agenda, email and teacher copies of identified TAG students kept at teacher's desks.</p>	<p>September 2019, 2020, 2021</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>Staff will have time during their beginning of the year PD to identify students (TAG, SPED, 504, SPED, ELL, AVID, etc.), review legal obligations for support and develop plans of intervention for each of these student groups.</p>	<p>Planning meetings (introduced in staff meetings - see staff meeting agenda)</p>	<p>August PD days 2019 - 21</p>
<p>The principal will ensure teachers are nominating students from underrepresented populations in the following manner: Student list review, Students data review, Past nominations, teacher recommendations</p>	<p>Test data from previous years broken down by ethnic groups, Review list from TAG department/nominate potentials</p>	<p>End of October 2019-21</p>
<p>Our school will use the following observation tools and/or data in the TAG identification process: Test Data (SBAC, BAS, Dibels, MAPS), Work Samples, Teacher Observations</p>	<p>Observational tools filed in student files or electronic files</p>	<p>October - November 2019-21</p>

Due to the PPS TAG Office by February 28, 2019

<p>The building will use the following procedures throughout the ID process: TAG Facilitator will coordinate the process using the IDPF</p>	<p>List of recommendations filed in TAG folder</p>	<p>End of November 2019-21</p>
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<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> <p>1) Please list differentiation strategies used within a variety of classrooms.</p> <p>Differentiation Strategies Subtypes</p> <p><u>Acceleration</u> Jigsaw modification Different books, same subject Single subject acceleration (math/science)</p> <p><u>Cluster Grouping</u> Use in specific projects Lit circles Research projects Small groups to focus on specific skills Scheduling priorities</p> <p><u>Compacting</u> Vocabulary Compact lesson Math compacted classes</p> <p><u>Tiered Assignments</u> Options for assignments Vocabulary Tiered texts Assignment Choices</p>	<p>Teacher Lesson Plans, Classroom Observations, Master Schedule, Student Work, Assessment Data , Staff Meeting notes, PLC notes, Committee Notes</p>	<p>On-going -(Admin team review this progress during summer pre-planning for staf)</p>

<u>Flexible Grouping</u>	Range of Assignment Presentation Type Choice/Menu Boards Synergy Change as Needed		
<u>Enrichment</u>	Outside Help (projects put on by universities, nonprofits, etc.)		
<u>Independent Study/Projects</u>	Book Projects Independent Study Project Choices Binary # Projects Quality Questions Student-Selected Research		
<u>Quality Questions</u>	Study open-ended questions Interview assignments Socratic seminar/Philosophical Chairs Peer tutoring (AVID)		
<u>Higher Level/Critical Thinking</u>	Costa's Levels of Questioning Socratic Seminars Open-Ended Questions Bloom's Taxonomy Students Write Discussion Q's Writer's Workshop Research projects Summarize w/ Bloom's DBQ Assignments		

<u>Graphic Organizers</u>	Rate Table Templates Partially Fill In w/ Student Input Cornell Notes Teacher generated (task specific)		
<p>2) Describe how the following strategies are used in all classrooms to meet the rate and level of students.</p>			
<p>a. Flexible Grouping Students are placed into specific groups, dependent upon the activity, that meets their rate and level of learning (for all students) For example, (pre-arranged lit-circle; lab groups; poster projects; etc...)</p>			
<p>b. Pre-Assessments Formal Pre/Post Assessments, Quizzes, Student work, Benchmark Assessments, Quizzes, Student Work, Benchmark Assessment Scores (used to provide instructor with specific data to inform future instruction or activity design)</p>			
<p>c. System of on-going or formative assessments that inform instruction Data from all assessments analyzed to inform instruction for individuals and groups. Extended learning opportunities, interventions, provided for students who may need this opportunity.</p>			
<p>d. Application of AVID and MYP frameworks that support Rigor, Relevance, Persistence and Engagement across all levels of student learning.</p>			
<p>3) What are the school-wide structures that provide for rigorous and relevant coursework at the appropriate rate and level? Teacher Observations, Goal Setting, Teacher Coaching, Ongoing Professional Development, Administrator-Supported PLC Collaboration and Teamwork (MYP and AVID school-wide</p>			

<p>structures)(Introduction to Approaches to Learning, Integration of MYP unit planners, with a move to concept/inquiry based instruction)</p>		
<p>We determine whether a student needs acceleration in the following way: Standardized assessment Scores (SBAC, BAS, Dibels, MAPS),Unit Pre-tests, student work samples and recommendations from Teachers, Parents.</p>	<p>Assessment Data Meeting Notes Math Meetings in the Fall Meeting notes from Elementary schools</p>	<p>On-going (Spring - Fall 2019, 20, 21)</p>
<p>Our process for using <i>data</i> to measure the growth of our TAG students is: During Data Meetings and PLC’s, look at TAG Student progress and formulate a plan to meet their needs.</p>	<p>Meeting Notes</p>	<p>On-going</p>
<p>The following options for acceleration are available at our school: Acceleration is offered through Math (and Science - depending on the circumstance) and also full grade acceleration with parent and/or teacher support Students access these options in the following manner: Teachers or Parents may contact the PPS TAG department to start the process of single subject acceleration.</p>	<p>Student assessments data, Meeting notes, Application forms,</p>	<p>Review in Spring - Fall 2019,20, 21)</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: Contact administrator, or PPS TAG department, for case review around progress in subject area. Students may be placed in alternative accelerated course within the school or be considered for alternative access through our feeder high-school (Lincoln). On-line options (virtual scholars) are available for students, when appropriate to the student or access to content isn’t readily available. Referrals for alternative placement (ACCESS Academy) are also considered.</p>	<p>Student assessments data, Meeting notes, Application forms,</p>	<p>On-going</p>
<p>Additional services available for TAG students include: Individual TAG plan, Club participation, Makerspace class, Robotics, OBOB, Geography Bee, Spelling Bee, Mathletics, Independent Inquiry, Dance team, Math Acceleration</p>	<p>Master Schedule, Title of Classes Offered, TAG Notebook, Class Lists</p>	<p>On -going</p>

<p>The students access these services in the following manner: Teacher Nomination, TAG Identified, Student or Parent Request</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: Reviewing Lesson Plans, Observations of Students and Classrooms, Discussions with Teacher and Staff. Proactively implementing, or providing resources for professional development (Culturally relevant teaching, differentiation, project based learning, ongoing assessment, etc.)</p>	<p>Walk-through Notes, Lesson Plans, Informal Observations and Conversations</p>	<p>On-going</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: TAG Facilitator remains stable. Online attendance verification, Discussing of timeline/ notes</p>	<p>Successful attendance and completion of required activities</p>	<p>On-going</p>

FOCUS: Professional Development

Action	Documentation	Expected Completion Date or Check Point

Due to the PPS TAG Office by February 28, 2019

<p>Nomination Timelines, Identification timeline, growth mindset and MYP topics of focus, advertising and celebration of extension activities (Independent projects, robotics, OBOB, etc..)</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, 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>Bulletin up and current</p>	<p>On-going</p>
<p>A Fall TAG parent meeting will be held before 10/31. Details include: Powerpoint will be presented and questions answered by Administrator and TAG facilitator</p>	<p>Notices will be distributed</p>	<p>November 1, 2019- November 1, 2022</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>Forms signed and placed in Salmon folder</p>	<p>December 13, 2019 December 13, 2020 December 12, 2021</p>
<p>Our families will have the following opportunity(ies) to evaluate our TAG services: Fall Tag and Parent Meetings, Site Council, Parent input solicited at Parent/Teacher Conferences or conversations with administration</p>	<p>Written Communication</p>	<p>On-going</p>
<p>If parents have concerns about their child’s TAG services they will have the following opportunities (process) to inform the school by contacting: (in the following order) Formal meeting with content teacher, formal meeting with TAG Facilitator and/or Principal, contact with PPS TAG department, contact with Area Director</p>	<p>Written Documentation of Meeting</p>	<p>As needed</p>

Submitted _____

Received _____

Approved _____