

Cleveland High School  
 Paul Cook Principal  
 TBD TAG Coordinator

- Exempt for 2011-2012
- Non-Exempt for 2010-2011

FOCUS: Acknowledgement of TAG Identified Students		
Action	Documentation	Expected Completion Date or Check Point
Method used to ensure all teachers know TAG students enrolled in their class(es): Teachers follow supplied directions and print out list of TAG students, which are then highlighted in grade book. Content teachers make specific note of TAG students and their designation.	TAG Coordinator highlights teachers' names on daily sign in sheet	September and January (beginning of 2 <sup>nd</sup> semester)

FOCUS: Identification of Students who Perform in the 97th Percentile or Demonstrate the Potential to Perform		
Action	Documentation	Expected Completion Date or Check Point
Observation tool(s) and/or data used in the ID Process: Teachers will review TAG literature: "Characteristics of Giftedness" and "Common Characteristics of Gifted Underachievers" and as well as the Attributes of TAG English Learners	September PD agenda	September 19, 2011
Discussion with staff around ID of under-represented and underachieving students occurs: Fall PD	Agenda	September 19, 2011
The principal will ensure teachers are nominating students from underrepresented populations in the following manner: During the September 19th TAG PD, teachers will sit at table groups, discussing the Attributes hand out for English Learners. They will discuss any students from last year's courses who might qualify and give those names to the TAG Coordinator. Teachers will be asked to also review in table groups the hand out of Characteristics of TAG Students, specifically focusing on students from last school year, and looking particularly at minority and underrepresented students. Some names of possible TAG nominations will be generated.	Agenda	September 19, 2011
Our school will use the following observation tools and/or data in the TAG identification process: Homework, class participation, high scores on tests, writing samples, freshman Academy logbooks, ELPA scores, testing from the Family Center with scores above the 95 <sup>th</sup> percentile.	On-going process throughout the fall	Sept.-Nov. 2011
The building will use the following procedures throughout the ID process: Names will be given to the TAG Coordinator from staff of heretofore unidentified students. TAG	Lists of student names IDPF forms sent into the	Sept-Nov. 2011

<p>office sends list of students who have reached the 95<sup>th</sup> percentile in their OAKS testing, and that is cross referenced with students teachers have suggested. Core teachers are asked for work samples/test scores/class participation evidence which support a TAG nomination.</p> <p>In addition, parents have been told that they too can nominate their student during the annual Parent TAG meeting, September 21<sup>st</sup>, or by notifying the Building TAG Coordinator. The IDPF is sent home for those to be tested for parent permission, their signature and information about their student. Forms sent to TAG office by designated deadline.</p>	<p>TAG office.</p>	
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**FOCUS: TAG Services**

Action	Documentation	Expected Completion Date or Check Point
<p>Differentiation strategies in place within our school's classrooms include: tiered lessons, flexible grouping, compacting curriculum, higher level questioning, and Socratic seminars. Departments have been discussion strengthening the "Honors" option which involves student-teacher conferences and completing in-depth work.</p>	<p>Specific strategies on Course syllabi</p>	<p>September 16, 2011</p>
<p>Pre-assessment or on-going formative assessments used to help inform instruction include: Academy notebook checks for three core areas for 9<sup>th</sup> graders. For all students: warm up activities, surveys, quick check-ins for prior knowledge, KWL, writing activities, &amp; scores on prior units, particularly with sequential curriculum. Teachers use the data from these assessments to inform instruction.</p>	<p>Pre-assessment strategies are also listed on course syllabi</p>	<p>On-going for school year</p>
<p>The administrator(s) monitor the use of differentiated instructional strategies in the classroom in the following way: Through the annual evaluation cycle, administrators will ask for specific strategies teachers plan to use for pre-assessment as well as differentiation. These strategies will be looked for in class observations and will be discussed in post observation meetings.</p>	<p>Notes during pre-conferences, observations and post conferences</p>	<p>On-going throughout 2011-2012</p>
<p>Our process for using <i>data</i> to measure the growth of our TAG students is: Academic grades in core classes, teacher logbook checks for 9<sup>th</sup> graders, OAKS test scores for 10<sup>th</sup> graders in Reading, Writing, Math &amp; Science, credits and grades for 11<sup>th</sup> and 12<sup>th</sup>, and rigorous course selections for 10-12<sup>th</sup> grades. Counselors have included a focus on TAG identified and TAG potential students' grades and course choices during their annual one-on-one forecasting process. This focus is to encourage these students to do their best and to forecast for IB courses. In addition, counselors notify incoming</p>	<p>Test scores, credits and GPA, enrollment in higher level Math for 9<sup>th</sup>, 10<sup>th</sup> and IB enrollment for 11<sup>th</sup> &amp; 12<sup>th</sup>. Forecast sheets for incoming 8<sup>th</sup> grade</p>	<p>Data from fall enrollment, spring forecasting End of June 2012</p>

<p>8<sup>th</sup> grade parents of the TAG opportunities available in Cleveland and in the enrichment opportunities outside of Cleveland.</p>	<p>students.</p>	
<p>Grade level or school-wide structures in place that offer rigorous coursework at the appropriate rate and level are: scheduling Geometry at both ends of the day to provide access for eighth graders, scheduling Algebra 3-4 at both ends of the day whenever possible to provide access for eighth graders, 9<sup>th</sup> grade Academies with strong teams of teachers focusing on student achievement &amp; progress, options for “honors” designation on transcript in some core classes, language Immersion Programs, open enrollment for IB courses, enrollment in PSU, Reed, &amp; PCC for course work beyond what Cleveland can offer.</p>	<p>“Honors” designation for freshmen, use of TAG Budget monies to offset cost of tuition, enrollment in IB courses, counselor review of 10<sup>th</sup>, 11<sup>th</sup> &amp; 12 grade TAG students and IB coursework on schedules or forecasted</p>	<p>September-June, on-going and during the forecasting time period</p>
<p>We determine whether a student needs acceleration in the following way: teachers use pre-assessments, scores on previous units, work turned in, and observations to determine whether or not acceleration is warranted.</p>	<p>Conversations with administrators during evaluation cycle, Counselors report during September meeting for students moving up, Department meetings</p>	<p>For changing into a higher level course, September. Otherwise, on-going</p>
<p>The following options for acceleration are available at our school: Options include classroom accommodation and in school accommodation of accelerated work for any student all the time, and moving into more challenging course during the first three weeks of each semester. Students access these options in the following manner: Conference with teacher for “honors” option, Ability appropriate counseling during forecasting, IB courses offered in all subject areas</p>	<p>Teacher conversations with administrator during evaluation cycle, counselors report, class lists in IB</p>	<p>On-going, moving classes is best done during the first month of each semester, forecasting months</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: Students are encouraged to schedule into the most demanding courses, which are IB. Counselors meet with each student to forecast and have TAG lists available during that process. Students who need coursework beyond what we can offer may take course at PCC, Reed, and PSU.</p>	<p>TAG budget which reflects \$100.00 per student per year for this</p>	<p>Typically at the beginning of a school year, but could happen at any time of college quarter system</p>

<p>Additional services available for TAG students include: Academic All Stars, FBLA, Speech &amp; Debate Team, Science Bowl, Becoming an Academic Tutor, Student Mentoring, Computer Club, Film Club, German National Honor Society, MUN, Spanish Club, and National Honor Society, among others.</p> <p>The students access these services in the following manner: Daily bulletin announcements, club meetings, school newspaper, announcements posted in the halls, coming to scheduled meetings, joining the group, or expressing an interest, or meeting with a counselor.</p>	<p>Club Rosters</p>	<p>Fall through spring</p>
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<p><b>FOCUS: Responsibilities of TAG Coordinator</b></p>		
<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: The TAG Coordinator is a vice principal who attends trainings or makes arrangements to learn the content of missed TAG Office presentations. This information is shared with the CHS Staff through staff meetings, hand outs and presentations.</p>	<p>Attendance rosters in the TAG Office</p>	<p>On-going 2011-2012</p>

<p><b>FOCUS: Professional Development</b></p>		
<p>Action</p>	<p>Documentation</p>	<p>Expected Completion Date or Check Point</p>
<p>Site-based professional development in our school will include the development and/or implementation of the strategies identified below in 2010-2011 (Check all those that apply)</p> <p> <input type="checkbox"/> Tiered Instruction  <input checked="" type="checkbox"/> Characteristics                 </p> <p> <input type="checkbox"/> Compacting  <input checked="" type="checkbox"/> Questioning strategies                 </p> <p> <input type="checkbox"/> Guided Book Study (voluntary)                 </p> <p> <input type="checkbox"/> Depth/Complexity  <input checked="" type="checkbox"/> Pre-Assessment                 </p>	<p>Agenda from PD Notes from meetings School PD Calendar to be developed</p>	<p>Fall PD, Winter &amp; Spring PD</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: TAG Coordinator will use TAG website as well as TAG Office provided materials to provide information for staff PD.</p>	<p>PD Calendar and roster of staff attending TAG specific PD</p>	<p>Fall, Winter, Spring PD 2011-2012</p>

The administrator will ensure differentiation strategies are implemented into the classroom in the following way: Through evaluation cycle of conversation & observation	Course syllabi, admin. notes	On-going 2011-2012
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<b>FOCUS: Communication</b>		
Action	Documentation	Expected Completion Date or Check Point
Teachers communicate the differentiation strategies they're implementing in their classrooms in the following ways: Published on-line course syllabi with differentiation strategies listed, including pre-assessments and formative assessments, in conversation with parents at Back to School Night, and through conferences and email communications.	Course syllabi, talking points for teachers prior to BTSN	BTSN 9/21/2011, and on-going 2011-2012
The administrator uses the school newsletter to communicate with families about TAG in the following ways: TAG Office provided series of information bits to include in the Spotlight, putting up parent & student rights on TAG bulletin Board and enews postings as they become available throughout the school year.	Copies of Spotlight, TAG Bulletin Board	2011-2012
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 Coordinator and VP secretary	TAG Bulletin Board	2011-2012
A Fall TAG parent meeting will be held before 11/15/2011. Details include: TAG parent meeting PowerPoint will include information about the TAG Plan, including course syllabi, pre-assessment and differentiation strategies. Q & A will also be a component.	BTSN Meeting 9/21/2011	September 2011
Parent/teacher will sign a form at Parent-Teacher Conferences that indicates parents have had the opportunity to offer input into and reviewed the school's plan for meeting a student's rate and level.	P/T Conferences 11/21, 11/22	November 2011
Our families will have the following opportunity (ies) to evaluate our TAG services: enews will invite parents to come to Cleveland and read & comment on the school's TAG Plan and how we do or do not meet TAG students' needs. Fall TAG Parent meeting will invite questions and offer information about Cleveland teachers' work to differentiate, pre-assess and teach to rate and level.	enews, BTSN meeting, other parent meetings such as Latino, ESL	Fall-Winter 2011
If parents have concerns about their child's TAG services they will have the following	Anecdotal from teachers	September-June

opportunities (process) to inform the school: Call and speak to TAG Coordinator, speak with individual teachers via email, parent conferences, and open invitation to speak with staff at any time about any concerns.		2011-2012
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