

# Building TAG Plan Template

Due to the PPS TAG Office and your Deputy Superintendent on Friday, June 4, 2010

## Jefferson High School School

Toni Hunter Principal

Joe Ballman TAG Coordinator

Exempt for 2010-2011

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): <b>Teachers print out from eSIS the “Program assignments” report for each class. Teachers keep a copy of the program assignment report with their gradebook or make note of each TAG identified student within their own system of taking attendance or writing lessons.</b>	This information is kept in teachers’ grade books or with their attendance print outs; Sign-in sheet from September and January meeting.	September and January of each year

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: <b>Attributes of Gifted English Language Learners checklist, Characteristics of Gifted Students checklist, OAKS data, ELPA data, classroom observations, pre-assessment data and data resulting the review of student work</b>	<ul style="list-style-type: none"> <li>IDPF Form (will list relevant data/tools used)</li> <li>Notation and/or samples of student work used to form nomination.</li> <li>Checklists</li> </ul>	Completed by November 2010
Discussion with staff around ID of under-represented and underachieving students occurs: In October, the Jefferson staff does a review of the TAG identified student list. We review the checklists and data that are available to us and discuss who is missing from the list of identified students, paying close attention to the potential identification of under-represented and underachieving students by comparing general population with ethnicity of school and the profile of currently identified TAG students.	<ul style="list-style-type: none"> <li>Staff Meeting/Professional Development Agenda (To include citation of data and/or resources used.)</li> <li><b>Checklists completed by staff.</b></li> <li><b>IDPF Form</b></li> </ul>	October 2010
The principal will ensure teachers are nominating students from underrepresented populations in the following manner: Administrator and TAG Coordinator to guide discussions around identification of traditionally under-represented students. Staff	<ul style="list-style-type: none"> <li>Principal’s checklist.</li> <li>IDPF Form</li> </ul>	October 2010; Follow-up in March 2010

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<p>review of student performance data, including examples of student work.</p> <p>The principal will ensure teachers are nominating students from underrepresented populations in the following manner: being familiar with the characteristics to notice a student who should be nominated, encouraging staff (including ESL, and Special Education Staff) at staff meetings to nominate students from underrepresented populations, reviewing the list of nominated students, and asking teachers to nominate particular students if they come to the attention of the administrator while visiting classrooms.</p>		
<p>Our school will use the following observation tools and/or data in the TAG identification process: Characteristics listed on the IDPF, OAKS data, ELPA data, classroom observations, pre-assessment data and data resulting the review of student work, attributes of talented and gifted English Learner checklist.</p>	<ul style="list-style-type: none"> <li>• IDPF Form</li> <li>• Notation and/or samples of student work used to form nomination.</li> <li>• Checklists</li> </ul>	<p>September to November 2010</p>
<p>The building will use the following procedures throughout the ID process: 1) Staff Discussion of characteristics of gifted 2) Staff review of performance data and student work 3) Staff Discussion of who is not already identified as a TAG student and should continue in the identification process 4) TAG Coordinator organizing paperwork and insuring each student discussed in staff meeting learns about the TAG identification process. (Includes getting paperwork from parents and students who wish to nominate) 5) TAG Coordinator to work with TAG Office around paperwork deadlines, arrangements for testing, 6) TAG Coordinator convenes a committee to review testing information and return completed paperwork to the TAG Office.</p>	<ul style="list-style-type: none"> <li>• IDPF Form</li> <li>• Notation and/or samples of student work on relevant forms/checklists.</li> <li>• Staff Development Agenda/hand-outs</li> <li>• TAG Bulletin Board</li> <li>• Agenda for committee reviewing testing information</li> </ul>	<p>September to November 2010; Quarterly progress update; Communication ongoing.</p>

<p style="text-align: center;"><b>FOCUS: TAG Services</b></p>		
<p style="text-align: center;"><b>Action</b></p>	<p style="text-align: center;"><b>Documentation</b></p>	<p style="text-align: center;"><b>Expected Completion Date or Check Point</b></p>
<p>Differentiation strategies in place within our school’s classrooms include: flexible grouping and other grouping options, tiering lessons, higher level questioning strategies, acceleration, and enrichment options. Teachers document specific strategies in place to meet student learning needs within the course syllabi.</p>	<ul style="list-style-type: none"> <li>• Teacher Lesson Plan</li> <li>• Implementation rubrics from administrator and/or coach walk-throughs</li> <li>• Course syllabi</li> </ul>	<p>Ongoing</p>

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<p>Pre-assessment or on-going formative assessments used to help inform instruction include: KWLs, observation, entrance and exit tickets, journal entries, quick writes, warm-ups, pre-tests, classroom discussions. Course specific strategies can be found in the course syllabus.</p> <p>Teachers use the data from these assessments to inform instruction: to determine groups, how to tier lessons, to adjust content, and complexity of tasks.</p>	<ul style="list-style-type: none"> <li>• Teacher Lesson Plan</li> <li>• Scored assessments</li> <li>• Pre-assessment grouping plan based on students' results</li> <li>• Staff development sign-in and relevant documentation.</li> </ul>	<p>Planning for formative assessments will be ongoing throughout the school year. We will look at a complete assessment cycle once per semester.</p>
<p>The administrator(s) monitor the use of differentiated strategies in the classroom in the following way: walk-throughs and attendance at professional development.</p>	<ul style="list-style-type: none"> <li>• Administrator's Checklist/Rubric</li> <li>• Sign in at Professional Development Sessions</li> </ul>	<p>Ongoing</p>
<p>Our process for using <i>data</i> to measure the growth of our TAG students is:</p> <ol style="list-style-type: none"> <li>1. We review success rates in courses by pulling grade data from the dashboard at the end of each semester</li> <li>2. Monitor progression of ELPA test scores for ESL students,</li> <li>3. Compare OAKS test score from year to year in the middle grades and 8<sup>th</sup> to 10<sup>th</sup> grade scores</li> <li>4. Analysis of student work as a part of our professional inquiry cycle and review of student work over time.</li> </ol> <p>We use this information in the following way: in collaborative team meeting times when we plan specific lessons for the inquiry cycle to increase consistency within and across grade levels, and twice during the year in the Fall and early Spring (for OAKS scores).</p>	<ul style="list-style-type: none"> <li>• Agenda for data review meetings</li> <li>• Summary of analysis of student work from Inquiry Cycles</li> </ul>	<p>Grade review twice annually. Once at the end of the first semester and the start of the fourth quarter.</p> <p>Student work analysis twice annually as part of inquiry cycles.</p>
<p>Grade level or school-wide structures in place that offer rigorous coursework at the appropriate rate and level are: 1) school-wide focus on tiered lessons carried over from the 09-10 school year; PD centered on Assessment for Learning to guide our decisions around developing clear learning targets and creating pre, and ongoing assessments opportunities for all students so that teachers can gauge rate and level of learning and provide rigorous and accelerated class work, and 2) college ready</p>	<ul style="list-style-type: none"> <li>• Student schedules</li> <li>• Progress/Report Cards</li> <li>• Learning targets for units included in Inquiry Cycles</li> </ul>	<p>Ongoing</p>

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<p>courses such as PSU Senior Inquiry.</p>		
<p>We determine whether a student needs acceleration in the following way: samples of student work, agreed upon learning targets, and agreed upon cut-off scores (math cut scores for entry into Algebra for example). We monitor when 1) the student consistently demonstrates proficiency on pre-assessments in any subject area 2) students express an interest in more advanced work, and 3) students are already working at or above grade level in one or more areas</p>	<ul style="list-style-type: none"> <li>• Forecasting sheets</li> <li>• Student schedule</li> <li>• Samples of student work used in inquiry cycles</li> </ul>	<p>Ongoing, as determined</p>
<p>The following options for acceleration are available at our school: attending a class off-site (e.g. PCC), dual credit courses with PCC and PSU. Students access these options in the following manner: Students access these options in the following manner: taking PSU course in Senior Inquiry at Jefferson, walking to PCC to access dual credit courses, and movement to higher level mathematics courses (high school courses for middle school aged students.</p>	<ul style="list-style-type: none"> <li>• Counselor worksheets</li> <li>• Forecasting sheets</li> <li>• PCC test score</li> <li>• Student scheduels</li> </ul>	<p>Ongoing, as determined</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"> <li>- Mid-Level must include a specific plan for helping students access courses such as Geometry.</li> <li>- High School must include a specific plan for accessing AP, IB, or similarly rigorous, college-ready courses.</li> </ul> <p>Administrator and counselor will work with families to find the best fit in college-ready courses. We offer a variety of high level courses on campus and have easy access to PCC.</p>	<p>Student schedules PCC Registration Co-enrollment forms</p>	<p>Ongoing, as determined</p>
<p>Additional services available for TAG students include Saturday Academy classes, service learning opportunities, and multiple career-related learning opportunities The students access these services in the following manner: through their counselor, the Health Sciecnce/BioTechnology program coordinator, or TAG coordinator.</p>	<p>Enrollment forms Service learning tracking sheets</p>	<p>Ongoing, as determined.</p>

**FOCUS: Responsibilities of TAG Coordinator**

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<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 administrator will select the TAG coordinator position in the fall and will ensure that the TAG coordinator checklist is followed. The schedule for TAG coordinator meetings will be given to the TAG coordinator in the fall so that they can be calendared.</p>	<ul style="list-style-type: none"> <li>Name of TAG Coordinator submitted to District fall 2010.</li> <li>TAG Coordinator will sign-in at all meetings to verify attendance.</li> </ul>	<p>Fall 2010 – TAG Coordinator named; Monthly (or as scheduled) TAG meetings</p>
<h3>FOCUS: Professional Development</h3>		
Action	Documentation	Expected Completion Date or Check Point
<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 checked="" type="checkbox"/> Tiered Instruction                          <input type="checkbox"/> Compacting                          <input type="checkbox"/> Depth/Complexity  <input type="checkbox"/> Characteristics                          <input type="checkbox"/> Questioning strategies                          <input checked="" type="checkbox"/> Pre-Assessment                 </p>	<ul style="list-style-type: none"> <li>Yearlong PD Plan</li> <li>Agendas</li> <li>Sign-in Sheets</li> <li>Inquiry Cycle Portfolios</li> </ul>	<p>Quarterly</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: we will use time within collaborative teams to refine instruction monthly. The inquiry cycles will require weekly collaborative work. Tiered Instruction will continue as a topic begun in the 09-10 school year and we will add the process of looking at pre-, ongoing, and formative assessments as our part of our professional development around Assessments for Learning.</p>	<ul style="list-style-type: none"> <li>Agendas</li> <li>Sign-in Sheets</li> <li>Inquiry Cycle Portfolios</li> </ul>	<p>Monthly</p>
<p>The administrator will ensure differentiation strategies are implemented into the classroom in the following way: agendas, minutes, sign-in sheets, review of lessons, and walk-throughs.</p>	<ul style="list-style-type: none"> <li>Checklists/rubrics</li> </ul>	<p>Ongoing</p>

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<b>FOCUS: Communication</b>		
<b>Action</b>	<b>Documentation</b>	<b>Expected Completion Date or Check Point</b>
Teachers communicate the differentiation strategies they're implementing in their classrooms in the following ways: Course Syllabi, Communications at BTSN, materials available at conferences, and in conversations with parents and students.	<ul style="list-style-type: none"> <li>Course syllabi</li> <li>Materials from Back to School Night</li> </ul>	September BTSN; Fall Conferences
The administrator uses <i>his/her</i> the school newsletter to communicate with families about TAG in the following ways: Opportunities and resources within PPS and city- and state-wide for TAG students and their families, updates on how our Building TAG Plan is being implemented, notice of TAG family meetings, encouragement of regular communication with staff and teachers.	<ul style="list-style-type: none"> <li>Newsletter posted on school's website; sent via e-mail; and mailed home.</li> <li>Copies of current and past newsletters available in main office.</li> </ul>	Monthly
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, <b>current</b> ID Process forms and other relevant information in languages represented in the school community when available. The TAG Bulletin Board will be maintained by: Our TAG Coordinator	<ul style="list-style-type: none"> <li>Main hall bulletin board.</li> </ul>	Updated Monthly
A Fall TAG parent meeting will be held before 11/15/2010. Details include: October 6 <sup>th</sup> – cluster meeting at Jefferson High School	<ul style="list-style-type: none"> <li>Notice posted on TAG bulletin board; Fall newsletter; group e-mail (initial/reminder), and letter.</li> </ul>	Fall 2010
Parent/teacher will sign a form at Parent-Teacher Conferences that indicates parents have had the opportunity to <b>review the school's plan</b> for meeting a student's rate and level. If your school is non-exempt, parents will be provided an opportunity to offer input into and reviewed the student's individual TAG plan for meeting a student's rate and level. A copy of the individual plan will be placed in the student's salmon folder. The TAG plan will be mailed to families and posted on the TAG board in center hall.	<ul style="list-style-type: none"> <li>Notice posted on TAG bulletin board; Fall newsletter; group e-mail (initial/reminder), and letter.</li> </ul>	Fall 2010
Our families will have the following opportunity(ies) to evaluate our TAG services: Jefferson TAG Parent break-out session at the Fall Parent Meeting, Family/Teacher conferences in November, site-specific TAG family meetings held mid-year	<ul style="list-style-type: none"> <li>Newsletter, TAG bulletin board, and group e-mail to include meeting and survey information.</li> <li>Mailings to TAG families.</li> </ul>	October, November and February
If parents have concerns about their child's TAG services they will have the following	<ul style="list-style-type: none"> <li>Newsletter, TAG bulletin board, and group e-mail to</li> </ul>	October and

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opportunities (process) to inform the school: Families encouraged to contact teacher(s) and TAG Coordinator. Families are provided with contact lists through mailings and Fall Parent Meeting and November Conferences.	include meeting and survey information. <ul style="list-style-type: none"><li>• Mailings to TAG families.</li></ul>	November
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Submitted June 24, 2010

Received \_\_\_\_\_

Approved \_\_\_\_\_