



August 27, 2012

REVISED
Appendix OOO-2-11
August 27, 2012

TO: Board of Education

FROM: Jane Belmore, Interim Superintendent

RE: TAG Plan Revisions

I. Introduction

A. Title or Topic: Revisions of TAG plan to meet DPI compliance

B. Presenters: Sue Schaar, TAG Coordinator
Susan Abplanalp, Deputy Superintendent/Chief Learning Officer

C. Background Information: This TAG Plan includes additional content in response to the letter from DPI to Mr. James Howard, dated August 14, 2012, regarding the upcoming audit.

II. Summary of Current Information

A. Synthesis of Topic:

The initial TAG Plan, created by a variety of stakeholders including teachers, administrators, parents, and community members was approved by the Board of Education on August 27, 2009, and revised and approved on December 13, 2010. The Department of Public Instruction determined that the MMSD TAG Department was out of compliance at the end of May 2011. In June 2011, the current coordinator assumed duties and a new TAG Plan was written to address issues of noncompliance; the plan was approved by the BOE on August 8, 2011. An extension of one year was granted to MMSD to become compliant. The TAG End-of-Year document uses the framework of the original plan and incorporates information that addresses compliance issues as outlined in the 2011 TAG Plan. DPI has indicated that the audit will take place in the last half of September, 2012.

In the letter to Mr. Howard (August 14, 2012), DPI requested additional documentation be submitted to the DPI no later than September 7. The TAG Plan is a major piece of this documentation.

B. Recommendations: This current version of the TAG Plan is accepted as the official TAG Plan for the District for the DPI Audit in September, 2012.

III. Implications

A. Budget: No change

B. Implications for the Organization: MMSD will have a TAG Plan that is approved by the Board of Education that outlines policies and procedures regarding the interventions and services provided to students who demonstrate high degrees of aptitude for advanced learning. It should be understood that this Plan will be reviewed at least annually and updated as the RTI process continues to be embedded in the fabric of District functioning.

IV. Supporting Documentation

- A.** Originally adopted 8-8-11 TAG Plan with revisions highlighted.
- B.** Menu of Tiers II and III Options for Advanced Learners (Literacy, Math, PBIS, Science, and Social Studies)
- C.** Tier II and Tier III TAG Academic Delivery Options for Schools

**Plan for Talented and Gifted Interventions and Services
Madison Metropolitan School District
August 8, 2011
(Includes revisions to be presented at BOE 8-27-12 Meeting)**

MMSD MISSION

Our mission is to cultivate the potential in every student to thrive as a global citizen by inspiring a love of learning and civic engagement, by challenging and supporting every student to achieve academic excellence, and by embracing the full richness and diversity of our community.

OVERVIEW

As MMSD implements Response to Instruction and Intervention (RTI²) and the district School Support Teams (SSTs), the plan for delivery of Talented and Gifted Interventions and Services will continue to be integrated and refined so that it accomplishes the following: 1) is both systemic and systematic in nature; 2) is collaborative; 3) is financially sustainable; 4) is fluid and responsive to student needs; 5) offers appropriate opportunities for student growth and talent development; 6) addresses the comprehensive needs (academic, social and personal growth) of students supported and served by the TAG Department; 7) is aligned with State regulations, professional standards, current research, and effective practice; and 8) provides goals and evaluation procedures to evaluate growth and suggest areas in which change is needed.

This Plan for TAG Interventions and Services describes the following:

- I. TAG Department personnel
- II. The referral/identification processes for interventions in the following five areas:
 - General Intellectual
 - Specific Academic
 - The Visual and Performing Arts
 - Leadership
 - Creativity
- III. Interventions and services provided at each level/tier
- IV. Parent involvement in TAG Interventions and Services
- V. Professional development related to TAG interventions
- VI. Ongoing evaluation of the TAG Department

The Plan for TAG Interventions and Services (following) has had input from multiple MMSD administration team members, the Parent Advisory Group Committee, and TAG staff members.

I. TAG Department Personnel

The MMSD Talented and Gifted (TAG) Interventions and Services Coordinator holds a permanent full-time position. The Coordinator oversees all facets of intervention and service delivery and supervises 19-1 TAG Team members in order to comply with the Wisconsin Administrative Code, Section PI 8.01 (2) (t) 2 regarding interventions and services provided for talented and gifted students. All TAG personnel meet regularly to discuss and coordinate TAG interventions and services.

More specifically, duties for the Coordinator include the following:

- A. Hire additional TAG Department personnel as approved by the BOE to interface with students, parents, teachers, school administrators and support personnel for purposes of identification and delivery of interventions.
- B. Develop TAG Department personnel into a cohesive team that provides rich, comprehensive and systematic services to students, parents, teachers, and all schools in MMSD.
- C. Coordinate and supervise TAG Department personnel in the delivery of all services including but not limited to the referral/identification process, delivery of interventions, and communication with appropriate stakeholders.
- D. Collaborate with program coordinators and district administrators to develop a comprehensive program that delivers advanced level instruction and/or social-emotional support regarding advanced skills to all students for whom such interventions and service are appropriate, regardless of race, ethnicity, gender, sexual orientation, socio-economic level, native language, or designation as needing specialized interventions or services because of learning, physical, or social/emotional/behavioral disabilities.
- E. Collaboratively develop a comprehensive plan to refer and identify K-12 students who need advanced interventions differentiated above and beyond those typically delivered at the student's age/grade level.
- F. Collaboratively support differentiation for students at Tier I and develop flexible delivery options for interventions in RTI² Levels II and III with all elementary, middle, and high schools in MMSD.
- G. Collaborate with district personnel to provide systematic professional development regarding RTI², progress monitoring, talent development, differentiated instruction and the nature and needs of students who are gifted and talented.
- H. Collaborate with district personnel and TAG personnel to expand the TAG database for the purposes of identification, delivery of interventions, student monitoring, evaluation, and communication with parents and school personnel.

- I. Utilize a database to chart, monitor and update progress of the referral/identification processes for delivery of interventions and communication with parents and school personnel.
- J. Supervise and evaluate all TAG staff members according to MMSD guidelines.
- K. Provide opportunities for parent education regarding children with advanced needs.
- L. Provide opportunities for parents and community members to receive information regarding TAG interventions and have input into the program.
- M. Oversee and manage monies allotted to the TAG Department.
- N. Implement and expand systematic protocols and schedules for evaluation of the program at all MMSD schools and district-wide. Evaluation includes input regarding communication, the referral/identification process and the delivery of interventions.

TAG Team members provide a variety of interventions and services to individuals and schools:

- **Membership and/or consultation to the School Support Teams**—the High School SST has one dedicated member of the TAG Team that serves all four high schools. The four SSTs (based on feeder school patterns) each have one TAG member assigned as a consulting member. The Coordinator is also available for consultation as needed.
- **Coordinated Services**— Each elementary and middle school has one TAG staff member assigned for approximately one day of TAG coordinated service per week:
 - **Identification and referral for advanced interventions**—team members perform a variety of duties in this area, including data mining of district assessments, record keeping, observation and interview of students, speaking with parents and teachers regarding student needs, participating in SSIT meetings at schools, monitoring the progress of students at their assigned schools, and working with schools to facilitate student placement and transitions from one level to another.
 - **Professional development for teachers**—this professional development may be “embedded” as TAG staff support individuals and teams of teachers in designing/delivering differentiated instruction at the appropriate level of challenge within the classroom, or it may be more formally delivered to the school staff at large.
 - **Meeting and communicating with school site personnel and parents** regarding student progress, needs, and delivery of interventions.
 - **Talent Development**—team members utilize a variety of activities to help identify students who demonstrate high potential for advanced thinking and/or problem-solving skills in the basic disciplines, and/or advanced potential/skills in leadership, creativity, and/or the visual and performing arts.
 - **Instruction**
 - **Short-term Direct Instruction**—short-term, targeted instruction is delivered on a rotating basis to small student groups or individuals who

are significant outliers from their peers. Instruction is designed as a time-limited pullout or push-in option that can be delivered once per week on the TAG staff member's regular schedule.

- **Program Support**—TAG staff may help to coordinate and support students who are involved in instruction that is delivered online or off-site. Examples include WCATY courses for middle school students and Science Cohort activities for elementary school students.
- **Content-based Direct Instruction**—team members with expertise in Math, Language Arts, and Science provide advanced instruction and/or learning opportunities to students in elementary, middle and/or high schools who are in need of significantly advanced curriculum or experiences to continue progress in skill development and/or talent potential. This instruction may be time-limited on a rotating basis or continuous throughout the year (e.g., GEMS, math hybrids/blended courses).
- **Support to High Schools**—primary support for each high school is from the TAG High School Team member who collaborates on a regular and frequent basis with school and district personnel on the High School and Alternatives SST. The team member collaborates with Student Services personnel (e.g., school counselors) and administrators at each high school to support students as they select self-select courses at the high school level. Newly initiated collaboration between the TAG staff and school/district staff regarding the Career Cruising program, administration of the Strengths Finder for 9th graders, and the EPAS testing system will facilitate the expansion of TAG support to students in grades 9-12. Likewise, the broader implementation of the TAG database will be utilized to increase communication regarding referral, identification and participation in interventions.
- **Special Events**—a number of special events and opportunities (e.g., MathFest, Math Meets, Elementary Science Cohort, Future Problem Solving Competitions, Leadership events, etc.) are coordinated by team members through the central office TAG Department.

There are numerous other school personnel who collaborate with TAG personnel to support the referral, identification, and delivery of advanced interventions to all schools. They include but are not limited to general education teachers and those who teach the arts; Learning Coordinators and Instructional Resource Teachers in the various disciplines; school site administrators; school counselors, social workers and psychologists.

The TAG Department Coordinator collaborates regularly with other administrators from a variety of programs at the district level, including programs regarding English Learners, Diversity and Equity, Special Education, Title programs, etc. Efforts are made to share resources and improve interventions and services to students in the most effective, cost efficient ways.

Advanced interventions are provided to students as part of the RTI² process in MMSD, thus professional development regarding advanced learners is embedded in the professional development regarding RTI². Topics include the nature and needs of advanced learners, including those from difficult circumstances. Additionally, information regarding referral and identification for interventions and contact information for site specific TAG personnel is provided to all teachers and available on the TAG website.

Data regarding participation in professional development of TAG personnel is kept in the TAG Office and reviewed to ensure that all educators in MMSD are current in their understanding of issues surrounding students who are gifted and talented, the referral and intervention processes, and the appropriate delivery of interventions and services to students who are advanced.

Beginning in the 2012-2013 school year, new hires to the TAG staff are required to (1) have either supplemental licensure or a master's degree in education of the gifted and talented OR (2) be willing to complete such a degree or licensure within 3 years of hire. Existing personnel are encouraged to do the same.

II. Identification for Talented and Gifted Services/Interventions

Introduction

The TAG Plan for identification of students needing advanced interventions is based on MMSD's Response to Instruction and Intervention Model (RTI²). The RTI² Plan is MMSD's response to a national effort promoting provision of varied levels of interventions to help all students succeed and progress academically, socially-emotionally and behaviorally in school. See Diagram 1. Students who receive advanced interventions based on their needs for academic challenge and growth are not expected to return to Tier 1 instruction. The goal for these students is to learn and grow at an accelerated pace and in deeper ways. The purpose of identification for advanced interventions is to ensure that students who have already mastered the standards at their grade level or who are significantly advanced outliers compared to their peers at any given time are provided with an appropriate level of challenge to promote continued growth. Determination is made based on current levels of mastery and indicators of readiness for the unit of study at hand. Therefore, rather than students being identified for a specific "program," they may participate in advanced interventions at some times during the year, but not necessarily at all times or in the same domain. Thus, interventions become fluid and may take a variety of forms, based on a student's developmental academic and talent needs.

The general referral and identification procedures outlined below apply to all service areas required by the State of Wisconsin and at all levels K-12: General Intellectual, Specific Academic, Leadership, Creativity, and Visual and Performing Arts. (Please see the accompanying charts

Response to Instruction and Intervention

A focus on Learning . A Collaborative Culture . A focus on Results

Talented and Gifted Interventions

Academic Systems

Tier III: Comprehensive and Intensive Interventions and/or Acceleration determined by SSIT with TAG Support

Specialized/intensive instructional interventions for a few students in addition to and/or in place of those at Tiers I and II

Tier II: Strategic Intervention

Targeted instructional interventions for some students who need more support./extensions in addition to Tier I

Tier I: Differentiated Core Curriculum

Differentiated interventions, based on the Common Core Standards, provided in the Student's general classroom

Behavioral & Social-Emotional Systems

Tier III: Intensive Interventions

Specialized interventions provided to students who need individual or small group intervention to resolve issues regarding health in the social-emotional and/or behavioral domains

Tier II: Strategic Intervention

Interventions provided to students who need support in the social, emotional and/or behavioral domains in order to progress in the areas of learning, talent development and adjustment

Tier I: Universal Practices (PBS and Instruction in the General Ed Classroom)

Instructional interventions provided to encourage social and emotional well-being in students as outlined in the MMSD Social-Emotional Learning Standards

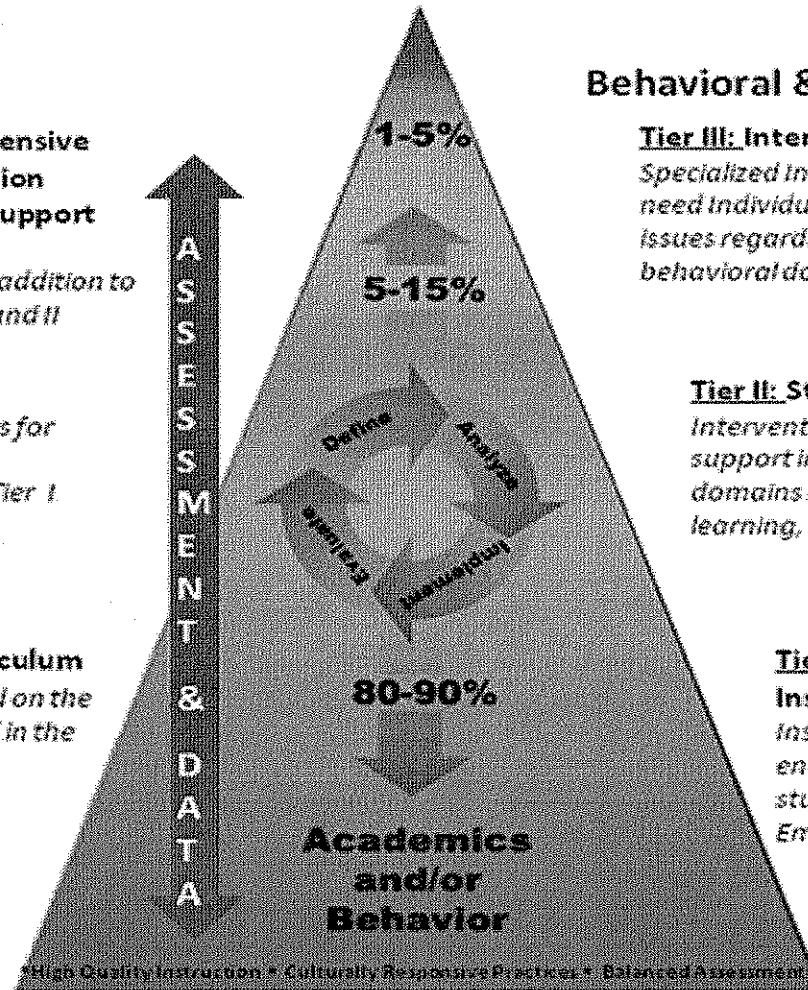


Diagram 1

and diagrams.) A focus on deepening and expanding the newly initiated referral and identification processes in leadership, creativity, and visual and performing arts will continue in 2012-13 and beyond.

The RTI² process has various stages and requires gathering and analysis of multiple data (quantitative and qualitative) and input from various sources. A student who is receiving TAG interventions may also be receiving concurrent interventions related to Special Education, English Language development, or other areas of development.

Goals for Referral and Identification for Interventions

- A. Identify students in K-12 who show high degrees of aptitude or demonstrated mastery of grade-level and/or above grade level standards in one or more the following areas: general intellectual, specific academic, visual or performing arts, leadership, creativity. The ultimate goal is to support the continued growth and development of such students' talents and gifts.
- B. Use the RTI process and procedures to refer and intervene appropriately on the behalf of students with high potential or demonstration of advanced skill.
- C. Base referral and identification on multiple sources of data, both qualitative and quantitative, from a variety of individuals including but not limited to parents/guardians, teachers, and TAG team members.
- D. Ensure equity in the identification process to include appropriate interventions and/or services for students regardless of race, ethnicity, gender, sexual orientation, socio-economic level, native language, or designation as needing specialized services because of learning, physical, or social/emotional/behavioral disabilities.
- E. Implement systematic professional development for teachers, administrators, school counselors, school psychologists and other support personnel regarding the characteristics of talented and gifted children from mainstream and diverse populations (see #3, above) and in the screening, referral and identification processes.
- F. Develop, update and utilize a database to identify and monitor progress of students referred for TAG interventions and services; keep historical data and share with site-based staff to better plan and implement instruction and for smother transitions from one school level to the next.
- G. Monitor and assess the referral and identification processes for each domain on a regular basis; revise as necessary.
- H. Establish a plan to expand the referral and identification processes for Leadership, Creativity, and Visual and Performing Arts.

Procedures for Referring and Identifying Students for Advanced Interventions

As Diagram 1 indicates, the RTI² model provides for student interventions at various levels of need. Students needing differentiated instruction of grade-level standards within the general

education classroom (Tier I) are generally served by the classroom teacher with professional development support from a TAG Resource or Support Teacher as needed. Tier II interventions are those that support students who need specific supports to ensure that they make adequate and continued progress. Tier III interventions are provided to students who need intensive advanced interventions in order to meet their academic, social, and emotional needs.

In order to match student needs with appropriate interventions, the referral/identification process follows the Student Support and Intervention Team (SSIT) model. Referral can come from a number of sources, including parents or community members. Referrals for intervention from those other than parents are usually based on evidence provided by universal screeners, benchmarking and/or progress monitoring but can also be based on qualitative evidence such as observation of student characteristics and strengths, class assignments, school or community activities, awards of various kinds, etc. Referral forms for parents and educators are available online on the TAG website. TAG personnel are available to support the classroom teacher if help is needed in assessing and/or providing information at all points in the referral/identification process.

If parents are the first to be concerned that their child is not receiving appropriately challenging instruction, they are encouraged to first contact their child's teacher. The teacher, principal, (and TAG staff, if needed) then examine current data including universal screeners, benchmarking/progress monitoring to determine whether or not interventions need to be considered and, if so, what they might be. Generally, if such interventions are able to be provided in the classroom, the teacher will differentiate instruction and refine interventions within the classroom until they are appropriate or until it is determined that the child needs a different level of intervention. Communication with the parent continues until the concern is remedied.

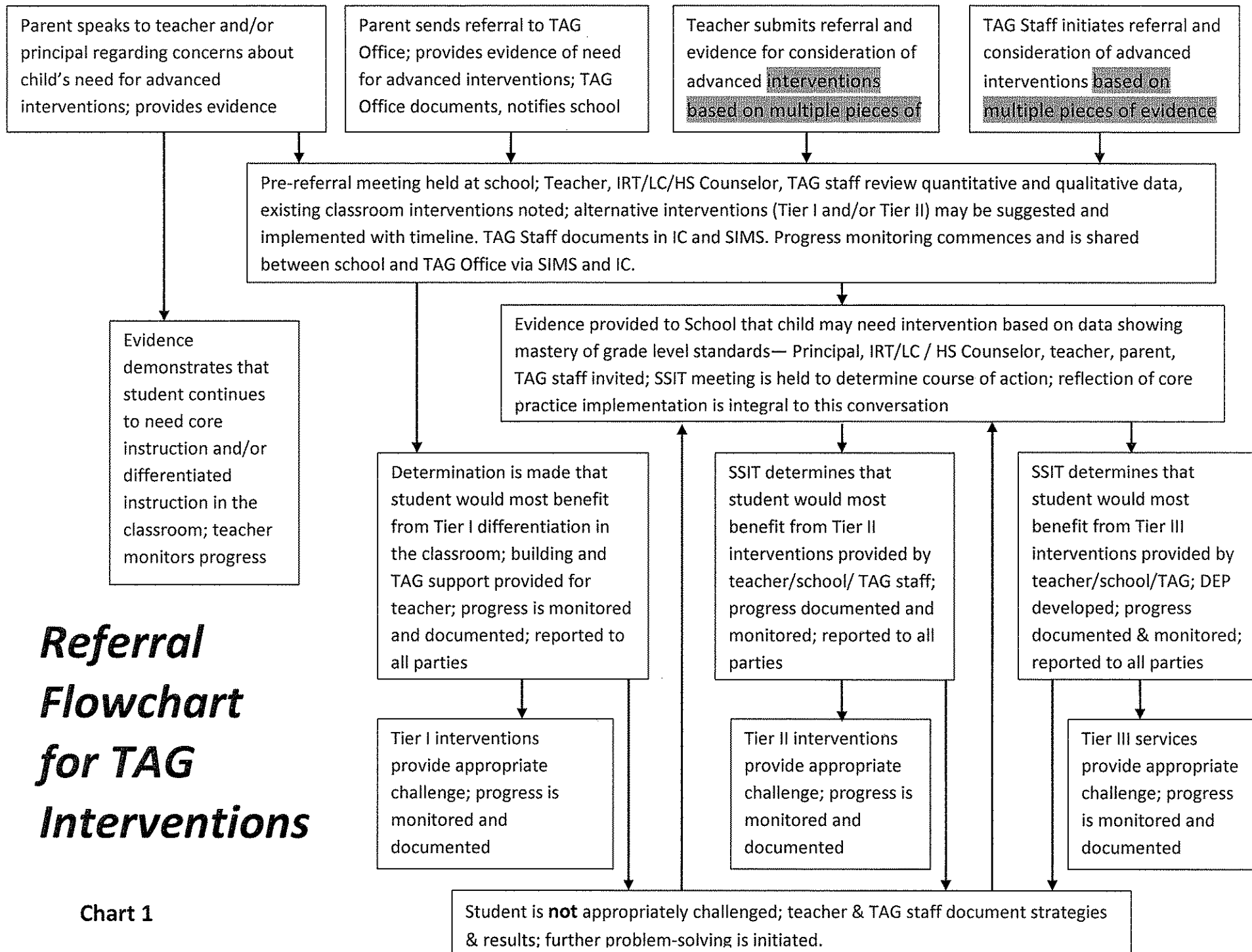
If it is determined that the student needs more strategic interventions (Tier II), the teacher and parent(s) submit referral forms to the TAG Office or to the TAG staff member assigned to the student's school. If the resulting intervention is participation in a club or a group activity at the school that is outside of regular instructional time, the information should be documented and shared with the parent. If intervention includes instruction in a flexible group designed for students across classes or grade levels, parents should be informed and the instruction documented. If the intervention activity or instruction is provided out of the general education classroom at any time that the child would normally receive instruction in that classroom (e.g., WCATY courses, short-term pullouts, etc.), the parent must be notified and given written consent for the student to participate. Tier II decisions may be made in an SSIT meeting or by general agreement between parents and staff (including TAG staff), but they must be documented and documentation entered in the TAG database.

Tier III interventions are available for the very few significantly advanced outliers in a given domain. Students who need interventions at this level must be presented for discussion at an

SSIT meeting or meetings that include TAG staff, the parents and, if appropriate, the student. A Differentiated Education Plan (DEP) is drawn up that outlines the educational experiences for the student as determined by the participants of the SSIT. Principals must endorse the interventions and sign off on them.

Please note: on Diagrams 2 and 3 (pages 17 and 18) some interventions are listed in both Tiers II and III. This is due to the fact that the circumstances and peer groups for individual students at various schools across the district can be significantly different. Schools in which there are large groups of students who demonstrate advanced levels of mastery may have different ways of providing appropriate interventions compared to schools in which there are few significantly advanced outliers. The goal, however, is to provide appropriately challenging advanced interventions for all students who need them and to continue conversation with parents regarding their child's learning progress.

Chart 1 provides a visual of the referral and identification processes. Communication between classroom teachers and TAG staff is encouraged since students frequently participating in advanced differentiation activities in the classroom may need to be considered for interventions at Tiers II and/or III as well.



Referral Flowchart for TAG Interventions

Chart 1

Criteria for Determining TAG Interventions

Chart 2 outlines the criteria recommended for the SSIT when determining interventions for Tiers II and/or III in the various TAG categories (the academic areas, leadership, creativity, and visual and performing arts). Because it is important for each SSIT to consider the unique needs of the student in his or her specific situation, criteria for interventions at these levels are recommended rather than required in order to accommodate students who demonstrate high levels of potential but struggle with unusual/difficult circumstances (e.g., students who are homeless or live in poverty, learners of English, students with disabilities, etc.).

Students who are identified for the General Intellectual category typically engage in more long-term interventions because of sustained demonstration of need for deeper and more challenging interventions than the vast majority of their peers. Students are identified for this category in a formal SSIT meeting that includes TAG staff and at which significantly strong data are presented to support the designation.

Progress monitoring of students at Tiers II and III is documented in the TAG database; adjustment in interventions is made as deemed appropriate by the each student's SSIT and the TAG staff member documents it in the TAG database and/or SIMS, as appropriate. This should include provision of interventions in the behavioral/social-emotional domain as well as the academic and learning domain. Parents as well as teachers and other school personnel are encouraged to monitor the affect and behavior of students in regard to the academic and learning interventions in which they are participating. It is essential to address affect and adjustment issues as they arise to encourage social-emotional health and well-being.

Identification for advanced coursework at the high school level has historically been handled in MMSD through self-selection of courses by students. As the TAG Department has assumed the task of building a K-12 district-wide system and infrastructure for identifying and continuing to serve students with high potential, collaboration between the TAG Department and high schools is increasing and will continue to do so. Recommendations to high schools regarding incoming students who should be considered for advanced classes, continued expansion of the database, and inclusion of EPAS assessments will all help provide information to appropriately challenge high school students. Continued contact with counselors will further aid this process.

Professional development regarding the process for referral and identification of need for advanced interventions is provided to teachers and school personnel at all schools in the District as part of the RTI process. It is supported by various TAG Team members and the TAG Office. Information regarding the referral and identification process is posted online for parents, discussed at various school-sponsored meetings for parents, and disseminated to the larger community in English and Spanish by means of a brochure and the TAG webpage.

The referral and identification process is included in plans for the ongoing monitoring and evaluation of the TAG Department with support from the Office for Research and Evaluation.

**Assessments and Recommended Criteria for Consideration of
Advanced Level Academic Interventions
Grades K-5**

District Assessment (Grade Level)	Kinder	First	Second	Third	Fourth	Fifth
Reading Lexile (MAP or SRI)			900*	1001*	1051*	1101*
Aimsweb	TBD	TBD	TBD	TBD	TBD	TBD
Intermediate Math Assessment (IMA)				TBD	TBD	TBD
District Writing Sample (DWS)				Median 4.5		Median 4.5
Measure of Academic Progress (MAP)						
Reading (MAP)				95%*	95%*	95%*
Language Usage (MAP)				95%*	95%*	95%*
Math (MAP)				95%*	95%*	95%*
Cognitive Abilities Test (CogAT)						
Verbal (CogAT)			9**			9**
Quantitative (CogAT)			9**			9**
Nonverbal (CogAT)			9**			9**
Wisconsin Knowledge and Concepts Exam (WKCE)						
Reading (WKCE)				97%	97%	97%
Language Arts (WKCE)					97%	
Math (WKCE)				97%	97%	97%
Science (WKCE)					97%*	
Social Studies (WKCE)					97%*	

Chart 2

* Score or percent as listed OR within the top 1-3 percent of local school grade level

**Stanine 9 based on age OR within the top 1-3%ile of the local school grade level

As assessments used by the district change, cut scores will be determined.

Additional Assessment Tools used by TAG Staff may include:

- Test of Mathematical Ability of Gifted Students (TOMAGS)
- Middle School Math Assessment (MSMA)

**District Assessments and Recommended Criteria for Consideration of
Advanced Level Academic Interventions
Grades 6-12**

District Assessment (Grade Level)	6	7	8	9	10	11	12
Reading Lexile (MAP or SRI)	1151*	1201*	1251*	1301*	1351*	1401*	1451*
District Writing Sample (DWS)		Median 4.5		Median 4.5			
Measure of Academic Progress (MAP)							
Reading (MAP)	95%*	95%*	95%*				
Language Usage (MAP)	95%*	95%*	95%*				
Math (MAP)	95%*	95%*	95%*				
Cognitive Abilities Test (CogAT)							
Verbal (CogAT)	9** (5 th)						
Quantitative (CogAT)	9** (5 th)						
Nonverbal (CogAT)	9** (5 th)						
Wisconsin Knowledge and Concepts Exam (WKCE)							
Reading	97%*	97%*	97%*		97%*		
Language Arts			97%*		97%*		
Math	97%*	97%*	97%*		97%*		
Science			97%*		97%*		
Social Studies			97%*		97%*		

Chart 2 (continued)

* Score or percent as listed OR within the top 1-3 percent of local school grade level

**Stanine 9 based on age OR within the top 1-3%ile of the local school grade level

Recommended scores for the EPAS (Explore, Plan, ACT) will be added as more information becomes available.

Data Points Used to Consider Interventions for Tiers II and III in Leadership, Creativity, Visual & Performing Arts Interventions

Area	ASSESSMENT DATA		PERFORMANCE DATA	
	Aptitude	Referrals	Products/ Evidence	Referrals
Leadership	<ul style="list-style-type: none"> Gallup Student Strengths Finder Inventory Student Leadership Documentation Form 	<ul style="list-style-type: none"> Teacher Checklists Teacher Jot Down Forms Parent Checklist/ Referral Form Recommendation by expert in the field 	Judgment of the following by a panel of experts: <ul style="list-style-type: none"> Evidence of outstanding leadership ability in school or community Service Projects Resume Portfolio/Projects/Products Anecdotal Record 	<ul style="list-style-type: none"> School personnel Parent Peer Self Community Member
Creativity	<ul style="list-style-type: none"> Torrance Test of Creative Thinking (95%ile-Stanine 9)* 	<ul style="list-style-type: none"> Teacher Checklist Teacher Jot Down Forms Parent Checklist/ Referral Form Recommendation by expert in the field 	Judgment of the following by a panel of experts: <ul style="list-style-type: none"> Evidence of outstanding creative ability in which the student produces, solves complex problems, asks deep/complex questions Portfolio/Projects/Products Anecdotal Record 	<ul style="list-style-type: none"> School personnel Parent Peer Self Community Member
Visual/ Performing Arts	<u>Performing Arts</u> <ul style="list-style-type: none"> Indicators of Musical Potential Form <u>Visual Arts</u> <ul style="list-style-type: none"> Arts Documentation Form 	<ul style="list-style-type: none"> Teacher Checklist Parent Checklist/Referral Form Recommendation by expert in the field 	Judgment of the following by a panel of experts: <ul style="list-style-type: none"> Evidence of giftedness in student's performance ability (art, music, drama) in school or community Portfolio/Projects/Products Awards/recognition 	<ul style="list-style-type: none"> Reviews of Performances Anecdotal Record

Chart 2 (continued)

* Score or percent as listed OR within the top 1-3 percent of local school grade level

III. TAG Programming and Delivery of Interventions

Goals for TAG Programming and Delivery of Interventions

- A. Provide support for appropriately rich and deep educational programming interventions and learning experiences for students who demonstrate mastery of grade-level standards in order to increase growth.
- B. Provide support for such interventions at strategic and intensive levels of intervention (Tiers II, III).
- C. Provide support for such interventions for all categories of talent development: general intellectual, specific academic, visual and performing arts, leadership, and creativity.
- D. Support teachers and schools in their effort to provide advanced learners with interventions that support their behavioral, social and emotional growth and development.
- E. Ensure equitable offerings and systematic programming across all grade levels, K-12 and at all schools in MMSD.
- F. Ensure equitable offerings and systematic programming options in the various TAG categories (e.g., for general intellectual and specific academic programs—Language Arts, Mathematics, Science, Social Studies; for the performing arts—Music, Drama, Dance; etc.).
- G. Establish a more comprehensive system to expand and support interventions for Leadership, Creativity, and Visual and Performing Arts.
- H. Establish a method to document and update an annotated list of interventions options at each school in all areas of talent development: general intellectual, specific academic, visual and performing arts, leadership, and creativity; make these updated lists available to parents, teachers, administrators and the TAG Office.
- I. Utilize a database to ascertain that students for whom TAG interventions are appropriate are receiving those interventions, document what those interventions are, and monitor student progress to determine continued value of the interventions.
- J. Modify interventions for individual and groups of students if and when the need is demonstrated by evidence.
- K. Refine and expand the evaluation of interventions and services at all schools and in all grade levels, K-12 to include input from students, parents, teachers, support personnel, and administrators.

As is outlined in Section II of this document, the TAG Department supports interventions at three different levels or tiers. (Please see Diagrams 2 and 3.) **Tier I** interventions are provided in the classroom by the general education teacher. They include differentiation, curriculum compacting, and other strategies typically considered “good teaching.” TAG Team members support general education teachers in expanding their repertoire of differentiation skills. **Tier II** interventions are those that support advanced learners who need specific supports to ensure that they make adequate progress. Although Tier II opportunities vary by school, options in a variety of fields/disciplines are provided so that students have rich and varied experiences on which to build their skills. These opportunities are provided during the school day so that all students may participate. (Additional developmentally appropriate extra-curricular opportunities are provided at many schools as well.) Tier II decisions may be made at an SSIT meeting or at a more informal gathering of educators; parents will be notified of must agree in writing to any decisions regarding interventions that decrease instructional time in the general education classroom. Decisions regarding **Tier III** interventions are made in SSIT meetings that include personnel from the school and TAG Office and parents/guardians. They provide advanced and/or accelerated opportunities for the few students who demonstrate mastery significantly above and beyond grade level standards and/or the performance of their agemates.

Interventions at all three tiers are provided at every grade level K-12 and at every school in MMSD. Cognitive and behavioral/social/emotional interventions are provided to students at all tiers to address the needs of the whole child and encourage health and wellness as well as cognitive gain. School site and TAG personnel collaborate to create and maintain an annotated list of Tier II and III interventions available at each school each year and to document student participation and progress as a result of these interventions. This documentation becomes part of the TAG database and is used to guide modifications on the student’s DEP if needed.

Honors classes are available at all high schools in the 9th and 10th grades in the four basic content areas and in some high schools at additional grade levels. All schools offer electives with rigorous content at grades 11 and 12 and the Advanced Placement offerings at all high schools continue to increase. Youth Options continue to be an alternative for students in grades 11 and 12 who need classes more advanced than the high schools typically provide.

Collaboration with personnel regarding Career Cruising and data gathered from the EPAS system of assessments will continue to increase referrals and identification, and provide for systematic interventions at the high school level.

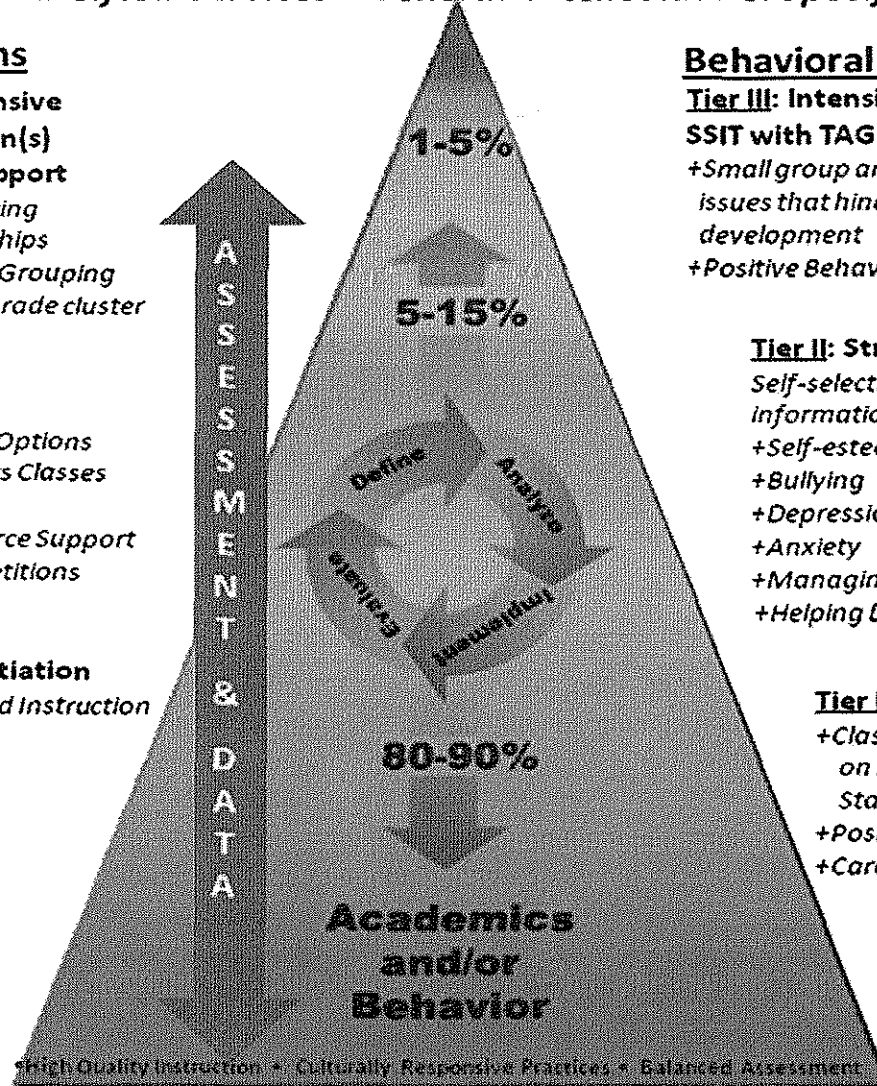
As infrastructure is built to support students across the district who need TAG interventions, there will be increased focus on providing more systemic interventions for students identified in Leadership, Creativity, and the Visual/Performing Arts.

Plans are being devised to include the provision and support of programming interventions and their delivery in the ongoing monitoring and evaluation of the TAG Department with support from the Office for Research and Evaluation.

Response to Instruction and Intervention

Talented and Gifted Services—General Intellectual & Specific Academic

- Academic Systems**
- Tier III: Comprehensive and Intensive Interventions and/or Acceleration(s) determined by SSIT with TAG Support**
- +Purchased Services
 - +Subject Acceleration
 - +Grade Acceleration
 - +Online Options
 - +Youth Options
 - +Mentoring
 - +Internships
 - +Cluster Grouping
 - +Multi-grade cluster
- Tier II: Strategic Interventions**
- +Flexible Grouping
 - +Compacting/Contracting
 - +Workshops/Conferences
 - +Advanced Placement
 - +Independent Projects
 - +Co- & Extra-curricular activities
 - +Youth Options
 - +Honors Classes
 - +Clubs
 - +Resource Support
 - +Competitions
- Tier I: Classroom-based Differentiation**
- +Preassessment-based Differentiated Instruction
 - +High Level Questioning Techniques
 - +Critical & Creative Thinking
 - +Flexible Grouping
 - +Problem-Solving
 - +Inquiry Models
 - +Curriculum Compacting
 - +Learning Centers
 - +Independent Contracts
 - +Differentiated Games
 - +Push-In Services
 - +Interest Groups



Behavioral & Social-Emotional Systems

- Tier III: Intensive Interventions determined by SSIT with TAG Support**
- +Small group and/or individual counseling regarding issues that hinder personal learning, talent development
 - +Positive Behavioral Support (PBS)
- Tier II: Strategic Interventions**
- Self-selection of participation in information/support groups such as:
- +Self-esteem
 - +Bullying
 - +Depression
 - +Anxiety
 - +Managing Anger
 - +Helping Depressed/Suicidal Peers
 - +Perfectionism
 - +Self-Advocacy
 - +Twice-exceptional Issues
 - +Making & Keeping Friends
- Tier I: Universal Practices**
- +Classroom instruction and counseling based on MMSD's Social-Emotional Learning Standards
 - +Positive Behavioral Support (PBS)
 - +Career & College Readiness & Planning

Diagram 2

Response to Instruction and Intervention

A focus on Learning . A Collaborative culture . A focus on Results

Talented and Gifted Interventions—Leadership, Creativity, Visual/Performing Arts

Academic Systems Tier III: Comprehensive and Intensive Intervention determined by SSIT with TAG Support

- +Independent Projects
- +Internships
- +Mentoring
- +Youth Options
- +Performance Opportunities
- +Art Exhibition Opportunities

Tier II: Strategic Interventions

- +Drama Productions
- +Youth Options
- +Student Government
- +Talent Shows
- +Workshops/Conferences
- +Clubs
- +Band/Orchestra/Choir
- +Competitions

Tier I: Classroom-based Differentiation

- +Preassessment-based Differentiated Instruction
- +Classroom Productions/Exhibits
- +Critical & Creative Thinking Activities
- +Classroom Government/Leadership Opportunity
- +Problem-Based Learning
- +Cooperative Learning
- +Curriculum Enrichment
- +Learning Centers
- +Independent Contracts
- +Push-In Services
- +Interest Groups

Behavioral & Social-Emotional Systems

Tier III: Intensive Interventions determined by SSIT with TAG Support

- +Small group and/or individual counseling regarding issues that hinder personal learning, talent development
- +Positive Behavioral Support (PBS)

Tier II: Strategic Interventions

Information/support groups such as:

- +Self-esteem
- +Managing Anger
- +Bullying
- +Self-Advocacy
- +Depression
- +Helping Depressed/Suicidal Peers
- +Perfectionism
- +Twice-exceptional Issues
- +Anxiety
- +Making & Keeping Friends
- +Risk-Taking
- +Talented Female/Talented Male

Tier I: Universal Practices

- +Classroom instruction based on MMSD's Social-Emotional Learning Standards
- +Positive Behavioral Support (PBS)
- +Career & College Planning & Readiness

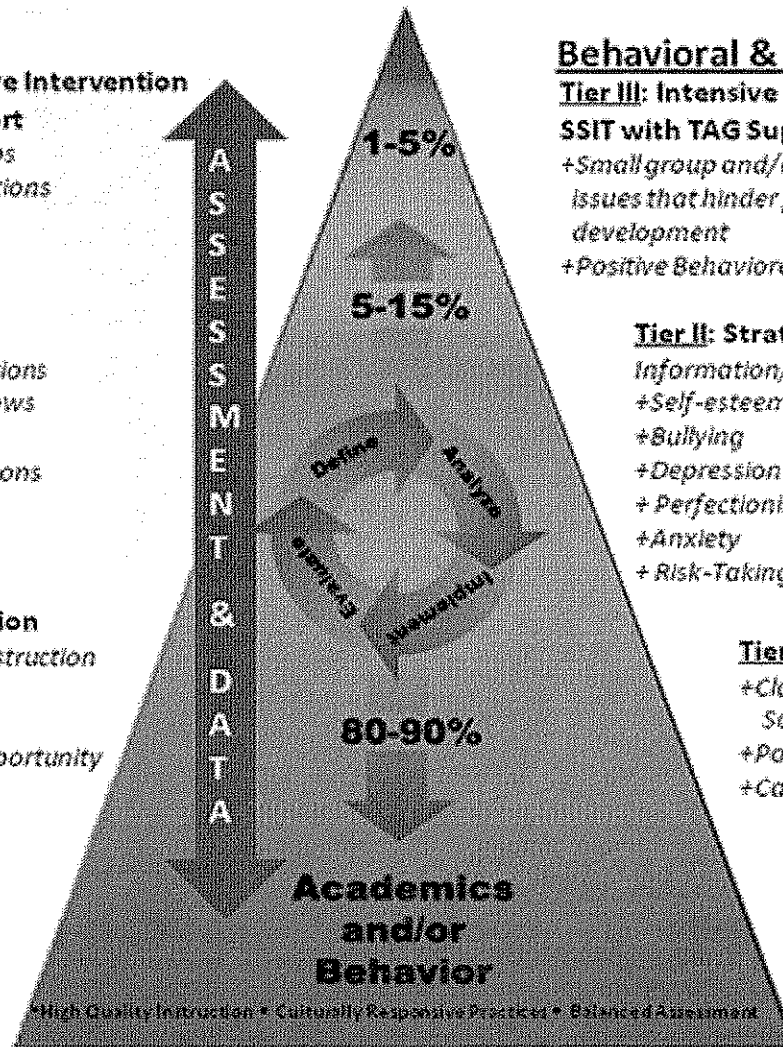


Diagram 3

IV. Parent Involvement in the TAG Program

Parents are valued participants in the TAG Program at MMSD, and it is hoped that they will participate actively in the following ways:

1. Parents/guardians participate in the referral and/or identification for intervention process. They may start the referral process themselves after consultation with their child's teacher and principal by completing the parent referral form online and emailing it or sending hard copy to the TAG Office. Regardless of who starts the referral process, parents are members of the SSIT that determines appropriate Tier III TAG interventions, based on evidence provided from multiple sources.
2. Parents are notified if their child participates in TAG interventions other than in their regular classroom. Parents must give permission for students to participate in TAG interventions at Tier II if the student is missing general education instruction at the time of the intervention. Parents work with the SSIT to determine the appropriate interventions at Tier III and sign the DEP.
3. Once a student has been identified for interventions in Tiers II and/or III, the student's progress and affect are monitored by teachers and TAG personnel. If concerns arise, the parents again meet with the rest of the SSIT to determine a course of action. Parents may request an SSIT when and if there are concerns regarding their child's progress, placement and/or intervention(s). Likewise, teachers and/or TAG personnel may request an SSIT, and it is hoped that parents will participate in such meetings.
4. The TAG Parent Advisory Committee is an important arm of the TAG Department's functioning. Parents are invited to participate in this committee that meets approximately once every two to three months. Issues regarding students at all levels are addressed in the Parent Advisory meetings during the course of the year: K-2, 3-5, Middle School and High School. Effort is made to have parent representation from each school in the district on the Parent Advisory Committee in order to facilitate communication regarding TAG interventions to the individual school's parent groups. End-of-year evaluations are presented to and discussed with the TAG Advisory Committee as part of the TAG evaluation process.
5. Parents at each school are invited to at least one meeting per year regarding topics of interest to parents of students receiving TAG interventions. These meetings may be held at the child's school or another venue, usually within the area of MMSD served by a school's support team. Invitations are sent in the home language of the student; translation is provided for parents as needed.
6. At the end of the school year, parents (or a random sample of parents) are asked to participate in an evaluation of the TAG Program and the interventions that were provided to their child(ren). This information is used as part of the ongoing TAG Program evaluation. Beginning in 2012-13, written evaluations will be provided in English and

Spanish; if parents speak a different language than these, efforts will be made to provide translators for individual interviews in the parents' native language.

Communication of information about TAG interventions and services to a variety of parent and community groups is a priority so that all parents have information regarding opportunity for children to participate in advanced learning opportunities and talent development as they are appropriate. Brochures providing information about TAG referral and interventions will soon be available in multiple languages. Parents new to the district are provided with information regarding TAG interventions and services upon enrollment of their children.

The TAG Parent Advisory Committee has been an integral part of the development of this TAG Plan before it was presented to the Board of Education for approval.

Statement Regarding Cost to Parents

Pursuant to state law and regulations, no student shall be required to pay nor shall the District charge tuition for appropriate instruction and/or intervention for students receiving talented/gifted interventions necessary for continued growth, including those that may be online or at institutions of higher learning. The identification of a student for gifted or talented interventions and the provision of appropriate instruction and interventions shall be based on the findings of the Student Support and Intervention Team (SSIT) with input from the student's parent/guardian and endorsement of the school principal. Unilateral parental programming decisions and/or placements made outside of the collaborative SSIT/principal endorsement process will not be funded by the District.

V. Professional Development

Professional development (PD) is an important component of the TAG Department. It is addressed and implemented in the following ways:

- All TAG Team members participate in professional development at the beginning of and throughout the year regarding the nature and needs of gifted children, talent development, differentiated instruction, identifying and serving students from typically underrepresented groups, and other topics important in the field. These experiences provide a foundation for TAG staff to embed professional development on an individual basis and to work as a team member in the provision of professional development to schools and groups of teachers. All TAG personnel continue their personal growth in the field of talented and gifted by reading and formally/informally discussing information from books and periodicals housed in the TAG Library or from other sources.
- TAG personnel continue personal growth by attending local, state, and national conferences as funds are available. Personnel attending such events provide follow-up

professional development to their TAG colleagues and at schools and PD events as appropriate.

- TAG personnel are encouraged to present at local, state, and national conferences and other events as funds are available to share their personal growth and expertise with others.
- A plan is in place that outlines delivery of PD regarding TAG issues and interventions to cluster teachers for K-8 schools and honors teachers at all schools in the district. Documentation of attendance at TAG-related PD is housed in the TAG Office. Cluster and honors teachers are expected to participate in ongoing PD events scheduled each year.
- A plan is being developed to include professional development regarding TAG issues, interventions and services for all Student Services and Instructional Services personnel.
- Schools and teachers are encouraged to request TAG-related PD and support from the TAG Office and/or TAG staff; names and contact information of assigned TAG personnel are provided to each school and available to all teachers.
- Classroom teachers are provided with information regarding the referral and SSIT processes regarding interventions for advanced learners. Teachers may also work directly with the TAG staff member assigned to their school to obtain embedded professional development.

VI. Evaluation of the Talented and Gifted Department

A comprehensive and ongoing evaluation of interventions and services supported through the TAG Department will be conducted with assistance provided by MMSD Research and Evaluation staff. This evaluation will include but is not limited to referral/identification for intervention processes, programming options, parent involvement, professional development, and systemic implementation.

**Menu of Tiers II and III Literacy Options for Advanced Learners
Services Offered to Schools by TAG Department
2012-2013**

	K	1	2	3	4	5	6	7	8	9	10	11	12
Consultation & Professional Development regarding Differentiation in Literacy	X	X	X	X	X	X	X	X	X	X	X	X	X
* Future Problem Solving					X	X	X	X	X				
* Great Books						X	X	X	X				
* Michael Clay Thompson materials (grammar, literature, word roots)			X	X	X	X	X	X	X	X	X	X	X
** WCATY Courses							X	X	X				
** Online Learning (specific circumstances)	X	X	X	X	X	X	X	X	X	X	X	X	X
**Consultation/recommendations for Language Arts Cluster	X	X	X	X	X	X	X	X	X				
**Consultation/recommendations for Flexible Grouping with Advanced Curriculum	X	X	X	X	X	X	X	X	X				
*** Short-term Targeted Direct Instruction							X	X	X	X	X	X	X
Consultation/PD regarding Subject Acceleration	X	X	X	X	X	X	X	X	X	X	X	X	X
Consultation/PD regarding Honors Classes										X	X	X	X
Consultation for Youth Options as requested											X	X	X
Consultation/Elementary Support regarding Advanced Learners in Dual Language Immersion Programs	X	X	X	X	X	X							
Collaboration with other MMSD Departments regarding Talent Development	X	X	X	X	X	X	X	X	X	X	X	X	X
Facilitation of Grade Acceleration Process	X	X	X	X	X	X	X	X	X	X	X	X	X

* TAG Department facilitates training and lends pilot materials

** TAG Staff facilitate/recommend selection of students

*** Provided by TAG Itinerant teachers on a rotating basis

**Menu of Tiers II and III Mathematics Options for Advanced Learners
Services Offered to Schools by the TAG Department
2012-2013**

	K	1	2	3	4	5	6	7	8	9	10	11	12
* Math Squared	X	X	X										
*Math Cubed				X	X	X							
**Math Cluster	X	X	X	X	X	X	X	X	X				
**Flexible Grouping with advanced curriculum	X	X	X	X	X	X	X	X	X				
*** Short-term Targeted Direct Instruction							X	X	X	X	X	X	X
****GEMS I & II			X	X	X	X							
Math-related Clubs		X	X	X	X	X	X	X	X	X	X	X	X
MathFest (Competition)					X	X	X	X	X				
Math Meets							(X)	(X)	(X)	X	X	X	X
Online Learning (specific circumstances)				X	X	X	X	X	X	X	X	X	X
Consultation regarding Subject Acceleration	X	X	X	X	X	X	X	X	X	X	X	X	X
Consultation/PD regarding Honors Classes							(X)	(X)	(X)	X	X	X	X
Consultation regarding Youth Options											X	X	X

* TAG Department facilitates training and/or lends pilot materials

** TAG Staff facilitate/recommend selection of students, enrollment and evaluation

*** Provided by TAG Itinerant teachers on a rotating basis

****Radical math acceleration for elementary students

(X) indicates honors math classes/opportunities for students who have been accelerated in math prior to high school

**Menu of Tiers II and III PBIS Options for Advanced Learners
Services Offered to Schools by the TAG Department
2012-2013**

	K	1	2	3	4	5	6	7	8	9	10	11	12
Observation of Student in Classroom	X	X	X	X	X	X	X	X	X	X	X	X	X
Consultation with Teachers & PBS Staff	X	X	X	X	X	X	X	X	X	X	X	X	X
Consultation with Parents & School Staff	X	X	X	X	X	X	X	X	X	X	X	X	X
Consultation with SSIT	X	X	X	X	X	X	X	X	X	X	X	X	X
Embedded Professional Development— Socio-Emotional Issues	X	X	X	X	X	X	X	X	X	X	X	X	X
Professional Development—Teachers	X	X	X	X	X	X	X	X	X	X	X	X	X
Professional Development—Social Workers	X	X	X	X	X	X	X	X	X	X	X	X	X
Professional Development—PBS Staff	X	X	X	X	X	X	X	X	X	X	X	X	X
Student Small Group Meetings: Socio- Emotional Issues/Support	X	X	X	X	X	X	X	X	X	X	X	X	X
TAG Staff Participation with Social Skills Groups (advanced learners)	X	X	X	X	X	X	X	X	X	X	X	X	X

Note: General support may be provided by TAG Teachers. More specific/advanced support will be provided by TAG staff who have professional training and skills in counseling in conjunction with personnel from Student Services.

**Menu of Tiers II and III Science Options for Advanced Learners
Services Offered to Schools by the TAG Department
2012-2013**

	K	1	2	3	4	5	6	7	8	9	10	11	12
*U-STARS Identification System Observation Checklists Literature-Science Connections Family Science Packets	X	X	X	X									
Elementary Science Cohorts w/ Institute for Discovery UW Madison					X	X							
Proposed Middle School Science Cohorts w/ Institute for Discovery UW Madison							X	X	X				
**Short-term Targeted Direct Instruction							X	X	X	X	X	X	X
Consultation/PD regarding Honors Classes										X	X	X	X
Consultation for Youth Options as requested											X	X	X
Collaboration with other MMSD Departments regarding Talent Development	X	X	X	X	X	X	X	X	X	X	X	X	X

* TAG Department facilitates training and/or lends pilot materials

** Provided by TAG Itinerant teachers on a rotating basis

**Menu of Tiers II and III Social Studies Options for Advanced Learners
Services Offered to Schools by TAG Department
2012-2013**

	K	1	2	3	4	5	6	7	8	9	10	11	12
Consultation & Professional Development regarding differentiation in Social Studies	X	X	X	X	X	X	X	X	X	X	X	X	X
Consultation & Professional Development regarding interdisciplinary studies that includes Social Studies	X	X	X	X	X	X	X	X	X	X	X	X	X
* Future Problem Solving					X	X	X	X	X				
* Great Books Inquiry-Based Non-Fiction series							X	X	X	X	X	X	X
** WCATY Courses (Interdisciplinary with Literacy)							X	X	X				
** Online Learning (specific circumstances)	X	X	X	X	X	X	X	X	X	X	X	X	X
** Consultation/recommendations for Flexible Grouping with Advanced Curriculum	X	X	X	X	X	X	X	X	X				
*** Short-term Targeted Direct Instruction							X	X	X				
Consultation/PD regarding Honors Classes										X	X	X	X
Consultation for Youth Options as requested											X	X	X
Collaboration with other MMSD Departments regarding Talent Development	X	X	X	X	X	X	X	X	X	X	X	X	X

* TAG Department facilitates training and lends pilot materials

** TAG Staff facilitate/recommend selection of students

Tier II and Tier III TAG Academic Delivery Options for Schools

Method/Model	Considerations	Cost	Pros	Cons	Additional Comments
Subject Pullout: Itinerant teacher for subject acceleration or intensive D/C* intervention—15+ students	<ul style="list-style-type: none"> • Available space at school site • Scheduling • Equipment availability • Who provides FTE—school or TAG allocation 	Additional FTE: 1 FTE/3 elementary or middle schools per subject (1.0 FTE Estimated Salary & benefits= \$74,900)	<ul style="list-style-type: none"> • Provides for academic progress • Provides for out-of-level licensure as needed by course (e.g., HS for MS students) 	<ul style="list-style-type: none"> • Need critical mass of students at each site • Need varies year-to-year at any given school • Requires teacher transportation 	<ul style="list-style-type: none"> • Teacher may need specialist licensure, especially for MS level accelerated courses—e.g., HS math, HS science • Philosophical difference between acceleration and D/C* models • FTE dependent on classes needed per school & transportation to accommodate multiple schools
Subject Pullout— Itinerant for subject acceleration or intensive D/C* intervention — 1-14 students	<ul style="list-style-type: none"> • Requires one or more centralized locations or Eastside and Westside locations • Requires transportation to another school • Scheduling • Equipment availability 	Additional FTE: 1 FTE/3 elementary or middle school groups per subject (1.0 FTE Estimated Salary & benefits= \$74,900)	<ul style="list-style-type: none"> • Provides for academic progress • Provides instruction for singletons/small numbers at a site • Enhances opportunity to interact with like-minded peers 	<ul style="list-style-type: none"> • Loss of instructional time mandated by State due to transportation of some students • Requires teacher transportation • Scheduling issues are significant—schools would need similar schedules 	<ul style="list-style-type: none"> • Current example: GEMS (high school math for highly advanced elementary students) • Teacher may need specific licensure, especially for MS level—e.g., HS math, HS science • Philosophical difference between acceleration and D/C* models • FTE dependent on classes needed per school & transportation to accommodate multiple schools

*D/C = Depth & Complexity model within grade level content standards vs. subject acceleration moves to next grade level content standards

** Increases opportunity to learn/talent development for students from typically under-represented groups (TD-STURG)

Method/Model	Considerations	Cost	Pros	Cons	Additional Comments
Subject Pushin: Itinerant for subject acceleration or intensive D/C* intervention	<ul style="list-style-type: none"> • Available space within classroom • Equipment sharing • Teacher willingness to work together 	Additional FTE: 1 FTE/3 elementary or middle school groups per subject (1.0 FTE Estimated Salary & benefits= \$74,900)	<ul style="list-style-type: none"> • Provides for academic progress • Opportunity for teacher collaboration 	<ul style="list-style-type: none"> • Teachers need to be open to collaboration, sharing of space & equipment • Requires teacher transportation 	<ul style="list-style-type: none"> • Philosophical difference between acceleration and D/C* models • FTE dependent on classes needed per school & transportation to accommodate multiple schools
Honors Sections at MS and HS levels	<ul style="list-style-type: none"> • Requires scheduling without tracking for all Honors • Prerequisites/ preapproval or not 	Existing FTE	<ul style="list-style-type: none"> • Provides for academic progress 	<ul style="list-style-type: none"> • Usually not TD-STURG ** friendly • Lack of space at middle schools is an issue • Schools with few outliers unable to support FTE for this 	<ul style="list-style-type: none"> • Requires course/curriculum alignment
Blended/Hybrid Itinerant Specialist	<ul style="list-style-type: none"> • Requires technology, quiet space, supervision for students when not face-to-face with itinerant teacher • Students work 1-2 days per week with teacher support via technology 	Math is supported by current TAG FTE If expanded to additional subjects would require additional FTE	<ul style="list-style-type: none"> • Provides for academic progress • Fewer specialists required—increased fidelity and systematic delivery • Face-to-Face interaction with teacher & students 3-4 days per week • Can compact, provide more depth & complexity 	<ul style="list-style-type: none"> • Requires teacher transportation • Requires transportation on face-to-face days for some students • Limited amount of academic interruption 	<ul style="list-style-type: none"> • 2012-13 example: Honors Geometry for Cherokee & Wright at Cherokee

*D/C = Depth & Complexity model within grade level content standards vs. subject acceleration moves to next grade level content standards

** Increases opportunity to learn/talent development for students from typically under-represented groups (TD-STURG)

Method/Model	Considerations	Cost	Pros	Cons	Additional Comments
Within School Clustering	<ul style="list-style-type: none"> Ensuring equity for TD-STURG** 	Existing FTE	<ul style="list-style-type: none"> Provides for academic progress Increased TD-STURG ** 		<ul style="list-style-type: none"> Critical to address multiple data points Critical to determine type of cluster
Within School Flexible Grouping		Existing FTE	<ul style="list-style-type: none"> Provides for academic progress Increased TD-STURG ** Increased flexibility to promote academic progress and remediation of weakness 		<ul style="list-style-type: none"> Continued pre-assessment and regrouping to success for students
Kimberly Model	<ul style="list-style-type: none"> Utilizes clustering & flexible grouping to pull advanced outliers together for short term instruction (e.g., 2-4 weeks) 	Existing FTE May utilize additional FTE if itinerant served more than one school	<ul style="list-style-type: none"> Provides for academic progress 		<ul style="list-style-type: none"> One itinerant could serve numerous schools with short-term units over a school year
Subject Level Acceleration within Building		Existing FTE	<ul style="list-style-type: none"> Provides academic progress Provides social interaction with like-minded peers for singleton outliers 	<ul style="list-style-type: none"> Dependent on teacher availability, curriculum availability & space at school Especially difficult for 5th & 8th grades 	<ul style="list-style-type: none"> Demonstration of mastery of current level critical to process and future success of student Considerable pressure from parents regardless of testing measures to ensure success

*D/C = Depth & Complexity model within grade level content standards vs. subject acceleration moves to next grade level content standards

** Increases opportunity to learn/talent development for students from typically under-represented groups (TD-STURG)

Method/Model	Considerations	Cost	Pros	Cons	Additional Comments
Subject Level Acceleration offsite		Existing FTE	<ul style="list-style-type: none"> • Provides academic progress • Provides social interaction with like-minded peers for singleton outliers 	<ul style="list-style-type: none"> • Loss of mandated instructional time in same or other subject(s) • Transportation costs • Environmental impact • Developmental issues: elementary student in middle or high school, middle school student in high school 	<ul style="list-style-type: none"> • Demonstration of mastery of current level critical to process and future success of student • Considerable pressure from parents regardless of testing measures to ensure success
Curriculum Compacting within school	<ul style="list-style-type: none"> • Needs well-planned curricula with frequent pre-assessments, teacher expertise in subject matter 	Existing FTE	<ul style="list-style-type: none"> • Provides for academic progress • Supports advanced pace • TD-STURG ** friendly • Enhances psychological adjustment 		<ul style="list-style-type: none"> • Curriculum could be developed for use at multiple school sites • Requires PD
Independent Study	<ul style="list-style-type: none"> • May be short term or long term • Requires student organization, access to resources & commitment 	Existing FTE	<ul style="list-style-type: none"> • Provides for academic progress in areas of student interest • Promotes life-long, self-directed learning • Promotes self-evaluation • May enhance psychological adjustment 	<ul style="list-style-type: none"> • Teacher resistance due to time required • Variation in current high school policy 	<ul style="list-style-type: none"> • May be TD-STURG ** friendly or unfriendly

*D/C = Depth & Complexity model within grade level content standards vs. subject acceleration moves to next grade level content standards

** Increases opportunity to learn/talent development for students from typically under-represented groups (TD-STURG)

Method/Model	Considerations	Cost	Pros	Cons	Additional Comments
Grade Level Acceleration	<ul style="list-style-type: none"> Receiving teachers need to be aware of remediating gaps in learning due to acceleration Social-emotional health critical to success 	Existing FTE	<ul style="list-style-type: none"> Provides for academic progress Frequently provides more like-minded peers for highly advanced learners 	<ul style="list-style-type: none"> Receiving teachers need to be aware of remediating gaps in learning due to acceleration 	<ul style="list-style-type: none"> Currently under-utilized model for intensive intervention according to national research
Online—MVC Advanced Grade Curriculum	<ul style="list-style-type: none"> Requires motivation, support, access to technology & space at home & school, language support for ELs, supervision when taken at school site 	Existing FTE in schools May need increased FTE for MVC support in C&A	<ul style="list-style-type: none"> Provides for academic progress Good delivery match for some students 	<ul style="list-style-type: none"> Not a good delivery match for all students or all subjects 	<ul style="list-style-type: none"> Some students thrive with this model, others do not Requires significant support from District (C&A)
Online—University Course specifically designed for advanced learners (e.g., WCATY, Stanford, Talent Search Programs, etc.)	<ul style="list-style-type: none"> Alignment with CCSS standards necessary Requires motivation, support, access to technology at home & school 		<ul style="list-style-type: none"> Provides for academic progress 	<ul style="list-style-type: none"> Expertise of instructors to teach advanced content to younger students is not necessarily guaranteed Evaluation processes not necessarily matched with those of district 	<ul style="list-style-type: none"> Grading and credit issues need to be resolved

*D/C = Depth & Complexity model within grade level content standards vs. subject acceleration moves to next grade level content standards

** Increases opportunity to learn/talent development for students from typically under-represented groups (TD-STURG)

Method/Model	Considerations	Cost	Pros	Cons	Additional Comments
Online— Standard University Course		Usually relatively expensive	<ul style="list-style-type: none"> • Rigorous • Opportunity to learn in depth or breadth (survey courses) 	<ul style="list-style-type: none"> • May be developmentally inappropriate (e.g., especially literature, social studies) • Tuition cost • Does not promote personal social skills • May be overly time-intensive for student developmental level 	<ul style="list-style-type: none"> • Grading and credit issues need to be resolved • Student needs to be prepared for academic college writing
Dual Enrollment				<ul style="list-style-type: none"> • Inability to find local institution to work with MMSD 	<ul style="list-style-type: none"> •
Youth Options	<ul style="list-style-type: none"> • 		<ul style="list-style-type: none"> • Rigorous, advanced level experience with college credit 	<ul style="list-style-type: none"> • Available only to 11-12th graders; 10th graders only with University permission • Significant cost to district 	<ul style="list-style-type: none"> •
Multiple Magnets at each level	<ul style="list-style-type: none"> • 	Facility costs Administrative & support staff costs Significant Teacher PD	<ul style="list-style-type: none"> • Can provide for rich academic experience • Can provide “safe haven” for students who are perceived as “different” 	<ul style="list-style-type: none"> • TD-STURG ** unfriendly • Significant transportation for students • Frequently unhealthy levels of competition with concomitant health-related issues • Lack of interaction with broader population 	<ul style="list-style-type: none"> • Philosophical perspectives at odds, likely to cause significant contention in district and community

*D/C = Depth & Complexity model within grade level content standards vs. subject acceleration moves to next grade level content standards

** Increases opportunity to learn/talent development for students from typically under-represented groups (TD-STURG)

Method/Model	Considerations	Cost	Pros	Cons	Additional Comments
Single Magnet at each level	•	Facility costs Administrative costs Significant Teacher PD	<ul style="list-style-type: none"> • Can provide for rich academic experience • Can provide “safe haven” for students who are perceived as “different 	<ul style="list-style-type: none"> • TD-STURG ** unfriendly • Significant transportation for students • Frequently unhealthy levels of competition with concomitant health-related issues • Lack of interaction with broader population 	<ul style="list-style-type: none"> • Philosophical perspectives at odds, likely to cause significant contention in district and community

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** Increases opportunity to learn/talent development for students from typically under-represented groups (TD-STURG)

