

**Hosford Middle School**  
**Kristyn Westphal Principal**  
**Amy Slaughter TAG Coordinator**

<b>FOCUS: Acknowledgement of TAG Identified Students</b>		
<b>Action</b>	<b>Documentation</b>	<b>Expected Completion Date or Check Point</b>
<p><b>Method used to ensure all teachers know TAG students enrolled in their class(es):</b></p> <ul style="list-style-type: none"> <li>• TAG Coordinator prints TAG list and emails to teachers (updates sent if new students register throughout the year).</li> <li>• Teachers record appropriate TAG identification designation in their grade book</li> </ul>	<p>This information is maintained in the TAG binder by TAG coordinator</p> <p>Highlighted class lists are maintained by each teacher in a folder located on their desks or in their grade book</p>	<p>September and January of each year</p>

<b>FOCUS: Identification of Students who Perform in the 97th Percentile or Demonstrate the Potential to Perform</b>		
<b>Action</b>	<b>Documentation</b>	<b>Expected Completion Date or Check Point</b>
<p><b>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.</b></p> <ul style="list-style-type: none"> <li>• Presentation and discussion comparing general population with ethnicity of school and identified TAG students</li> </ul> <p><b>Other Documents for discussion:</b></p> <ul style="list-style-type: none"> <li>• Use Attributes of Talented and Gifted English Learners checklist (Talented and Gifted English Learner form)</li> <li>• Characteristics of Giftedness (doc)</li> <li>• Students from Poverty and/or Diverse Cultures (doc)</li> <li>• Possible Problems that may be associated with strengths of gifted children (doc)</li> <li>• Myths and Truths about gifted students (doc)</li> </ul>	<p>Staff meeting</p> <p>Sign-in Sheets/Agenda</p> <p>Kept by TAG coordinator</p>	<p>October/November</p>

<p><b>The principal will ensure teachers are nominating students from underrepresented populations in the following manner:</b></p> <ul style="list-style-type: none"> <li>● Being familiar with the characteristics to notice a student who should be nominated</li> <li>● Encouraging staff, including ESL and Special Ed. Staff, to nominate students from underrepresented populations</li> <li>● Reviewing the list of nominated students</li> <li>● Asking a teacher to nominate a particular student if s/he comes to the attention of the administrator while visiting classrooms</li> </ul>	<p>Nomination sheets maintained in TAG binder. Housed with TAG coordinator</p> <p>Agenda item on student support team meetings once a quarter</p>	<p>November</p>
<p><b>Our school will use the following observation tools and/or data in the TAG identification process:</b></p> <ul style="list-style-type: none"> <li>● Pre-Screening Checklist</li> <li>● Attributes of Talented and Gifted English Learners checklist (Talented and Gifted English Learner form)</li> <li>● Benchmark assessments on easyCBM, MAP</li> <li>● OAKS, SBAC scores for students grade 6-8 (95%ile OAKS list from R&amp;E)</li> <li>● Pre-assessments</li> <li>● Observations</li> <li>● Work Samples</li> <li>● Standardized test information</li> </ul>	<p>Spreadsheet of items used to ID students maintained in TAG binder</p>	<p>November</p>
<p><b>The building will use the following procedures throughout the ID process:</b></p> <ul style="list-style-type: none"> <li>● Send Parent/Student Surveys home for those already identified</li> <li>● Parent/Teacher Nominations (IDPFs) made available</li> <li>● Collecting work samples, test history and teacher advocacy</li> <li>● Checking Cum files against TAG list sent by TAG Office</li> <li>● TAG Coordinator will coordinate the ID process</li> </ul>	<p>Maintain returned surveys in TAG binder</p>	<p>November</p>

**FOCUS: TAG Services**

Action	Documentation	Expected Completion Date or Check Point
<p><b>Differentiation strategies:</b></p> <p><b>1) Please list differentiation strategies used within a variety of classrooms.</b></p> <ul style="list-style-type: none"> <li>• Use of higher level questioning techniques to differentiate instruction and discussion</li> <li>• Flexible Grouping (ability, interest)</li> <li>• Tiered Lessons</li> <li>• Independent Project Work</li> <li>• Acceleration (single subject, within classroom or school)</li> <li>• Enrichment Options</li> <li>• Establishing common types of pre and post assessments through the work of PLCs and using formative assessments to inform instruction</li> <li>• Learning objectives will be posted in classrooms and linked to content and common core standards</li> <li>• Parents will be informed of the differentiation strategies through syllabi from all teachers and presentations at Back to School Night presentations</li> </ul> <p><b>2) Describe how the following strategies are used in all classrooms to meet the rate and level of students.</b></p> <ol style="list-style-type: none"> <li>1. Flexible Grouping – at least once per week teachers are encouraged to group students based on ability.</li> <li>2. Pre-Assessments – Given at the start of each unit to allow teacher adjustments to lessons for rate and level with particular students (followed by post-assessments to demonstrate growth)</li> <li>3. System of on-going or formative assessments that inform instruction: Teachers use anecdotal/informative assessments throughout units of study to base subsequent instruction/decision making according to needs of students.</li> <li>4. Quad D instructional experiences:             <ul style="list-style-type: none"> <li>• Presentations / exhibitions (e.g. Science Fair)</li> <li>• Artistic Expression</li> </ul> </li> </ol>	<p>Course syllabi that include differentiation strategies</p> <p>Walk-through observation data</p> <p>PLC agenda and minutes Student work samples</p> <p>Teacher lesson and unit plans, PD handouts, PLC agendas and meetings</p>	<p>Starting in September 2015 and ongoing as units and lessons are adapted</p>

<ul style="list-style-type: none"> <li>• Cooperative Learning</li> <li>• Manipulatives and Models</li> <li>• Socratic seminar</li> <li>• Research</li> <li>• Writing to learn</li> <li>• Independent Learning</li> <li>• Problem-based Learning</li> <li>• Service Learning</li> </ul> <p><b>What are the school-wide structures that provide for rigorous and relevant coursework at the appropriate rate and level?</b></p> <ul style="list-style-type: none"> <li>• Course alignment with the content and common core state standards</li> <li>• Use of Rigor and Relevance framework (Quad D experiences)</li> <li>• Teacher syllabi that outlines how rate and level will be addressed in the classroom</li> <li>• Walk through observations and feedback to teachers</li> <li>• Acceleration Options (math, world language, and music)</li> </ul>	<p>Professional Development agendas, Teacher lesson plans, syllabi, master schedule</p>	
<p><b>We determine whether a student needs acceleration in the following way:</b></p> <ul style="list-style-type: none"> <li>• TAG identified</li> <li>• Pre-assessments/post assessments</li> <li>• Progress monitoring tools such as the easyCBM</li> <li>• Teacher uses formative and summative assessments, work samples, cut off scores and criteria that are either decided by the district or the building</li> <li>• Portfolios</li> </ul>	<p>Teacher data</p>	<p>Ongoing</p>
<p><b>Our process for using <i>data</i> to measure the growth of our TAG students is:</b></p> <ul style="list-style-type: none"> <li>• Look at the difference in the SBAC/OAKs scores from 5th grade benchmark to 8th grade benchmark for TAG students</li> <li>• School data team that will track data related to all sub-groups including TAG*</li> <li>• Track TAG student report card data for grades and comments.</li> </ul>	<p>District and State Sub-group data Data booklet (published by R&amp;E) and packets maintained in TAG binder</p>	<p>Quarterly</p>

<p><b>The following options for acceleration are available at our school:</b></p> <ul style="list-style-type: none"> <li>● Compacted 7<sup>th</sup> Grade Math</li> <li>● Compacted 8<sup>th</sup> Grade Math</li> <li>● Advanced Band</li> <li>● Mandarin Immersion earning 1-4 high school credits</li> <li>● Spanish elective earning 1 high school credit</li> <li>● Classes through Virtual Scholars when appropriate</li> </ul> <p><b>Students access these options in the following manner:</b></p> <ul style="list-style-type: none"> <li>● Teacher Recommendation</li> <li>● Pre-K-12 Math Course Pathway</li> <li>● State Test Scores</li> <li>● Forecasting</li> <li>● STAMP Test</li> </ul>	<p>Master Course Schedule Student Schedules</p>	<p>Ongoing</p>
<p><b>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:</b></p> <ul style="list-style-type: none"> <li>● Coordinate with parents of student and Cleveland High School Administration to arrange for a high school level course</li> </ul>	<p>Parent Permission Slip Student Report Card</p>	<p>As needed</p>
<p><b>Additional services available for TAG students include:</b></p> <ul style="list-style-type: none"> <li>● Clubs via HEAT after school program (i.e. Chess)</li> <li>● Service Learning (Leadership, ISC TA positions)</li> <li>● Other before/after school activities</li> </ul> <p><b>The students access these services in the following manner:</b></p> <ul style="list-style-type: none"> <li>● TAG bulletin board</li> <li>● HEAT offerings and registration process</li> </ul>	<p>TAG Coordinator will monitor individual student participation in extra-curricular activities</p>	<p>September – June</p>

<p><b>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:</b></p> <ul style="list-style-type: none"> <li>• Reviewing teacher lesson plans</li> <li>• Classroom Observations and Walk-Throughs</li> <li>• Staff Professional Development</li> <li>• Teacher Goal-Setting</li> <li>• Teacher Evaluation Process</li> </ul>	<p>Teacher planning and evaluation documents</p>	<p>Ongoing</p>
--	--	----------------

**FOCUS: Responsibilities of TAG Coordinator**

Action	Documentation	Expected Completion Date or Check Point
<p><b>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:</b></p> <ul style="list-style-type: none"> <li>• TAG Coordinator will attend District sponsored trainings</li> <li>• TAG Coordinator will meet with the principal once a month</li> <li>• TAG Coordinator will facilitate the staff meetings where TAG policy, identification, and strategies are discussed</li> </ul>	<p>Meeting Agendas and Checklists</p>	<p>Ongoing</p>

**FOCUS: Professional Development**

Action	Documentation	Expected Completion Date or Check Point
<p>PD relevant to TAG needs is integrated throughout the year.</p>	<p>PD schedule for 2018-19</p>	<p>Integrated throughout PD in 2018-19</p>

<p><b>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:</b></p> <ul style="list-style-type: none"> <li>• Examine student work</li> <li>• Share/dialogue about experiences with various instructional strategies</li> </ul>	<p>Teacher PLC agendas and minutes Attendance sheets</p>	<p>PLCs meet twice a month during school year. Instructional strategies shared regularly at PLC/Climate PD.</p>
---	--	---

<p style="text-align: center;"><b>FOCUS: Communication</b></p>		
<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><b>Teachers communicate the differentiation strategies they’re implementing in their classrooms in the following ways:</b></p> <ul style="list-style-type: none"> <li>• Back to School Night – Teachers share their instructional strategies on how they meet students’ needs in rate and level.</li> <li>• Course syllabi are completed by each teacher and distributed to parents (also posted online)</li> <li>• Parent Conferences</li> </ul>	<p>Course syllabi are kept in a binder in the principal’s office TAG parent meeting sign-in sheet</p>	<p>Fall yearly</p>
<p><b>The administrator uses <i>his/her</i> the school newsletter to communicate with families about TAG in the following ways:</b> Includes announcements relevant to TAG when applicable</p>	<p>Sample Newsletters maintained in TAG Binder</p>	<p>Ongoing</p>
<p><b>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:</b></p> <ul style="list-style-type: none"> <li>• Principal’s secretary and TAG Coordinator</li> </ul>	<p>Bulletin Board</p>	<p>Ongoing</p>
<p><b>A Fall TAG parent meeting will be held at Back to School Night 2018. Details include:</b></p> <ul style="list-style-type: none"> <li>• Parent rights and responsibilities</li> <li>• Review and input into TAG plan</li> </ul>	<p>Parent meeting Agenda/Power Point and sign-in sheets</p>	<p>September</p>

<ul style="list-style-type: none"> <li>• Enrichment Opportunities outlined</li> <li>• Resources</li> </ul>		
<p><b>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.</b></p>	Signed parent forms filed with content area teachers	November
<p><b>Our families will have the following opportunity(ies) to evaluate our TAG services:</b></p> <ul style="list-style-type: none"> <li>• Back to School Night</li> <li>• TAG Fall Parent Meeting</li> <li>• Parent/Teacher Conferences</li> </ul>	TAG Parent Meeting sign-in sheet and agenda. Parent Surveys	September and Ongoing
<p><b>If parents have concerns about their child’s TAG services they will have the following opportunities (process) to inform the school:</b></p> <ul style="list-style-type: none"> <li>• Parents are encouraged to contact the teachers and the TAG coordinator.</li> <li>• If additional concerns need to be addressed after contacting the teachers and the coordinator, the parent should contact the designated school administrator (principal) to discuss concerns (in writing, by e-mail, by phone, and/or in person</li> <li>• Parents also have opportunities to discuss concerns during Back to School Night and Parent/Teacher Conferences as well.</li> </ul>	Documentation of parent concerns will be kept on a log sheet by the teacher, administration, and TAG coordinator	Ongoing

Submitted \_\_\_\_\_

Received \_\_\_\_\_

Approved \_\_ \_\_\_\_\_