

St Helens School District

Plan for Talented and Gifted Education

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Section 1: Introduction



**Section 2:
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Section 1: Introduction



Talented and Gifted (TAG) students are an important part of every school community across Oregon. In Oregon, districts and schools must plan for how they will meet the academic and social-emotional needs of TAG students, specific to their local context, and communicate these plans to the students and families they serve.

District-level Talented and Gifted Education Plans serve as an integral communication tool to district educators, families, and community partners. Districts are required to submit their TAG plans to the Oregon Department of Education (ODE) every year, provide copies upon request to schools within their district, and post a copy on their district website. (OAR [581-022-2500](#) (2)(a)(A))

Oregon laws that govern Talented and Gifted Education include both Oregon Revised Statutes (Oregon laws passed by the State Legislature, abbreviated as ORS) and Oregon Administrative Rules (requirements that are adopted by the State Board of Education to support Oregon Revised Statutes, abbreviated as OAR). Statutes provide legal definitions and broad guidelines specific to gifted education. The Oregon Administrative Rules outline the specific requirements districts implement to meet the minimum standards for identification, parents rights, and programs and services. Specific statutes and OARs are referenced throughout this TAG plan.

Key Terminology

Talented and Gifted Students in Oregon: Students who require special educational programs or services, or both, beyond those normally provided by the regular school program, in order to realize their contribution to self and society. These are students who demonstrate outstanding ability or potential in one or more of the following areas:

- (a) General intellectual ability (often referred to as, Intellectually Gifted).
- (b) Academic ability (often referred to as, Academically Talented) in one or more academic areas (including, but not limited to: reading, mathematics, science, and social science).
- (c) Creative ability in using original or nontraditional methods in thinking and producing.
- (d) Leadership ability in motivating the performance of others either in educational or noneducational settings.
- (e) Ability in the visual or performing arts, such as dance, music or art.

Oregon Revised Statutes (ORS): Oregon laws passed by the State Legislature.

Oregon Administrative Rules (OAR): Rules adopted by the State Board of Education to support statutes (ORS).

Rate of Learning: The pace at which the student is successfully progressing through instructional materials and experiences after being placed at the appropriate level. A student's rate will vary depending on subject, interest, level of difficulty and point in the learning process.

Level of Learning: The instructional level where the student will encounter new knowledge and skills. It involves depth and complexity in thinking.

Historical reference of District TAG Plans: House Bill (HB) 2180 (2011) and Senate Bill 486 (2021).

Section 2: School District Policy on the Education of Talented and Gifted Students



Legal references: aligned to [ORS 343.397](#) (1)(a) and [OAR 581-022-2500](#)

A. Local School Board Policies

[School Board Policies-TAG](#)

B. Implementation of Talented & Gifted Education Programs and Services

The St. Helens School District is committed to an educational program that recognizes, identifies, and serves the unique needs of talented and gifted students. Talented and gifted students are those who have been identified as academically talented and/or intellectually gifted. Students are identified through a case study approach based on a collection of evidence, not a single test score. The case study includes confirming learning and performance information from parents, teachers, and the student, if appropriate.

Gifted students will

- become analytical thinkers, creative producers, and practical problem solvers
- develop and demonstrate individual confidence and personal responsibility
- use their gifts to contribute to the betterment of their community

Differentiation in curricula, instruction, and assessment will

- stimulate and challenge gifted students to expand their intellectual horizons
- emphasize advanced, conceptually challenging, in-depth, distinctive, and complex content
- be specific to individual student's assessed levels and accelerated rates of learning
- prepare students to become responsible, broad-minded, contributing members of a diverse society

Gifted Children

- Gifted children have an intense desire to explore and question their universe.
- Gifted students are different as learners, often demonstrate unique learning styles, and have academic, emotional, and social needs that must be recognized and nurtured in school.
- Gifted children must be seen as average with gifts, not as superior with faults.

Importance of Gifted Education

- The goal of the gifted education program is to provide a differentiated curriculum for academically gifted students in the areas of thinking, performance, and research skills, as well as effective awareness necessary to meet their needs.

- Gifted education provides interventions to accommodate the child's passion for learning and their need for creative expression.
- Gifted and talented students need a rigorous and relevant curriculum delivered in a creative, flexible, and supportive instructional environment.

Diversity

- Gifted children are diverse compared to their chronological peers due to their elevated intellectual and creative abilities, and need support and validation from those who nurture their giftedness.
- Giftedness knows no boundaries of socioeconomic class, gender, or race.

Environment

- Gifted children need to associate with their intellectual peers to stimulate learning and contribute to effective development.
- Appropriate learning environments and strategies foster success providing challenging and rigorous activities that enhance self-esteem.
- Positive self-esteem enhances lifelong learning and future success.

Parents

- Gifted education supports and values the important role of the family in their child reaching his/her full potential.

Partnerships

- The partnership of home, school, and community is crucial to the success of gifted children.

Section 3: Identification of TAG-Eligible Students

Legal References: aligned to ORS 326.465; ORS 343.395; ORS 343.397; ORS 343.407; OAR 581-022-2325; OAR 581-022-2500



A. District TAG Identification Practices

Identification Practices (OAR 581-022-2500)	Evidence and Explanation of Identification Practices
<p>TAG Identification Process Overview <i>Aligned to OAR 581-022-2325 (1)</i></p>	<p>SHSD Flowchart SHSD TAG Identification Process- updated to reflect amended OARs Gifted Profiles Talented and Gifted, Rural Settings</p> <p>Students are referred/noted by an adult in their lives (educator, administrator, counselor, parent) to the TAG Liaison. The TAG Coordinator contacts student’s adults to see if they are interested in pursuing identification. If yes, the TAG coordinator convenes a meeting of a site-specific team to review evidence and determine eligibility. If eligible, PEP (personalized education plan) is created on behalf of the student. Students are invited to be included in this process as well.</p>
<p>Multiple modes and methods of data collection used in the identification process. <i>Aligned to OAR 581-022-2325 (2)(b)(c)</i></p>	<p><i>Multiple Measures</i> that demonstrates a preponderance of TAG ability</p> <ul style="list-style-type: none"> ■ <i>Standardized Test Result using Local Norms: CogAT, SBA, ELPA-21</i> ■ <i>Student interview</i> ■ <i>Classroom observation,</i> ■ <i>Graded piece of student work (copy),</i> ■ <i>Bright v. gifted characteristics comparison,</i> ■ CLED scale, ■ Checklists
<p>Culturally responsive practices specific to identification. <i>Aligned to OAR 581-022-2325 (1)(a), (2)(d)(A-E)</i></p>	<p>Using Local Norms to locate students who are out-performing their most similar peer groups (building, gender, race, programming, etc.) CLED scale School programming performance history (EL, SpEd, etc.)</p>

Identification Practices (OAR 581-022-2500)	Evidence and Explanation of Identification Practices
Research-based tools, instruments, or considerations utilized to equitably identify students from underrepresented populations including, but not limited to: students experiencing disabilities, students who are culturally and linguistically diverse	CLED scale ELPA
Methods and practices that minimize or seek to eliminate the effects of bias in assessment and identification practices	We look at several data points and information from multiple assessments (qualitative and quantitative) to gain a picture of a student’s abilities. There are multiple sources of information that are presented and reviewed throughout the identification process.
Universal Screening/Inclusive considerations	<p>All students in 2nd grade are included in the rostering and administration of the CogAT with needed accommodations. This includes students in specialized programs and services.</p> <p>Any student who presents attributes of gifted learners is considered for identification. State test scores are one inclusive/universal screening tool we use. Performance on grade level assessments is another. The TAG Liaison consults with building administrators as well as counselors, and classroom teachers in a “watch” situation to develop a broader picture of the student as a learner. The TAG Liaison also contacts parents of students in “watch” status to learn about behaviors consistent with giftedness that manifest outside the school setting.</p>
Assessment data, specifically addressing the use of national norms, local norms, or both in identification data collection	<p>CogAT offers national and local norming data. Internally, SHSD is normed using Scott Peter’s spreadsheet.</p> <p>We use SBAC data as a potential data point in the evaluation process for Math and ELA (grades 3-8 and 10). We may also administer the WISC-V in certain instances.</p>

Identification Practices (OAR 581-022-2500)	Evidence and Explanation of Identification Practices
Qualitative data (teacher, parent, and student checklists, observational data, portfolios, and classroom performance, etc.)	<p>Gifted Profiles resources (slides, poster, data organizer/form) Checklists</p> <p>The TAG Liaison conducts interviews of those referring a student for identification, which could include teachers, educational assistants, caregivers, and more. We ask for supporting data from an adult referring a student for identification.</p>
<p>A tool or method for determining a threshold of when preponderance of evidence is met.</p> <p>Quantitative and Qualitative Data</p>	<p>Sample Scenarios - -Rapid Language Acquisition</p> <p>Universal Assessment Scores: (1 or more)</p> <ul style="list-style-type: none"> - SBA - CogAT <p>Subject Specific Assessments:</p> <ul style="list-style-type: none"> - Writing Sample (Wonders) compared to grade level - Compared to “local” norms” - Math Unit tests/ Work Sample - DOK 3-4 Tasks <p>Other Assessments</p> <ul style="list-style-type: none"> - ELPA-21(rate of language acquisition) <p>Teacher Observations</p> <ul style="list-style-type: none"> - Documented - Examples of high level thinking <p>Student Work Samples Student Interviews Gifted Profiles, Bright v. Gifted, Negative Behaviors, etc.</p> <p>Our teams will convene including liaison, educator knowledgeable about content area of giftedness, and a building administrator. Multiple data points corroborating eligibility will typically be the threshold.</p>

Identification Practices (OAR 581-022-2500)	Evidence and Explanation of Identification Practices
TAG Eligibility Team	The team consists of the Liaison, educator(s) in the area of student talent. If twice exceptional, the Special Education teacher and/or the school psychologist may be included. Building administrators will also be involved in the conversation. The student's adult will be consulted after the team convenes with its determination.
Documents that are included in the students' cumulative record file regarding TAG identification and the eligibility teams' process to determine identification	<p>What Does Gifted Look Like-Graphic Organizer</p> <p>Students will be identified in the SIS of the school with icon and explanation of designation (content areas, gifted, or performance). There will be a Personalized Education Plan (PEP) added to the student cumulative file that will be updated annually. The eligibility team will follow the District approved process to determine identification and will review/contact other educational entities as needed if the student transferred in from another Oregon school district with a designation. Student academic performance artifacts such as report cards, diagnostics such as State test or nationally normed tests, will also be part of the student's file.</p>

B. Universal Screening/Inclusive Considerations

Key Questions	District Procedure
Is a universal screening instrument used at a specific grade level?	<p>2nd grade - CogAT</p> <p>Also, we use Oregon State Testing as a universal screener (3-8; 10 for math and ELA; 5, 8, and 10 for Science)</p> <p>3rd - 11th SBA math and reading</p>

Key Questions	District Procedure
What is the broad screening instrument and at what grade level is it administered?	See Above
How is the screener used in the identification process (i.e. what percentile threshold, if any, is used to initiate the eligibility process; and how are percentiles used to promote, rather than extinguish, eligibility)?	<p>TAG identification Process</p> <p>TAG Identification percentile threshold</p> <p>Considerations will start with the top 20 percent of student populations, or top ten percent of local norms. Recommendations will be considered based on Traits of Talented and Gifted students. Considerations will be both qualitative and quantitative using multiple measures of evidence.</p>

C. Portability of TAG Identification

Key Questions	District Policy and Practices
Does your district accept TAG identification from other districts in Oregon?	Yes, if there is documentation of the use of evidence-based practices that include a variety of tools and procedures to determine if a student demonstrates a pattern of exceptional performance and/or achievement that is relevant to the identification of TAG students under district procedures and ORS 343.395
Does your district accept TAG identification from other states?	Yes, if there is documentation of the use of evidence-based practices that include a variety of tools and procedures to determine if a student demonstrates a pattern of exceptional performance and/or achievement that is relevant to the identification of TAG students under district procedures and ORS 343.395
Do local norms influence the decision to honor identification from other districts and states?	No

Section 4: Instructional Services and Approaches



A. Instructional Programs and Services for TAG Students [TTSD TAG Classroom](#) [Observation Tool March 2023](#)

Instructional Programs and Services (OAR 581-022-2500)	Evidence and Explanation of Implementation: Grade Level and Content Area
	We offer expanded options courses wherein a student may take coursework under partnership with a community college or university in order to earn high school and college credit concurrently. Early College High School
	Flexible Readiness Grouping
	Formative Assessments to Meet Rate and Level of Learning
	Differentiated Instruction involving tiers of depth and complexity
	Scaffolding or Tiered Instruction
	Curriculum Compacting

The following list represents examples of instructional strategies and services offered to Talented and Gifted students by the district and classroom teachers. Additional instructional strategies and services that are not on this list but are offered by the district should also be included in the table. Please see the [glossary](#) for definitions of the following strategies and services:

- B. Cluster Grouping
- C. Flexible Readiness Grouping
- D. Formative Assessment as a Process
- E. Differentiated Instruction involving tiers of depth and complexity
- F. Scaffolding or Tiered Instruction
- G. Subject acceleration
- H. Whole grade acceleration
- I. Advanced Placement (AP) with differentiation of instruction based on learning evidence
- J. International Baccalaureate (IB) with differentiation based on learning evidence
- K. Choice Assignments with depth and complexity
- L. Credit by Examination
- M. Curriculum Compacting
- N. Independent Learning Contracts

O. Advanced Placement (AP) Course Offerings

Name of AP Course	Schools and Grade Levels Offered
AP Literature (SHHD)	<p>Grade 12: This course satisfies part of the Honors Diploma requirements, and strong scores on the AP test can earn students college credit. Students will engage in college-level careful reading and critical analysis of imaginative literature. Students will deepen their understanding of how writers use language to provide meaning and pleasure for their readers, taking into consideration a writer's style, themes, figurative language, imagery, symbolism, and tone. Students will prepare to pass the AP Lit and Comp exam with a passing score of 3, 4, or 5. This course satisfies part of the Honors Diploma requirements, and strong scores on the AP test can earn students college credit.</p>
College Writing (Writing 121)	<p>Grade 12 College Writing 121 is the first quarter in the composition sequence offered by Oregon colleges and universities. This course is offered with a dual-credit option through St. Helens High School and Portland State University. High school students who successfully complete the course will earn .5 high school elective credit which may be applied toward graduation requirements. In addition, after completing assignments, students who pass the course and pay the low PSU fee will be granted four quarter credits through PSU, and credits transfer to many universities across the United States. This course emphasizes the development of critical thinking and reading in addition to writing. All essays will be completed using accepted practices in invention, revision, and editing. Students will investigate the elements of the rhetorical situation as they deal with purpose, audience, message and text as well as working with structure, style, and other non-fiction writing elements.</p>

Name of AP Course	Schools and Grade Levels Offered
Language Arts 9 Honors	Grade 9 This course is designed for students seeking greater depth, breadth, and challenge than is possible in a class with mixed ability levels. Class selections and independent reading are important aspects of the course, and critical reading and thinking skills are emphasized. A variety of modes of writing is addressed, with special emphasis on narrative and expository modes of writing.
Language Arts 10 Honors	Grade 10 This course is designed for students seeking greater depth, breadth, and challenge than is possible in a class with mixed ability levels. Students will be expected to do regular reading and homework outside of class, and will need to maintain high standards to remain in the class. The course integrates literature and writing. The literature covers the major genres in the student text, with a special emphasis on novels. A variety of modes of writing is addressed, with special emphasis on development of both the multi-paragraph expository composition. Summer reading is required for this course.

Name of AP Course	Schools and Grade Levels Offered
AP Biology	<p>This is a cooperative educational endeavor of the College Entrance Examination Board. Students may be able to receive college credit for biology, based on outcome of the advanced placement examination in biological science given in May of each year. Major areas of study will include the chemical and cellular basis of life, the biology of organisms (tissues or organ systems), the perpetuation of life (cellular reproduction, development, and genetics), populations and communities, the diversity of organisms (natural selection, taxonomy). For each subject area studied, students will perform appropriate laboratory experiments in order to gain hands-on experience in biology.</p>

Name of AP Course	Schools and Grade Levels Offered
AP Chemistry	<p>The AP Chemistry course is designed to be the equivalent of the general chemistry course usually taken during the first college year. Students will attain a depth of understanding of fundamentals and a reasonable competence in dealing with chemical problems. The course will contribute to the development of the students' abilities to think clearly and to express their ideas, orally and in writing, with clarity and logic. Topics include: structure and states of matter, reactions, stoichiometry, equilibrium, kinetics, thermodynamics, and descriptive chemistry. The course also includes a laboratory component where students will keep a detailed lab notebook and complete comprehensive lab reports. All students enrolled in AP Chemistry are expected to take the AP Exam in May; students who take the AP Exam will be exempt from the course final exam.</p>

Name of AP Course	Schools and Grade Levels Offered
AP US History	<p>This course is designed for students seeking a more rigorous and a challenging course of study in United States history. We will examine American history on a broader and deeper level compared to a regular U.S. History class. College preparatory skills including reading, writing, and critical thinking skills. This course will provide students with an in-depth study of United States history of the twentieth century through an understanding of the causes, characteristics, and impact of political, economic, and social developments in our nation's past. AP US History prepares students for the advanced placement exam in United States History taken in May. Students will have the opportunity to receive college credit by scoring a 3 or higher on the College Board exam.</p>
AP European History	<p>This course examines European civilization since the 1300's and introduces students to cultural, economic, political, and social developments. In addition to providing a basic narrative of events and movements, the goals of the AP program in European History are to develop</p> <ul style="list-style-type: none"> • an understanding of some of the principal themes in modern European history, • an ability to analyze historical evidence, and • an ability to express that understanding and analysis in writing.

P. International Baccalaureate (IB) Course Offerings

Name of IB Course	Schools and Grade Levels Offered
	Currently the St Helens School District does not offer IB courses.

Q. Teacher’s Knowledge of TAG Students in Class

Key Questions	District Procedure
<p>What procedures are in place to ensure classroom teachers K – 12 know who the TAG identified students are in their classrooms?</p>	<p>Students are identified as TAG (and other eligible categories) in our SIS (student information system). Additionally, just as there is an IEP for students receiving SPED, there is a Personalized Education Plan created for students that identifies their area(s) of eligibility in TAG. We intend to review the PEP annually, just as an IEP is reviewed.</p>
<p>What procedures are in place to ensure classroom teachers K – 12 know where they can get support if needed specific to the TAG services the district offers?</p>	<p>Also, there is PD offered several times per year including TAG services. TAG liaisons in each building PD opportunities Horizontal(parallel) enrichment</p>
<p>How do teachers determine rate and level needs for students in their classrooms?</p>	<p>Teachers start at grade level instruction, then differentiate from that point. Students’ performance on formal and informal assessments, performance on class work, behavior as a learner and peer all contribute to a teacher’s determination of pace and level of instruction for their students.</p>

R. Instructional Plans for TAG Students

Key Questions	District Procedure
Are Personal Education Plans (PEPs) required or optional? At which grade levels are PEPs required?	When a student is identified for TAG, the district shall inform parents of the programs and services available to their student and provide an opportunity for parents to provide input to, and discuss TAG instruction proposed for their student. The instruction provided shall be designed to accommodate the student’s assessed levels of learning and accelerated rates of learning.
Are Instructional Plans required or optional? Which courses are required to have Instructional Plans?	When a student is identified for TAG, the district shall inform parents of the programs and services available to their student and provide an opportunity for parents to provide input to, and discuss TAG instruction proposed for their student. The instruction provided shall be designed to accommodate the student’s assessed levels of learning and accelerated rates of learning.
How are families notified regarding the opportunity to discuss the PEP or IP designed for their student’s learning?	TAG plans are individualized at the time of identification and are revisited with parents in collaboration with the classroom teacher through elementary. TAG plans are created by the department at the secondary level, parents discuss this plan with teachers at conferences, the plans are also sent home.

S. Option/Alternative Schools Designed for TAG Identified Students

Program Elements	School Information
[Name of school A]	
TAG qualifying criteria for attendance	N/A
Number of students currently served	
Level of the population, served, such as	

Program Elements	School Information
elementary, middle, or high school students	
[Name of school B]	
TAG qualifying criteria for attendance	N/A
Number of students currently served	
Level of the population, served, such as elementary, middle, or high school students	

T. TAG Enrichment Opportunities

TAG Enrichment Opportunities <i>(Note: After school opportunities do not replace daily TAG instruction and services)</i>	Explanation of Opportunity
Non-Chronological groupings	Students may attend instruction in another room (third grader in fifth grade room)
Instruction at academic level	Students may be reading/writing/ solving problems at a different level than their peers because they already have mastered that content.
Elementary	Jr. Great Books: <ul style="list-style-type: none"> Inquiry Based reading curriculum

TAG Enrichment Opportunities <i>(Note: After school opportunities do not replace daily TAG instruction and services)</i>	Explanation of Opportunity
Middle School	<ul style="list-style-type: none"> ● STEM related activities with scaffolding in place for advanced students. ● Robotics Club ● Advanced Math ● Possible OBOB offering ● STEAM field trip(s) ● After school clubs for a variety of topics and activities to advance learning.
High School	<ul style="list-style-type: none"> ● Understanding Yourself as a TAG Learner (Last Spring Luncheon) ● Engineering Expo Field Trip (TAG/ STEAM students) ● Host informal TAG luncheon about self advocacy + community building



Section 5: Plan for Continuous Improvement

A. District Goals

Goal Statement	What special programs or services will be provided to accomplish the goals?	Implementation Timeline	How will progress be measured?	How will success be measured?
<p>When we have established systems for identification in an equitable way then, enrichment opportunities will be the focus and be intentional, supported, and expected culture in SHSD.</p>	<p>Using the PLT framework, we will be able to identify students who match the demographics of the school/ district. We can then put our focus towards more meaningful instructional opportunities for ALL students by providing teachers the opportunity to look at data and monitor and adjust for the needs of ALL students using a PLC framework.</p>	<p>September 2022- Presented TAG Updates</p> <p>October 2022 thru April 2023 - trainings on updated practices and feedback gathered during Monthly TAG Coordinator Meetings</p> <p>March-April 2023 - trainings on updated practices and feedback gathered during Elementary TAG Coordinator Work Days</p>	<p>Monitor demographics of identified students</p> <p>Monitor identification practices year to year</p> <p>Offer professional development to cohorts of teachers to strategically look at student data and make an action plan for student needs with guidance: Put together a schoolwide enrichment plan with coordinators</p> <p>Provide schoolwide (or cohort) PD to offer differentiation strategies using formative assessments with follow up support.</p>	<p>5-10% of students in 3-5 grade identified and matched the demographics of the school/ district.</p>

Goal Statement	What special programs or services will be provided to accomplish the goals?	Implementation Timeline	How will progress be measured?	How will success be measured?
<p>Offer targeted professional development aligned with the 5 Dimensions of Teaching and Learning to focus on a specific subject area K-12 district wide.</p>	<p>If we have an identified population of students that match the demographics of the school/ district, then, we can put our focus towards more meaningful instructional opportunities for ALL students. Providing teachers the opportunity to look at data and monitor and adjust for the needs of ALL students using a PLC framework.</p>	<p>October 2022 thru April 2023 - trainings on updated practices and feedback gathered during Monthly TAG Coordinator Meetings</p> <p>March-April 2023 - trainings on updated practices and feedback gathered during Elementary TAG Coordinator Work Days</p>	<p>Offer professional development to cohorts of teachers to strategically look at student data and develop an action plan for student needs with guidance:</p>	<p>Provide schoolwide (or cohort) PD to offer differentiation strategies using formative assessments with follow up support.</p>

Goal Statement	What special programs or services will be provided to accomplish the goals?	Implementation Timeline	How will progress be measured?	How will success be measured?
<p>Provide time teachers to Backward plan with support to offer a rigorous curriculum that is accessible to all students providing the necessary scaffolds.</p>	<p>If we have an identified population of students that match the demographics of the school/ district, then, we can put our focus towards more meaningful instructional opportunities for ALL students. Providing teachers the opportunity to look at data and monitor and adjust for the needs of ALL students using a PLC framework.</p>	<p>October 2022 thru June 2023 - trainings on updated practices and feedback gathered during Monthly TAG Coordinator Meetings</p>	<p>Offer professional development to cohorts of teachers to strategically look at student data and develop an action plan for student needs with guidance:</p>	<p>Provide schoolwide (or cohort) PD to offer differentiation strategies using formative assessments with follow up support.</p>

B. Professional Development Plan: Identification

Who	What	Provided by	When
Staff person who is responsible for TAG identification in your district Brooke Vilante	Required statewide training	Oregon Department of Education	
All district licensed educators who are responsible for identification	Training on Identification	Brooke Vilante	October each year
Staff who have already been trained in previous years (include if offered)	TAG Liaisons receive training every year.	Brooke Vilante	October each year

C. Family Engagement

Comprehensive TAG Programs and Services	Date and/or method of Communication
Identification procedures (including referral process)	Registration packets, District website (Fall of 2023), Open House/Back-to-School activities
Universal Screening/Testing grade levels	Campus-based offering of State testing, spring of 2024, via District and school website, Curriculum page of District website. CogAT - 2nd Grade SBA - 3rd-10th Grades

Comprehensive TAG Programs and Services	Date and/or method of Communication
Individual and/or group testing dates	See above
Explanation of TAG programs and services available to identified students.	Provided at PEP/identification meeting (copy of signed given to student and their adult).
Opportunities for families to provide input and discuss programs and services their student receives.	Upon referral, TAG coordinator contacts and explains programs and services. Again discussed in the PEP meeting and list of provided services given. Parent Input
Explanation of the TAG learning plan (Personal Education Plans or Instructional Plans), if available.	K-8 TAG Plan Department TAG Plan Template
TAG informational events (elementary) - where parents learn about TAG profiles, explanations of district and schools programs and services, etc.	Back to school night in September of 2023. Parent-teacher conferences.
TAG informational events (middle school) - where parents learn about TAG profiles, explanations of services and programs offered to TAG identified students, transition expectations from elementary to middle school, etc.	Back to school night in September of 2023. Parent-teacher conferences.
TAG informational events (high school) - where parents learn about TAG profiles, explanations of services and programs offered to TAG identified students, transition expectations from middle to high school, etc.	TAG presentation during a back to school night or Becoming a Lion event at the beginning of the school year to TAG students and families. Meet 1-on-1 with TAG students for advising during forecasting in the Winter (Jan-Feb)
Notification to parents of their option to request withdrawal of a student from TAG services.	District Website
Notification of the right to file a complaint concerning TAG programs or services, beginning with district-level complaint process.	District Website

Comprehensive TAG Programs and Services	Date and/or method of Communication
Designated district or building contact to provide district-level TAG plans to families upon request.	Brooke Vilante

Section 6: Contact Information



Legal reference: [ORS 343.397](#) and [OAR 581-022-2500](#)

Contact Information for District and School TAG Personnel	Name of Contact	Email Address	Phone Number
District TAG Coordinator/Administrator	Brooke Vilante	brookev@sthelens.k12.or.us	503-366-7603
Person responsible for updating contact information annually on your district website	Martin Hehman	Martinh@sthelens.k12.or.us	503-366-7603
Person responsible for updating contact information annually on the Department	Brooke Vilante	brookev@sthelens.k12.or.us	503-366-7603
Person responsible for sending copies of the district-level TAG plans to building-level personnel (TAG coordinators, principals, etc.)	Brooke Vilante	brookev@sthelens.k12.or.us	503-366-7603
TAG contact for McBride Elementary	Heidi Green	heidig@sthelens.k12.or.us	503-366-7700

Contact Information for District and School TAG Personnel	Name of Contact	Email Address	Phone Number
TAG contact for Columbia City Elementary	Margie Korpela	margiek@sthelens.k12.or.us	503-366-7550
TAG contact for Lewis and Clark	Brooke Vilante	brookev@sthelens.k12.or.us	503-366-7603
TAG Coordinator for St Helens Middle School	Trish Walker	trishaw@sthelens.k12.or.us	503-366-7300
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*[District directions: Add lines as needed to include a building-level contact for each school in the district.]

Appendix: Glossary



Term	Definition
Acceleration (subject)	Above grade-level standards and coursework. For example, a student who takes an advanced high school art class during middle school.
Acceleration (whole-grade)	Grade skipping. For example, a student who moves from 1st grade to 3rd grade (skips the 2nd grade).
Acceleration (standards)	Working ahead on grade-level standards (considerations include: pacing needs and demonstrated levels of mastery on certain grade-level standards). This often occurs within the grade-level course.

Term	Definition
Advanced Placement (AP)	College-level coursework with common nationally-normed assessments. AP coursework alone does not meet the needs of all TAG identified students. Differentiated instruction is often implemented to ensure growth and appropriate cognitive demand.
Choice Assignments	A selection of standards-based learning options/projects based on student interest and/or development that includes depth and complexity to address both motivation to learn and cognitive demand.
Cluster Grouping	TAG identified students are intentionally placed together into mixed ability classrooms. The structure of this educational practice allows students to have peer-alike time together to address both academic and social-emotional needs.
Credit by Examination	Students receive high school or college credit based on mastery of prior learning as measured through end of course examinations. District policies, assessment formats, and requirements may vary. Please check your local district policy.
Curriculum Compacting (sometimes referred to as Compacted Curriculum)	Honoring prior learning, typically measured through pre-assessments, by allowing students to skip lessons/standards where mastery has been met and providing opportunities to focus on standards in the current unit/curriculum that have not been mastered yet.
Depth and Complexity	A general framework to assess level of rigor specific to cognitive demand. Common frameworks include Webb's Depth Of Knowledge (DOK) and Bloom's Taxonomy.
<u>Depth of Knowledge (DOK)</u>	A framework developed by Dr. Norman Webb to assess the level of rigor for standards, projects, assignments, and exams.
Differentiated Instruction (involving tiers of depth and complexity)	Instruction and learning options designed to reflect the needs of students specific to current learning evidence/data that fosters academic growth. Educators may differentiate content, process, product, and environment to accommodate needs of learning.
Flexible Readiness Grouping	A strategic strategy designed to group students according to best fit instructional needs and student discourse opportunities.

Term	Definition
Formative Assessment as a Process	Intentional teaching and learning practices in the classroom used by both teachers and students. Moment-by-moment evidence of student learning and thinking is used to inform and adjust teaching and learning. Descriptive feedback, established success criteria, and clear learning goals are essential.
Independent Learning Contracts	An agreement between student and teacher that outlines individual learning opportunities and outcomes for the student. This strategy is commonly used when a student has demonstrated mastery of a unit that is currently being taught (i.e. student has already read the novel that is being taught in a particular grade level)
Instructional Plans (IPs)	Communicates instructional strategies and services of how the teacher meets the needs of <i>all</i> TAG identified students in a particular course. Typically utilized at the secondary level.
International Baccalaureate (IB)	College level coursework with common internationally-normed assessments. IB coursework alone does not meet the needs of all TAG identified students. Differentiated instruction is often implemented to ensure growth and appropriate cognitive demand.
Kaplan's Icons of Depth and Complexity	Icons/tools used to provide a visual prompt that promotes thinking from various perspectives, designed to achieve in-depth learning opportunities. Often used as a schoolwide program where all teachers, classroom support staff, and students are taught how to interact with and use the icons.
Level of Learning	<p>In reference to OAR 581-022-2500(3): The instruction provided to identified students shall be designed to accommodate their assessed levels of learning and accelerated rates of learning</p> <p>The student's instructional level in the curriculum and the place where the student will encounter knowledge and skills not yet learned or mastered. It is more than an advanced grade level. It involves depth and complexity in thinking.</p>
Option Schools	Students choose to attend schools in their district with learning options that best fits their academic and affective needs. Some districts have alternative school options, magnet schools, and option programs (school within a school model) specifically designed for TAG students. Not all districts provide option schools or programs in Oregon.
Oregon Administrative Rule (OAR)	Rules adopted by the State Board of Education to support statutes (ORS).

Term	Definition
Oregon Revised Statute (ORS)	Oregon laws passed by the State Legislature.
Personal Education Plans (PEPs)	A plan developed by the teacher, TAG student, and family that outlines and communicates the programs and services received throughout the school year. Personal Education Plans are for an individual student and are more common at the elementary level.
Pull-Out Programs	Students attend specialized instruction designed for TAG students, during school hours, at the school where the student is enrolled. Pull-out programs vary by district. Not all districts offer pull-out programs.
Rate of Learning	<p>In reference to OAR 581-022-2500(3): The instruction provided to identified students shall be designed to accommodate their assessed levels of learning and accelerated rates of learning.</p> <p>Addresses the measure of the pace at which the student is successfully progressing through the curriculum after being placed at the appropriate level. A student’s rate will vary depending on subject, interest, level of difficulty and point in the learning process.</p>
Scaffolding or Tiered Instruction	An instructional method that varies the level of learning (depth and complexity) of the assignment to provide all students an opportunity to engage in productive struggle and find success in academic growth.