North Clackamas School District

Plan for Talented and Gifted Education

[District directions: Detailed instructions for completing the plan can be found in the TAG Template Companion Guide. Please review the instructions in advance and consult them as each section is completed. Be sure to remove these directions before publishing the plan.]

Table of Contents

Section 1: Introduction

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

Section 3: Identification of TAG-Eligible Students

Section 4: Instructional Services and Approaches

Section 5:
District Goals - Plan for Continuous Improvement

Section 6:
Contact Information

Appendix:
Glossary

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**

Talented and Gifted Program
Identification: Talented and Gifted Students
Appeal Procedure for Talented and Gifted Student Identification and Placement
Talented and Gifted: Programs and Services
Complaints Regarding the Talented and Gifted Program
Talented and Gifted Complaint Form

B. **Implementation of Talented & Gifted Education Programs and Services**

NCSD: Mission Statement

The mission of the North Clackamas School District is inspiring graduates who are empowered to act with courage in life and to strengthen local and global communities. We build relationships with students to honor their cultural heritage, foster their physical, social, and emotional well-being, cultivate joy in learning, and engage each student to reach their full potential. We create environments where students are inspired to be creative and critical thinkers as they prepare for success in life, college, and career. North Clackamas School District is committed to examining and improving our system by affirming students' many identities while building inclusive, barrier free schools and workplaces.

NCSD: TAG Philosophy

The North Clackamas School District is committed to an educational program that recognizes the unique value, needs, and talents of each individual student. NCSD identifies Talented and Gifted students as Intellectually Gifted or Academically Talented in the areas of

math and/or reading. The goal of Talented and Gifted education is to identify, encourage, and respond to the diverse needs of students identified as TAG by facilitating and/or providing differentiated curriculum and instruction to meet students' academic rate and level of learning. The purpose of this instruction is to provide students with intellectual challenges and methods to extend learning, and encourage exploration, self-discovery, inquiry, and perseverance. Curriculum and instruction designed by classroom teachers to meet the rate and level of learning of talented and gifted students is an integral part of this commitment.

- A description of how teachers accommodate identified TAG students' assessed levels of learning and accelerated rates of learning *(required by OAR [581-022-2500(3)](#)*

At all levels teachers identify and plan instructional modifications that will accommodate the rate and level of learning of their TAG identified students. In elementary and middle school, these instructional modifications are outlined in the student's Individualized Classroom Plan (ICP) which is reviewed annually at minimum. A plan is available by request for high school level students. The instructional modifications outlined in these plans are designed for each student based on their academic needs derived from formal and informal assessments in the classroom. The instructional modifications are adjusted as needed depending upon students' needs*.*

- A description of how classroom teachers and counselors assist TAG students to realize their contribution to themselves and to society *(aligned to [ORS 343.395](#)*)

As part of our district mission, we inspire graduates who are empowered to act with courage in life and to strengthen local and global communities. All students are engaged in learning that cultivates a joy of learning and engages each student to reach their full potential. Specifically educators follow the instructional practices that outline both interventions and extensions to maximize access to complex strategies that challenge a student's rate and level. Additionally, college and career readiness classes and strong relationships with counselors support outlining a program and plan for post secondary education.

Advanced Placement (AP) or International Baccalaureate (IB) courses, as well as dual credit options, are offered at all comprehensive high schools, in every subject area. Sabin-Schellenberg Professional Technical Center provides students the opportunity to explore

interest and apply learning in authentic settings. Areas available include Robotics, Computer Science, Health Occupations, and Animal Science.

After school enrichment opportunities are available K-12, allowing students to explore interests during hands-on, project based activities. High school clubs including Spanish Honor Society, National Honor Society and Science National Honor Society and middle school enrichment programming such as MESA (Mathematics, Engineering, Science and Achievement) offer experiences that extend learning beyond the classroom setting.

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
TAG Identification Process Overview *Aligned to OAR 581-022-2325 (1)*	The identification process begins with an initiator which can be either a qualifying test score (97th percentile of North Clackamas School District or above on SBAC, or NNAT3), or a TAG referral. The TAG screening and identification is based upon a portfolio of evidence which consists of a collection of strengths based qualitative and quantitative evidence. The evidence reviewed for possible TAG identification includes an ability test score (NNAT3), any state or standardized test scores (SBAC, STAR, BAS, etc…), Gifted Characteristics Checklist completed by the teacher(s), input from parent(s)/guardian(s) in a Parent Survey, authentic strengths based student work samples, and any other pertinent evidence that aids in a holistic understanding of the individual student. All TAG identification decisions are based on the entire portfolio of evidence and are made by the identification team.

Identification Practices (OAR 581-022-2500)	Evidence and Explanation of Identification Practices
Multiple modes and methods of data collection used in the identification process. *Aligned to OAR* [581-022-2325 (2)(b)(c)](#)	• Qualitative data: Gifted Behaviors Checklist, Parent survey, student work samples • Quantitative data: Ability test score (NNAT), OSAS, STAR, classroom assessment data, student work samples • [TAG Gifted Behavior Checklist and Commentary](#)
Culturally responsive practices specific to identification. *Aligned to OAR* [581-022-2325 (1)(a), (2)(d)(A-E)](#)	• NNAT3 universal screening at 2nd grade • Teacher/Parent Referral • Translated communication with families
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	• Nonverbal screener - NNAT3 • Universal Screening at 2nd grade utilizing district norms • [TAG Gifted Behavior Checklist and Commentary](#) • Data analysis processes included in the Multi-Tiered Systems of Support
Methods and practices that minimize or seek to eliminate the effects of bias in assessment and identification practices	• NNAT3 as a universal screener • Professional development provided to teachers to address culturally responsive instructional and assessment practices supportive of diverse learners • Utilization of the MTSS process for team analysis of data • [NCSD Equity Policy](#)

Identification Practices (OAR 581-022-2500)	Evidence and Explanation of Identification Practices
Universal Screening/Inclusive considerations	● NNAT3 at 2nd grade ● Fastbridge ● Accommodations outlined in the student's 504 or IEP are utilized
Assessment data, specifically addressing the use of national norms, local norms, or both in identification data collection	● NNAT3: nationally normed; automatically screening at 97th percentile and up ● OSAS: using local norms (normed for the district); automatically screening 97th percentile and up; Implement school norms if students are not being identified using district normed data
Qualitative data (teacher, parent, and student checklists, observational data, portfolios, and classroom performance, etc.)	● Gifted Behavior Checklist ● Parent Survey ● Student work samples that are authentic assessments clearly demonstrating student thinking
A tool or method for determining a threshold of when preponderance of evidence is met.	The team forms a consensus as to whether or not a preponderance of evidence has been met.
TAG Eligibility Team	**Elementary**: ● Classroom teacher(s), TAG Support Teacher Leader (Optional: TAG Instructional Coach, ELD Teacher, SPED Teacher, other school or district staff that may have expertise in TAG or the student being screened)

Identification Practices (OAR 581-022-2500)	Evidence and Explanation of Identification Practices
	● Must include at least one person who has received PD in Oregon TAG identification processes and requirements **Middle**: ● Classroom teacher(s), TAG Support Teacher Leader (Optional: TAG Instructional Coach, ELD Teacher, SPED Teacher, other school or district staff that may have expertise in TAG or the student being screened) ● Must include at least one person who has received PD in Oregon TAG identification processes and requirements **High**: ● Classroom teacher(s), TAG Instructional Coach, (optional: ELD Teacher, SPED Teacher, other school or district staff that may have expertise in the student being screened) ● Must include at least one person who has received PD in Oregon TAG identification processes and requirements

Documents that are included in the students' cumulative record file regarding TAG identification and the eligibility teams' process to determine identification	● Documentation of screening initiator
	● Parent communication
	    ○ Screening Letter
	    ○ Eligible Letter
	    ○ Ineligible Letter
	● Gifted Behavior Checklist (teacher)
	● Parent Survey
	● Documentation of screening meeting decision

Identification Practices (OAR 581-022-2500)	Evidence and Explanation of Identification Practices
	- Individualized Classroom Plan (if eligible for services) The above information is documented in the TAG Screener in Synergy.

B. Universal Screening/Inclusive Considerations

Key Questions	District Procedure
Is a universal screening instrument used at a specific grade level?	Yes
What is the broad screening instrument and at what grade level is it administered?	NNAT3 is used as a district wide universal screening tool at the 2nd grade level.
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)?	Automatic screening is initiated at the 97th percentile based on local norms.

C. Portability of TAG Identification

Key Questions	District Policy and Practices
Does your district accept TAG identification from other districts in Oregon?	Yes
Does your district accept TAG identification from other states?	A file review is conducted by the district TAG Coach and/or building level TAG Coordinator and if the screening requirements are similar to Oregon then we honor the designation. If the screening requirements are vastly different from Oregon the family is notified of the opportunity for the student to be rescreened.
Do local norms influence the decision to honor identification from other districts and states?	Local norms will not influence the decision to honor identification.

Section 4: Instructional Services and Approaches

A. Instructional Programs and Services for TAG Students

Instructional Programs and Services (OAR 581-022-2500)	Evidence and Explanation of Implementation: Grade Level and Content Area
Formative Assessment as a Process	● Embedded in instructional model: Sample format secondary, sample format elementary ○ K-5: by grade level, includes Dual Language Immersion specific models

Instructional Programs and Services (OAR 581-022-2500)	Evidence and Explanation of Implementation: Grade Level and Content Area
	○ 6-8 Language Arts ○ 6-12 Math ● Adaptive computer based tools (Lexia, Dreambox, Newsela)

Differentiated Instruction involving tiers of depth and complexity	● Embedded in instructional model: Sample format secondary, sample format elementary
	  ○ K-5: by grade level, includes Dual Language Immersion specific models
	  ○ 6-8 Language Arts
	  ○ 6-12 Math

Advanced Placement (AP) with differentiation of instruction based on learning evidence	See below for list of courses offered.
International Baccalaureate(IB) with differentiation based on learning evidence	See below for list of courses offered.

Flexible Readiness Grouping	● Embedded in instructional model: Sample format secondary, sample format elementary
	  ○ K-5: by grade level, includes Dual Language Immersion specific models
	  ○ 6-8 Language Arts
	  ○ 6-12 Math

Instructional Programs and Services (OAR 581-022-2500)	Evidence and Explanation of Implementation: Grade Level and Content Area
Credit By Examination	STAMP and SLIP used for World Language Credit
Subject Acceleration	Middle School Math Placement Evaluation Request Procedure
Whole Grade acceleration	NCSD School Board Policy: ● Promotion, Acceleration and Retention of Students: IKE ● Acceleration of Students: IKE-AR(1)
Adaptive curriculum that accelerates learning addressing rate and level.	● Dreambox ● Lexia ● Newsela
District professional development on 5 high quality instructional practices: ● Collaborative Learning ● Feedback ● Metacognitive Strategies ● Setting Goals ● Student Expectations	● Focus on highly effective instructional practices to increase engagement and provide extensions ● Universal design strategies focused on engagement and representation ● Strategies selected because of their support for diverse learners
Curriculum incorporates differentiated assessments, activities, that engage students, provide information and extensions ensuring individual and collaborative learning.	● Curriculum adoption process includes cross departmental representation, school administration, and instructional staff
Students have access to a variety of program and subject area opportunities for	● Dual Credit, Advanced Placement and IB options are available in every content area

Instructional Programs and Services (OAR 581-022-2500)	Evidence and Explanation of Implementation: Grade Level and Content Area
advanced coursework.	- PSU Challenge Program, REED Scholars - NSCD Charter Schools: - Clackamas Middle College - Milwaukie Academy of the Arts - Sabin Schellenberg Professional Technical Center
Math Habits of Mind focus on depth and complexity of math content	- Yearly Professional Development for K-12 teachers from the Teachers Development Group - Math Habits of Mind Poster

B. **Advanced Placement (AP) Course Offerings**

Name of AP Course	Schools and Grade Levels Offered
AP Language & Composition	Milwaukie High School Grade: 11
AP Literature & Composition	Milwaukie High School Grade: 12
AP Seminar	Milwaukie High School Grade: 11
AP Human Geography	Milwaukie High School Grade: 9-12
AP Psychology	Milwaukie High School Grade: 11-12
AP U.S. Government	Milwaukie High School Grade: 12
AP U.S. History	Milwaukie High School Grade:10-12

Name of AP Course	Schools and Grade Levels Offered
AP World History	Milwaukie High School Grade: 10-12
AP Biology	Milwaukie High School Grade: 11-12
AP Chemistry	Milwaukie High School Grade: 11-12
AP Calculus	Milwaukie High School Grade: 11-12
AP Japanese	Milwaukie High School Grade: 12
AP Spanish 5	Milwaukie High School Grade: 11-12
AP Research	Milwaukie High School Grade: 12
AP Studio Art	Milwaukie High School Grade: 11-12
AP Language & Composition	Adrienne C Nelson High School/ Grade: 11-12
AP Literature & Composition	Adrienne C Nelson High School/ Grade: 11-12
AP Seminar	Adrienne C Nelson High School/ Grade: 10-12
AP Human Geography	Adrienne C Nelson High School/ Grade: 9-12
AP Government	Adrienne C Nelson High School/ Grade: 10-12
AP U.S. History	Adrienne C Nelson High School/ Grade: 11-12
AP Physics	Adrienne C Nelson High School/ Grade: 11-12
AP Biology	Adrienne C Nelson High School/ Grade: 11-12
AP Environmental Science	Adrienne C Nelson High School/ Grade: 10-12

Name of AP Course	Schools and Grade Levels Offered
AP Chemistry	Adrienne C Nelson High School/ Grade: 11-12
AP Statistics	Adrienne C Nelson High School/ Grade: 11-12
AP Calculus (offered as Calculus)	Adrienne C Nelson High School/ Grade: 11-12
AP Research	Adrienne C Nelson High School/ Grade: 11-12
AP Spanish 5	Adrienne C Nelson High School/ Grade: 11-12
AP Japanese 5 (SSC-schedule)	Adrienne C Nelson High School/ Grade: 11-12
AP Art-Drawing	Adrienne C Nelson High School/ Grade: 11-12
AP 2D Design	Adrienne C Nelson High School/ Grade: 11-12
AP 3D Design	Adrienne C Nelson High School/ Grade: 11-12
AP Language & Composition	Clackamas High School/Grade: 11
AP Literature & Composition	Clackamas High School/Grade: 12
AP Seminar	Clackamas High School/Grade: 10-12
AP Human Geography	Clackamas High School/Grade: 9-12
AP U.S. Government	Clackamas High School/Grade: 12
AP U.S. History	Clackamas High School/Grade: 11
AP Psychology	Clackamas High School/Grade: 11-12
AP Biology	Clackamas High School/Grade: 11-12

Name of AP Course	Schools and Grade Levels Offered
AP Chemistry	Clackamas High School/Grade: 11-12
AP Physics	Clackamas High School/Grade: 11-12
AP Environmental Science	Clackamas High School/Grade: 11-12
AP Japanese	Clackamas High School/Grade: 12
AP Spanish 5	Clackamas High School/Grade: 9-12
Ap French 4	Clackamas High School/Grade: 11-12
AP Research-Humanities	Clackamas High School/Grade: 11-12
AP Studio Art	Clackamas High School/Grade: 12

C. International Baccalaureate (IB) Course Offerings

Name of IB Course	Schools and Grade Levels Offered
IB Literature HL1	Rex Putnam HS gr 11-12
IB Literature HL2	Rex Putnam HS gr 12
IB Language & Literature HL 1	Rex Putnam HS gr 11-12
IB Language & Literature HL2	Rex Putnam HS gr 11-12
IB Spanish Language & Literature	Rex Putnam HS gr 9-12

Name of IB Course	Schools and Grade Levels Offered
IB Math Applications SL1	Rex Putnam HS gr 10-12
IB Math Applications SL2	Rex Putnam HS gr 12
IB Math Analysis SL1	Rex Putnam HS gr 10-12
IB Math Analysis SL2	Rex Putnam HS gr 12
IB Biology HL1	Rex Putnam HS gr 11-12
IB Biology HL2	Rex Putnam HS gr 11-12
IB Biology SL	Rex Putnam HS gr 11-12
IB Environmental Systems SL	Rex Putnam HS gr 10-12
IB Geography HL	Rex Putnam HS gr 9-12
IB History HL1	Rex Putnam HS gr 11-12
IB History HL2	Rex Putnam HS gr 12
IB Psychology	Rex Putnam HS gr 11-12
IB Theory of Knowledge	Rex Putnam HS gr 11-12
IB Film HL1	Rex Putnam HS gr 9-12
IB Film HL2	Rex Putnam HS gr 12
IB Spanish SL1	Rex Putnam HS gr 9-12
IB Spanish SL2	Rex Putnam HS gr 10-12

Name of IB Course	Schools and Grade Levels Offered
IB Spanish HL	Rex Putnam HS gr 11-12
IB German SL2	Rex Putnam HS gr 12

D. **Teacher's Knowledge of TAG Students in Class**

Key Questions	District Procedure
What procedures are in place to ensure classroom teachers K – 12 know who the TAG identified students are in their classrooms?	NCSD highlights students who are identified as TAG in Synergy (our Student Information System) with a specific alert. Additionally, at the elementary and middle school level the school TAG support teacher/leader communicates with teachers about any identified TAG students in their classes. This communication includes the specific designation of the student and their current ICP. At high school teachers are notified of TAG identified students by an alert in Synergy.

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?	● Elementary and Middle: TAG Support Teacher Leader at each school
	   ○ Professional development for TAG support teachers include information regarding identification, attributes of gifted students, strategies to identify and match a students rate and level, and resources.
	   ○ Sample professional development presentation
	● High School: Curriculum/Instruction/Counseling Assistant Principal

Key Questions	District Procedure
How do teachers determine rate and level needs for students in their classrooms?	[Assessing Rate and Level](#)

E. Instructional Plans for TAG Students

Key Questions	District Procedure
Are Personal Education Plans (PEPs) required or optional? At which grade levels are PEPs required?	[Individual Classroom Plans](#) (ICPs) are required for all elementary and middle school students. They are not routinely used at the high school level. Instead counselors and teachers work directly with students to advise on a program of study that provides the appropriate level of rigor and preparation for students' future plans.
Are Instructional Plans required or optional? Which courses are required to have Instructional Plans?	- All high school courses are required to have instructional plans. - Advanced Placement and IB course plans are submitted for approval to College Board and IB. - K-8 math and language arts utilize instructional framework that includes grouping and the use of adaptive tools that provide learning at the students rate and level.
How are families notified regarding the opportunity to discuss the PEP or IP designed for their student's learning?	Individual Classroom Plans (K-8) are reviewed with parents at fall conferences. At this time families are given the opportunity to discuss available instructional services and offer input into the students ICP. Through the forecasting process, families work with high school counselors to discuss course selections based on student interest and skills.

F. Option/Alternative Schools Designed for TAG Identified Students

Program Elements	School Information
[Name of school A]	Not Applicable
TAG qualifying criteria for attendance	
Number of students currently served	
Level of the population, served, such as elementary, middle, or high school students	
[Name of school B]	
TAG qualifying criteria for attendance	
Number of students currently served	
Level of the population, served, such as elementary, middle, or high school students	

G. **TAG Enrichment Opportunities**

TAG Enrichment Opportunities *(Note: After school opportunities do not replace daily TAG instruction and services)*	Explanation of Opportunity
School clubs based on interest and achievement	Including Spanish Honor Society, National Honor Society and Science National Honor Society
School Embedded Enrichment Activities	● Including Oregon Battle of the Books, MESA (Mathematics, Engineering, Science and Achievement), Portland Opera productions, subject related competitions, etc. ● Career Related Learning Experiences 6-12
After school clubs	Including Chess Club, Robotics, and Computer Science Clubs

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?

Improve equitable identification practices through training and support and incorporating the use of local norms at building levels.
 	
Percent of students identified as TAG in specific groups be representative of the population.
	Data analysis of disaggregated identification data.
	
	Professional development addressing identification best practices:
	  *Analysis of trends and patterns
	  *Increase system responsiveness in regards to the use of screening threshold based on current year data
		Annually in the fall, share disaggregated data with admin and TAG teachers.
		
		District will advise on any changes to the identification practices based on data in the fall of each year.
		
		Changes will be included in administrator and teacher professional development throughout the year.
			Annual review and comparison of disaggregated TAG identification data.
			
			Monitor disaggregated identification data for building level discrepancies to differentiate the support schools are provided to target needs identified.
				Identification data disaggregated by program and demographic.

Increase identification of academically talented and gifted students from underrepresented populations.	Increase translated communication regarding the identification process with families through a variety of school and district avenues.	Training will be throughout the fall. Families will be engaged through multiple modalities in the fall, prior to testing.	Website "hits", attendance/engagement at trainings and events, professional development calendar and exit tickets, feedback from coaches	Training of 90-100% of staff will be completed by the testing date. Identification of students from underrepresented

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?
	Training of cultural liaisons regarding the identification process; increase collaboration with these staff on the communication with families. Professional development for instructional staff on gifted characteristics, and the importance of identification. This professional development will be led in buildings by our building coaching staff, including coaches specializing in Dual Language Immersion.		and liaisons	populations.
Increase knowledge regarding appropriate instruction and supports for gifted	Professional learning, differentiated by role and responsibility will be provided to:	Professional development calendar will include training of TAG teacher leader 1x	Exit tickets Building coach feedback	Administrator walk through feedback on "look fors"

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?
students.	Instructional staff Administrators Instructional Coaches, including DLI coaches. Professional learning will include components of Depth and Complexity and Depth of Knowledge (DOK) for use in classroom instructional planning.	month. Administrator training 2x a year. Building level professional learning that embeds strategies of differentiation for gifted students.		
Staff will increase their use of strategies supportive of diverse learners by focusing on one "HI 5" strategy a year: ● Collaborative Learning ● Feedback ● Metacognitive Strategies	Inservice week professional development provided by every school. Professional learning at the building level models and provides support for the HI 5. Content/subject specific district wide inservice	Throughout the year: August Inservice, Inservice days, Monthly District Meetings	Look fors have been developed and will be embedded in Iwalk for use by administrators.	Data from Iwalk will be collected and utilized for planning and support purposes.

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?
● Setting Goals ● Student Expectations	through the year models and provides support for the HI 5.			

B. Professional Development Plan: Identification

Who	What	Provided by	When
Staff person who is responsible for TAG identification in your district: Maranda Camera	Required statewide training	Oregon Department of Education	TBA
All district licensed educators who are responsible for identification including administrators, coaches, and teachers.	Training on Identification Building TAG Coordinators	District TAG Coach: Maranda Camera	Elementary: Quarterly (fall, winter, winter, spring) Middle: Monthly
District support staff supporting underserved populations.	Training regarding the identification	District TAG Coach: Maranda Camera	Fall

Who	What	Provided by	When
	process, information to support parents		
Staff who have already been trained in previous years	Refresher identification training	District TAG Coach: Maranda Camera	Fall

C. Family Engagement

Comprehensive TAG Programs and Services	Date and/or method of Communication
Identification procedures (including referral process)	TAG brochure on the district and school websites and shared with families in each school's fall newsletter Identification flowchart
Universal Screening/Testing grade levels	- Schools send communication to families a couple weeks prior to testing (2nd grade) - Posted on district website on TAG page
Individual and/or group testing dates	Based on school schedule

Comprehensive TAG Programs and Services	Date and/or method of Communication
Explanation of TAG programs and services available to identified students	- Schools send families a letter notifying them of the students' identification and the services provided "Back to school night" includes information for families - Fall parent teacher conferences
Opportunities for families to provide input and discuss programs and services their student receives	- Elementary and Middle Schools: ICP is updated *with families* at Parent/Teacher Conferences - Forecasting process for high school course selection provides family correspondence and avenues of input
Explanation of the TAG learning plan (Personal Education Plans or Instructional Plans), if available	Communication explaining the purpose and elements of the plan is sent out prior to conferences (when the ICP is reviewed for each student).
TAG informational events (elementary) - where parents learn about TAG profiles, explanations of district and schools programs and services, etc.	A "TAG Information" session offers families information regarding the identification process and services.
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.	A "TAG Information" session offers families information regarding the identification process and services.

Comprehensive TAG Programs and Services	Date and/or method of Communication
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.	A "TAG Information" session offers families information regarding the identification process and services.
Notification to parents of their option to request withdrawal of a student from TAG services	Included in TAG brochure and on district website
Notification of the right to file a complaint concerning TAG programs or services, beginning with district-level complaint process	Included in TAG brochure and on district website
Designated district or building contact to provide district-level TAG plans to families upon request	Posted on all school websites and the district website

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	TAG Coach: Maranda Camera TAG Administrator: Rob Holloway	cameram@nclack.k12.or.us hollowayr@nclack.k12.or.us	503-353-3297 503-353-6138
Person responsible for updating contact information annually on your district website	Karen Rodriguez	Rodriguezka@nclack.k12.or.us	503-353-5368
Person responsible for updating contact information annually with the Department	Donna Collingwood	collingwoodd@nclack.k12.or.us	503-353-6002
Person responsible for sending copies of the district-level TAG plans to building-level personnel (TAG coordinators, principals, etc.)	Karen Rodriguez	Rodriguezka@nclack.k12.or.us	503-353-5368
TAG contact for Ardenwald Elementary School	TAG Coordinator: Sarah Powers	powerssar@nclack.k12.or.us	503-353-5320
TAG contact for Bilquist Elementary School	TAG Coordinator: Kennedy Hering	heringk@nclack.k12.or.us	503-353-5340

Contact Information for District and School TAG Personnel	Name of Contact	Email Address	Phone Number
TAG contact for Beatrice Morrow Cannady Elementary School	TAG Coordinator: Barbara Stephens	stephensb@nclack.k12.or.us	503-353-5780
TAG contact for Vern Duncan Elementary School	TAG Coordinator: Claire Vlahakis	vlahakisc@nclack.k12.or.us	503-353-3270
TAG contact for Happy Valley Elementary School	TAG Coordinator: Ilena Albarron	albarroni@nclack.k12.or.us	503-353-5420
TAG contact for Seth Lewelling Elementary School	TAG Coordinator: Tyanne Atkins	atkinst@nclack.k12.or.us	503-353-5440
TAG contact for Linwood Elementary School	TAG Coordinator: Sarah Silva	silvas@nclack.k12.or.us	503-353-5460
TAG contact for Sojourner Elementary School	TAG Coordinator: Sarah Silva	silvas@nclack.k12.or.us	503-353-5460
TAG contact for Milwaukie El Puente Elementary School	TAG Coordinator: Harmony Brown	brownh@nclack.k12.or.us	503-353-5480
TAG contact for Mount Scott Elementary School	Principal: Jeff Green TAG Coordinator:	greenje@nclack.k12.or.us	503-353-5500

Contact Information for District and School TAG Personnel	Name of Contact	Email Address	Phone Number
TAG contact for Oak Grove Elementary School	TAG Coordinator: Rachel Wong	wongra@nclack.k12.or.us	503-353-5520
TAG contact for Oregon Trail Elementary School	TAG Coordinator: Katie DeSantis	desantisk@nclack.k12.or.us	503-353-5540
TAG contact for Riverside Elementary School	TAG Coordinator: Brittany Rogers	rogersb@nclack.k12.or.us	503-353-5560
TAG contact for Scouters Mountain Elementary School	TAG Coordinator: Amy Mathews	mathewsa@nclack.k12.or.us	503-353-3250
TAG contact for Spring Mountain Elementary School	TAG Coordinator: Meghan Whitaker	whitakerm@nclack.k12.or.us	503-353-5600
TAG contact for Sunnyside Elementary School	TAG Coordinator: Annie Layden	laydena@nclack.k12.or.us	503-353-5620
TAG contact for View Acres Elementary School	TAG Coordinator: Ellen Megson Dyer	megsondyer@nclack.k12.or.us	503-353-5640
TAG contact for Lot Whitcomb Elementary School	TAG Coordinator: Tami Nelson	nelsont@nclack.k12.or.us	503-353-5660
TAG contact for Alder Creek Middle School	Assistant Principal: Kristen Faust	faustk@nclack.k12.or.us	503-353-5716

Contact Information for District and School TAG Personnel	Name of Contact	Email Address	Phone Number
TAG contact for Happy Valley Middle School	TAG Coordinator: Megan Neal	nealme@nclack.k12.or.us	503-353-1920
TAG contact for Rock Creek Middle School	TAG Coordinator: Lindsay Kane	kanel@nclack.k12.or.us	503-353-5680
TAG contact for Rowe Middle School	TAG Coordinator: Sarah Astenius	asteniuss@nclack.k12.or.us	503-353-5742
TAG contact for Cascade Heights Middle School	TAG Coordinator: Priscilla Nanni	p.nanni@chpcs.org	503-653-1850
TAG contact for Virtual Online Program (K-5 and 6-12)	TAG Coordinator: Drew Persse	perssea@nclack.k12.or.us	503-353-1902
TAG contact for Clackamas Web Academy	Assistant Principal: Zoe Booth	boothz@nclack.k12.or.us	503-347-0061
TAG contact for Adrienne C. Nelson High School	Assistant Principal: Marilyn Mi	mima@nclack.k12.or.us	503-353-5752
TAG contact for Clackamas High School	Assistant Principal: Alyssa Engle	englea@nclack.k12.or.us	503-353-5751

Contact Information for District and School TAG Personnel	Name of Contact	Email Address	Phone Number
TAG contact for Milwaukie High School & Academy of the Arts	Assistant Principal: Mariam Higgins	higginsm@nclack.k12.or.us	503-353-5832
TAG contact for Rex Putnam High School	Assistant Principal: Hillary Pinkston Assistant Principal: Jerardo Marquez	pinkstonh@nclack.k12.or.us marquezje@nclack.k12.or.us	503-353-5865 503-353-5862
TAG contact for New Urban High School	Principal: Arielle Hammond	hammonda@nclack.k12.or.us	503-353-5933
TAG contact for Sabin-Schellenberg Professional Technical Center	Assistant Principal: Suzie Peachin	peachins@nclack.k12.or.us	503-353-5901

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.

Term	Definition
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.
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.

Term	Definition
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.
Depth of Knowledge (DOK)	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.
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 *all* TAG identified students in a particular course. Typically utilized at the secondary level.

Term	Definition
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	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 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.
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).
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

Term	Definition
	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	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.** 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.
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.