

Scappoose School District

Plan for Talented and Gifted Education

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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



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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

The Board of Education of the Scappoose School District has adopted a series of policies that govern how Talented & Gifted programs and services are provided within the District. Please use the links below to access the currently adopted Board policies.

[IGBB Talented and Gifted Program](#): This policy requires that a process for identifying students as Talented and Gifted is established, along with a plan for providing services to students identified as TAG.

[IGBBA: Identification – Talented and Gifted Students](#): This policy establishes minimum requirements for a written identification process for students.

[IGGBA-AR – Appeals Procedure for Talented and Gifted Identification and Placement](#): This policy outlines a process by which parents/guardians may appeal a decision about the TAG eligibility of a student.

[IGBBC – Talented and Gifted – Programs and Services](#): This policy requires the development of a written plan for TAG services and that programs and services be communicated to families.

[KL – Public Complaints](#): This policy prescribes the way families may lodge complaints with the district, including complaints related to TAG programs and services. The related administrative rules [KL-AR\(1\)](#) and [KL-AR\(2\)](#) further clarify these procedures.

Please Note: The Board of Education adopted revisions to these policies at its April 10, 2023 meeting. The policies are in the process of being updated on the District website at the time of publication, but you can view the drafts of the revised policies [IGBB](#), [IGBBA](#), [IGBBA-AR](#), [IGBBC](#), and [IGBBC-AR](#) using the hyperlinks provided. Policy links above will be updated as they become available.

B. Implementation of Talented & Gifted Education Programs and Services

District Mission Statement

In partnership with families and the community, Scappoose School District is dedicated to cultivating students who are leaders, communicators, thinkers, principled, and caring by:

- Ensuring a safe, healthy, and supportive environment that promotes the emotional, social, and psychological wellness of each person
- Providing rigorous and innovative programs through high standards of teaching and learning
- Preparing students to demonstrate leadership, self-direction, confidence, and a strong work ethic to help guarantee a sustainable future
- Building, supporting, and retaining a caring, highly trained staff who promote creative expression and critical thinking
- Developing cultural competence while embracing diversity for all students
- Offering a variety of experiences and opportunities in and out of the classroom

Profile of a Graduate

In 2019, the Scappoose School District formed a committee of parents, educators, and community leaders to consider the traits we seek to instill among students who graduate from our district. Out of this work emerged five character traits that are summarized in the graphic below.

District Aims in Providing Talented & Gifted Education

The Scappoose School District is committed to a robust educational program that includes rich and engaging educational experiences for gifted learners. Our programs and services for talented and gifted students embrace the following core values:

- Gifted learners have unique patterns of abilities and interests that classroom instruction must recognize, support, and sustain.
- Gifted learners benefit from learning alongside peers with like abilities and interests.
- Gifted learners may need additional, specialized supports that benefit their unique academic, social, and emotional needs.
- Giftedness is not defined by race, gender, or language. Programs and services must recognize, celebrate, and champion the diversity of the students we serve.

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

<p style="text-align: center;">Identification Practices (OAR 581-022-2500)</p>	<p style="text-align: center;">Evidence and Explanation of Identification Practices</p>
<p>TAG Identification Process Overview Aligned to OAR 581-022-2325 (1)</p>	<div style="text-align: center;"> <p>SCAPPOOSE SCHOOL DISTRICT TAG IDENTIFICATION PROCESS</p> <p>Referral via Universal Screening (top 15%) CoGAT – Grade 2 FastBridge – Grades K-3 SBAC Reading & Math – Grades 3-10</p> <p>Referral via Teacher / Parent Gifted Profiles Checklists Rating Scales</p> <p>Referral via Services Needed Work Samples Student Observation</p> <p>Questions about Tier 1 Instruction to Guide the Referral Process Does the student require instructional services (differentiated rate, level, and/or acceleration)? Is the student outperforming the group? Is the student showing ability beyond regular instruction?</p> <p>NO → Continue to Monitor Monitor student assessments, work samples, and observations. Review evidence at kid chat and discuss any changes identified.</p> <p>YES → Gather Information and Evidence Identify any needed information to be gathered (full CoGAT, rating scales, checklists, etc.) at Tier 2 meetings. Acquire needed evidence prior to scheduled CST meeting.</p> <p>CST Team Determines Eligibility The team will review available evidence of student ability. If evidence supports identification, the team decides on specific areas in which the student will be found eligible.</p> <p>NO → DOES NOT QUALIFY</p> <p>YES → Develop TAG Plan The team develops the TAG plan and updates student records in Synergy.</p> <p>Communicate Outcomes to Families The team notifies the family of student eligibility or non-eligibility. If created, the written TAG plan is shared with the family.</p> <p>Updated 4/11/2023</p> <p>View a larger version of this flowchart here</p> </div>

Step One: Entry Points to Evaluation

Students potentially eligible for TAG programs and services may begin the evaluation process based on one or more of the following criteria.

- Referral via Universal Screening: Students whose scores on universal screening measures (CogAT, Pre-ACT, FastBridge, or Smarter Balanced Reading / Math assessments) are at are above the 85th percentile should begin the process of evaluation for TAG eligibility.
- Referral via Parent or Teacher: Students who show indicators of potential eligibility using the parent checklists, teacher rating scales, etc. and are referred by the parent or teacher should begin the process of evaluation for TAG eligibility.
- Referral via Services Needed: Students whose work samples, classroom observations, etc. indicate a need for services beyond the regular tier 1 instructional program should begin the process of evaluation for TAG eligibility.

Step Two: Review Potential Referral During Tier 2 Meetings

If a student begins the process of evaluation through one of the entry points above, staff should discuss the student at the next tier 2 meeting (“kid chat” or similar meeting at the secondary level). The team should gather and review available evidence at that time and decide on next steps.

- **If data indicate a potential for eligibility exists**, the team will identify any additional information needed to progress with determination, identify person(s) responsible for gathering the information, and set a date to discuss the information at a future CST meeting.
- **If data are inconclusive or do not currently indicate a potential of eligibility exists**, the team will continue to monitor the student for evidence of eligibility and review the student at the next tier 2 meeting.

Step Three: Gather Evidence

Any additional information or evidence needed to support a determination of eligibility should be gathered in preparation for the CST meeting. This information gathering may include completing a full CogAT, completing checklists, rating scales, and any other items the team determines are needed. Complete and compile all needed items before the CST meeting in preparation for review. See the TAG Handbook for links to District forms.

Step Four: Student Eligibility Determined by CST Team

The team meets at the next CST meeting to review evidence gathered pertaining to the student's potential eligibility. Conversations should include a wide body of evidence gathered that would inform decisions about our work. The preponderance of evidence tool (see District TAG Handbook) should guide the team's conversations.

- **If a preponderance of evidence reviewed by the team suggests a need for additional supports beyond Tier 1 instruction exists, the team finds the student eligible for TAG.** The team will identify the area(s) in which the student qualifies and initiate the process of developing a TAG personal education plan.
- **If a preponderance of evidence does not currently exist,** the team will continue to monitor the student for evidence of eligibility and review the student at the next tier 2 meeting. If new evidence indicates a change, the tier 2 team may refer the student for a follow up conversation at a future CST meeting.

Step Five: Develop Plans and update Synergy

The Building TAG Coordinator will facilitate the process of developing a personalized education plan for the newly identified TAG student. This plan should seek input from the student's teachers, school counselors, parents/guardians, and others as appropriate. The Building TAG Coordinator will also ensure that the newly identified student is identified as TAG in Synergy and work with teachers to implement the plan.

Step Six: Communicate Outcomes to Families

Identification Practices (OAR 581-022-2500)	Evidence and Explanation of Identification Practices
	<p>The Building TAG Coordinator will notify families of the outcome of the referral process. Templates for notification of eligibility or non-eligibility are available in the TAG Handbook.</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>The District screens all students to determine potential eligibility for TAG services. The short form CogAT is administered to all students in second grade to identify potential eligibility. If a student scores at or above the 85th percentile on this assessment, they are automatically referred for the full CogAT to establish their eligibility. Smarter Balanced scores in reading and math are also monitored annually. Students who demonstrate success on this assessment may also be referred for further evaluation.</p> <p>Staff review benchmarking assessments in reading, math, and social emotional learning three times per year in grades K-8. Where data support a potential eligibility, they also may be considered for further evaluation.</p> <p>Please see the District’s preponderance of evidence tool found in our TAG handbook for additional reference regarding what data are consulted in making eligibility determinations.</p>
<p>Culturally responsive practices specific to identification. <i>Aligned to OAR 581-022-2325 (1)(a), (2)(d)(A-E)</i></p>	<p>Our District implements universal screening procedures described above to cast a wide net for students who may be eligible for TAG. Student academic, behavioral, and attendance data are reviewed by teams every 6-8 weeks or better to monitor trends and needs for support. We include a diverse group of staff in these conversations, including representatives from special education, English Learner programs, social workers, etc. to ensure needs are promptly identified and supported. When making determinations about identification for TAG, we employ local norms in these decisions to ensure we appropriately consider local needs and trends.</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	<p>Assessments used to identify students as eligible for TAG programs and services include, but are not limited to, the following:</p> <ul style="list-style-type: none"> • CogAT • FastBridge • SBAC • Woodcock Muñoz • WISC • WIAT • ACT Aspire & ACT <p>In addition to these assessments, we consider a variety of evidence from classroom work to determine where needs for accelerated rate and level of instruction may exist. Please refer to the preponderance of evidence tool for additional information.</p>
Methods and practices that minimize or seek to eliminate the effects of bias in assessment and identification practices	<p>We employ a variety of strategies to minimize bias in identification of TAG eligible students:</p> <ul style="list-style-type: none"> • Evaluation teams consist of a diverse group of educators and support professionals to ensure a diversity of voices in the decision making process • Multiple pieces of evidence are considered in making determinations so no one assessment becomes the determining factor on student eligibility • Student learning outcomes are monitored regularly (typically on 6-8 week cycles) so programs and services can be adjusted quickly based on student needs and / or new evidence of eligibility
Universal Screening/Inclusive considerations	<p>Universal screening for TAG is completed in second grade using the CogAT. Additional universal screening measures (such as Smarter Balanced assessments completed annually and FastBridge completed three times per year) may also be considered in determining student eligibility.</p>

Identification Practices (OAR 581-022-2500)	Evidence and Explanation of Identification Practices
Assessment data, specifically addressing the use of national norms, local norms, or both in identification data collection	<p>The Scappoose School District primarily uses local norms (comparing OSAS scores of peers within district and building levels, rather than the entire state) when evaluating a student’s eligibility using one of the assessments described above. These data are used in conjunction with parent input, teacher observations, student work samples, etc. indicate that a preponderance of evidence exists to support identification.</p>
Qualitative data (teacher, parent, and student checklists, observational data, portfolios, and classroom performance, etc.)	<p>We have adopted family checklists where parents/guardians identify traits based on Kilgore’s (2001) work, as well as share strengths and needs. These are available in English and in Spanish in the resources section of our District TAG Handbook.</p>
A tool or method for determining a threshold of when preponderance of evidence is met.	<p>Please refer to the decision rules embedded in the process description above, as well as the District’s preponderance of evidence tool used in eligibility determinations.</p>
TAG Eligibility Team	<p>Decisions about a student’s potential eligibility should be made by the teaming structures currently in place via the District’s MTSS system. Persons involved in decision making about TAG eligibility should include:</p> <ul style="list-style-type: none"> • General education teachers responsible for providing instruction to the student • School counselors • School administrators and Deans of Students • Building TAG Coordinators • English Language Development teachers (as appropriate) • Special education teachers (as appropriate)
Documents that are included in the students’ cumulative record file regarding TAG identification and the eligibility teams’ process to determine identification	<p>The following items should be placed in a students’ cumulative file</p> <ul style="list-style-type: none"> • Consent to evaluate • Results of all assessments used • Preponderance of evidence tool • Parent notification letter(s)

Identification Practices (OAR 581-022-2500)	Evidence and Explanation of Identification Practices
	<ul style="list-style-type: none"> • TAG personal education plans • Notes from Tier 2 and/or CST meetings as applicable

B. Universal Screening/Inclusive Considerations

Key Questions	District Procedure
<p>Is a universal screening instrument used at a specific grade level?</p>	<p>The following universal screening measures may be used as an entry point for evaluation:</p> <ul style="list-style-type: none"> • CogAT (Grade 2) • Smarter Balanced Assessments (Reading/Math) (Grades 3-10) • FastBridge (Grades K-8) • ACT & ACT Aspire
<p>What is the broad screening instrument and at what grade level is it administered?</p>	<p>The CogAT screener is administered to all students in second grade. An individual CogAT may be completed at any level if data supports evaluation to determine eligibility.</p>
<p>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>	<p>Students who score in the 85th percentile or better on the CogAT screener (or one of the other universal screening measures listed above) should begin the process of evaluation for TAG. Their assessment scores will be considered along with a variety of other pieces of evidence described in our preponderance of evidence tool.</p> <p>However, some student’s giftedness may not be reflected in these assessments alone. Parent and teacher referrals, as well as work samples and classroom observations also contribute to the body of evidence used in making eligibility determinations. Where a preponderance of evidence supporting identification exists, regardless of assessment score, the student may still be identified.</p>

C. Portability of TAG Identification

Key Questions	District Policy and Practices
<p>Does your district accept TAG identification from other districts in Oregon?</p>	<p>When a student moves into the Scappoose School District with a documented TAG eligibility from another district, the Building TAG Coordinator will complete a file review to determine if evidence presented supports the identification of the student within our District.</p> <ul style="list-style-type: none"> • If the evidence supports identification, begin implementing the plan on a provisional basis pending confirmation of the student’s educational team at the next tier 2 meeting. • If the evidence is inconclusive or does not justify identification, the student enters the Scappoose eligibility process at step three (gather evidence). The Building TAG Coordinator, teachers, and/or other staff will identify evidence needed, then review the new evidence at a future CST meeting. <p>If a student is determined to be eligible in Scappoose, the Building TAG Coordinator should schedule an opportunity to review the existing TAG plan and establish a Scappoose TAG plan. This review should include the family, the teachers implementing the plan, and other persons as appropriate.</p>
<p>Does your district accept TAG identification from other states?</p>	<p>Students moving into the District with an out of state eligibility are evaluated using the same process described above for identification from other Oregon districts.</p>
<p>Do local norms influence the decision to honor identification from other districts and states?</p>	<p>The Scappoose School District uses local norms in making determinations about TAG eligibility. Some students may have been identified on the basis of local norms that are different than our district. If the evidence contained in a transfer student’s cumulative file suggests eligibility, services will be provisionally implemented as above and reviewed at a future meeting, at which point the team will evaluate that eligibility in light of new evidence gathered during the student’s time in Scappoose. Where the available evidence does not currently suggest identification, students enter the evaluation process as described above.</p>

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
Cluster grouping	TAG students clustered with near peers in classrooms in elementary schools.
Flexible readiness grouping	Access to differentiated small group instruction within general education classrooms in Grades K-3.
Formative assessment as a process	Students experience a variety of formative assessment strategies that inform future instruction across grade levels. Examples of these strategies include, but are not limited to, personal whiteboards, exit tickets, warm up activities, and error analysis.
Subject acceleration (above grade level coursework)	Eligible TAG students in sixth grade have access to middle school math courses. Likewise, some eighth graders go to high school for math.
Dual-credit coursework	High school students have access to a variety of advanced course options. Please see the table below .

B. Advanced Placement (AP) Course Offerings

Scappoose High School currently offers one AP course in 2022-23 that will be phased out after this year in favor of expanded dual HS/college credit options. See Section D below.

SHS COURSE	HS CREDIT	COLLEGE EQUIVALENT	COLLEGE CREDIT
AP Statistics	1.0 credits	Statistics or Elective (depending on the school)	Depends on the college/university

C. International Baccalaureate (IB) Course Offerings

The Scappoose School District does not offer IB courses at this time.

E. Dual Credit Course Offerings

Scappoose High School offers a robust menu of dual high school / college credit courses. These are summarized in the table below.

SHS COURSE	HS CREDIT	COLLEGE EQUIVALENT	COLLEGE CREDIT
Econ 202	0.5 credits	OIT - Econ 202	4 credits
Communications 111 (pairs w/ Writing 122)	0.5 credits	WOU - Communication 111	4 credits
Drone Fire Fighting	TBD	PCC - TBD	TBD
History	1.0 credits	OIT - History 201, 202, 203	9 credits
Human Physiology	1.0 credits	OIT - Bio 200 and Bio 109	4 credits
Manufacturing Tech II	.5 credits	PCC - WLD 111	4 credits
Math 111	.5 credits	OIT - Math 111	4 credits
Math 112	.5 credits	OIT - Math 112	4 credits
Math 251	.5 credits	OIT - Math 251	4 credits
Spanish 3	1.0 credits	WOU - SPAN 101, 102	8 credits
Statistics	1.0 credits	OIT – Math 243	4 credits
Theatre	1.0 credits	WOU – Theatre 110	3 credits
Writing 121	1.0 credits	WOU - Writing 121	4 credits
Writing 122 (pairs w/ Comm 111)	.5 credits	WOU - Writing 122	4 credits

F. 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>All students currently identified as TAG are marked with an icon through our student information system (Synergy) so staff are aware of this qualification. Additionally, each building TAG coordinator reviews student eligibility with teachers annually.</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>Our District has TAG coordinators identified in each building as a resource person for questions and to provide resources for teachers. We also provide a series of training opportunities to familiarize staff with our processes and which resources are available to them to support their work. Examples include:</p> <ul style="list-style-type: none"> • TAG presentation at Mentor & Induction for new teacher • Presentations during August staff inservice • Building level presentations in October 2023 • Annual “Boot Camp” for new administrators to orient leaders on District procedures and resources
<p>How do teachers determine rate and level needs for students in their classrooms?</p>	<p>Teachers are adept at providing the program services listed on the TAG plans. You will often find students in cluster groups working on tiered assignments that explore concepts with more or less complexity. Project-based learning is also utilized by many of the staff. This affords students the opportunity to explore topics that are high interest and provides flexibility around the depth of learning they can demonstrate.</p> <p>We would like to offer more support around executive functioning skills for students with high intellectual abilities. We need to reframe our thinking around what we think students <i>should</i> know how to do in the classroom and that all learners, even those who are gifted, have lagging skills in some areas.</p>

G. Instructional Plans for TAG Students

Key Questions	District Procedure
<p>Are Personal Education Plans (PEPs) required or optional? At which grade levels are PEPs required?</p>	<p>TAG plans required for all students in grades K-12. These plans are initially developed on identification and then updated annually before or during fall conferences.</p>
<p>Are Instructional Plans required or optional? Which courses are required to have Instructional Plans?</p>	<p>TAG plans are required to be completed for all courses in which the student is enrolled.</p>
<p>How are families notified regarding the opportunity to discuss the PEP or IP designed for their student’s learning?</p>	<p>TAG information will be generally available to families in a variety of venues, including at back to school nights. Building TAG coordinators will have welcome back connections with families during the first month of school. Teachers will review TAG plans annually and develop and revisions in partnership with families during or before fall conferences in November each year.</p>

H. Option/Alternative Schools Designed for TAG Identified Students

Scappoose does not have separate options or alternative schools for TAG identified students. Please review the other portions of this document for information about available services within each building.

I. TAG Enrichment Opportunities

TAG Enrichment Opportunities <i>(Note: After school opportunities do not replace daily TAG instruction and services)</i>	Explanation of Opportunity
Grant Watts Elementary & Warren Elementary (K-3)	Additional enrichment opportunities historically included monthly activities supported by retired teachers such as science, math, and literature related projects. We are investigating funding opportunities for near-peer project-based learning activities either in half-day format or after school.
Otto Petersen Elementary (4-6)	Students identified as TAG are supported in the classroom as needed. Teachers work with families to develop TAG plans for the year, which includes evaluating the student’s current rate and level of learning in all academic areas. Using this information, teachers then decide on what types of program services would be beneficial to the learner. These include, but are not limited to differentiated instruction/curriculum, flexible/ability grouping, cross-grade grouping, compacted curriculum, grade skipping, concurrent enrollment, independent study, and/or tiered lessons. The TAG coordinator provides support or materials to teachers on request. Leadership and extended learning opportunities are also offered monthly by the coordinator to students identified as TAG and their near peers.
Scappoose Middle School (7-8)	Students are primarily supported in classrooms via their established TAG plans. We are investigating funding possibilities for additional enrichment activities.

<p>TAG Enrichment Opportunities <i>(Note: After school opportunities do not replace daily TAG instruction and services)</i></p>	<p>Explanation of Opportunity</p>
<p>Scappoose High School (9-12)</p>	<p>Current TAG enrichment opportunities for students at Scappoose High School include:</p> <ul style="list-style-type: none"> • Field trips • Essay Writing Workshops • College & Career Events <ul style="list-style-type: none"> ○ College Visits ○ Career Spotlights ○ College Essay Workshop ○ Resume Builder Activity • Dual Credit Courses • Dual Credit Support Program • Dual Credit Student/Parent Presentation • J and MJ Term Courses

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>Goal 1: By the end of the 2023-2024 school year, the district will establish and implement consistent procedures for identifying students who qualify for Talented and Gifted supports.</p>	<p>Task 1: Establish and document procedures for universal screening.</p>	<p>Summer 2023</p>	<p>Regular meetings scheduled throughout spring 2023 to discuss progress</p>	<ul style="list-style-type: none"> • Handbook • Board policy revisions • Training materials developed
	<p>Task 2: Implement screening and monitor effectiveness</p>	<p>Universal screening for students in second grade will be completed in March 2024</p> <p>Screening of other students will occur as determined by Building TAG Coordinator</p>	<p>Results of universal screening</p>	<p>Data from universal screening results triggers a full CogAT to determine eligibility. Completion of the full assessment demonstrates completion.</p> <p>Eligibility determined for students and TAG plans developed</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?
	Task 3: Establish procedures for gaining parent and staff input about student ability	Spring/Summer 2023	Checklists for discussion normed to student group (see examples from other districts)	Checklists prepared and ready for use beginning fall 2023
	Task 4: Develop local norms for student groups to support consistent identification.	Fall 2023	TAG team reviews the local norms tool and begins using it to determine local norms Coordinate with CogAT provider to ensure local norms are calculated whenever possible	Local norms tool is used as part of our regular practice in making eligibility determinations

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?
Goal 2: By the end of the 2023-2024 school year, the district will develop and implement robust programming for students identified as TAG	Task 1: All students in TAG will have an updated plan that is developed on identification, then reviewed annually at fall	Update template spring 2023 Training fall 2023 Plans in place by Fall	Template completed Training materials Plans prepared	Completed plans exist for all students in TAG. Review is documented at fall conferences.

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>appropriate to their needed rate and level of instruction.</p>	<p>conferences.</p>	<p>Conferences November 9-10, 2023</p>		
	<p>Task 2: Refine a catalog of instructional services available/provided to students in TAG across all grade levels.</p>	<p>Update matrix spring 2023 Training 2023 Include in parent communication documentation</p>	<p>Matrix of TAG programming options at all schools Training materials</p>	<p>Services are documented in handbooks and communicated to stakeholders via website, coordinators, conferences, etc.</p>
	<p>Task 3: Itemize services available in each building</p>	<p>Spring 2023</p>	<p>Building TAG coordinators review and itemize available services in each school</p>	<p>A catalog of available services and enrichment opportunities for each building is recorded in the District TAG Handbook</p>
	<p>Task 4: Develop a library of resources and strategies for teachers to support the provision of extension and challenging activities appropriate to student's rate and level.</p>	<p>Summer 2023 Included in in-service training and on-going focus of professional development options.</p>	<p>Access is provided to all staff to a library of resources</p>	<p>Teachers access and use the available resources in providing instruction appropriate to rate and level. TAG programs continue to be expanded.</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?
Goal 3: By the end of the 2023-2024 school year, the District will develop and implement a plan for communicating plans for TAG services to stakeholders.	Task 1: Develop materials for training staff in TAG policy and procedures at fall 2023 inservice, mentor & induction, and an annual refresher course	TAG Handbook finalized spring 2023 Training materials prepared and delivered in fall 2023	Materials created spring 2023	Training implemented at fall inservice 2023 PD evaluation tool
	Task 2: Develop resources to inform parents of available services and district programs for talented and gifted students.	Spring 2023 on Website Fall 2023 Materials available via link on school websites. Fall Conferences- ongoing	Brochure Video(s) Parent checklists Giftedness profiles infographic	Information posted to websites

B. Professional Development Plan: Identification

Who	What	Provided by	When
Staff responsible for TAG identification within the District <ul style="list-style-type: none"> • Whitney Hessong, Director of Student Services • Rebekah Michael, Administrative Assistant • Bryan Wilkins, MTSS Coach 	Required statewide training	Oregon Department of Education	February 14, 2023

Who	What	Provided by	When
<p>Licensed educators responsible for identification in each building</p> <ul style="list-style-type: none"> • Tami McDonald (Grant Watts Elementary) • Kelly Cassell (Warren Elementary) • Laycee Kinsman (Otto Petersen Elementary) • Paula Gayman (Scappoose Middle School) • Aarin Pinkstaff (Scappoose High School) 	Required statewide training	Oregon Department of Education	February 14, 2023
Staff trained in previous years	<i>Not provided at this time (all relevant staff attended training listed above)</i>		

C. Family Engagement

Comprehensive TAG Programs and Services	Date and/or method of Communication
Identification procedures (including referral process)	<p>A comprehensive description of our identification procedures is available in our District TAG Handbook and the TAG Identification Flowchart. It is also summarized above on pages 8-10 of this document.</p> <p>We are in the process of developing additional resources including brochures, overview video(s), frequently asked questions, etc. These resources will be available on the District website in Fall 2023. Staff will share this information at back to school night presentations and fall conferences where appropriate.</p>
Universal Screening/Testing grade levels	A comprehensive description of our universal screening procedures is available in our District TAG Handbook and the TAG Identification Flowchart. It is also summarized above on page 14 of

Comprehensive TAG Programs and Services	Date and/or method of Communication
	<p>this document.</p> <p>We are in the process of developing additional resources including brochures, overview video(s), frequently asked questions, etc. These resources will be available on the District website in Fall 2023. Staff will share this information at back to school night presentations and fall conferences where appropriate.</p>
Individual and/or group testing dates	<p>The CogAT will be completed annually in early spring in second grade by all students, and as needed in other grades. Smarter Balanced Assessments are completed in April/May each year. FastBridge testing for grades K-8 is completed three times per year in September, January, and May.</p> <p>Families of students being evaluated will be notified of testing dates as part of the process of signing consent to evaluate. Other screening dates are available through your school's TAG coordinator and/or building administrators.</p>
Explanation of TAG programs and services available to identified students	<p>General Information presented in the following locations:</p> <ul style="list-style-type: none"> ● Brochure-Available on school and district websites/Shared with families at conferences ● Video-Available on school and district websites/Shared with families at conferences ● TAG Manual - Available on school and district websites/Shared with families at conferences <p>Individual school program information available in the following locations: Visiting School websites or by contacting:</p> <ul style="list-style-type: none"> ● Building TAG coordinator ● School Administrator ● Classroom teachers

Comprehensive TAG Programs and Services	Date and/or method of Communication
Opportunities for families to provide input and discuss programs and services their student receives	As the District refines TAG programming in response to recent changes in state requirements, TAG plan development meetings will be scheduled in Spring 2023. TAG families also can share feedback via the TAG survey sent annually to parents/guardians each spring. In addition to these options, families are welcome to contact building TAG coordinators with questions and program feedback at any time throughout the school year.
Explanation of the TAG learning plan (Personal Education Plans or Instructional Plans), if available	<p>General Information presented in the following locations:</p> <ul style="list-style-type: none"> ● Brochure-Available on school and district websites/Shared with families at conferences ● Video-Available on school and district websites/Shared with families at conferences ● TAG Manual - Available on school and district websites/Shared with families at conferences <p>Individual school program information available in the following locations:</p> <ul style="list-style-type: none"> ● Visiting the School website ● Building TAG coordinator ● School Administrator ● Classroom teacher
TAG informational events (elementary) - where parents learn about TAG profiles, explanations of district and schools programs and services, etc.	<p>General information about the TAG programs offered within the District is available via this handbook, the family brochure, and the informational video. These resources are available on the District website at www.scappoosek12.org.</p> <p>Information specific to programs and services within each school is available at registration, back to school night events and fall and spring conferences. Resources and information will be posted to each school's website. Families may also seek information from building TAG Coordinators, school administrators, and their child's teachers.</p>
TAG informational events (middle school) - where parents learn about	<p>Please see description above.</p> <p>As students transition grade levels, TAG coordinators from both the school the student is</p>

Comprehensive TAG Programs and Services	Date and/or method of Communication
TAG profiles, explanations of services and programs offered to TAG identified students, transition expectations from elementary to middle school, etc.	graduating from and the school they are entering will work together, along with families, to ensure previous programs and services are communicated to the new school. Once the student arrives at the new school in the fall, staff will connect with families to review and update the TAG plan for their new learning context and class schedule.
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.	Please see the descriptions above from elementary and middle schools for information.
Notification to parents of their option to request withdrawal of a student from TAG services	<p>General Information including the district policy to request a withdrawal of a student from TAG services presented in the following locations:</p> <ul style="list-style-type: none"> • Brochure-Available on school and district websites/Shared with families at conferences • Video-Available on school and district websites/Shared with families at conferences • TAG Manual - Available on school and district websites/Shared with families at conferences • Board policies are linked and described in the TAG Handbook, and are also posted to the district website.

Comprehensive TAG Programs and Services	Date and/or method of Communication
<p>Notification of the right to file a complaint concerning TAG programs or services, beginning with district-level complaint process</p>	<p>General Information including the district policy to file a complaint about TAG services presented in the following locations:</p> <ul style="list-style-type: none"> • Brochure-Available on school and district websites/Shared with families at conferences • Video-Available on school and district websites/Shared with families at conferences • TAG Manual - Available on school and district websites/Shared with families at conferences <p>Board policies are linked and described in the TAG Handbook, and are also posted to the district website.</p>
<p>Designated district or building contact to provide district-level TAG plans to families upon request</p>	<p>Whitney Hessong- District Contact: Director of Student Services Aarin Pinkstaff- High School TAG Coordinator Paula Gayman- Middle School TAG Coordinator Laycee Kinsman-Otto Petersen TAG Coordinator Tami McDonald - Grant Watts TAG Coordinator Kelly Cassell- Warren TAG Coordinator</p>

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	Whitney Hessong Director of Student Services Rebekah Michel Administrative Assistant	whessong@scappoose.k12.or.us rmichel@scappoose.k12.or.us	971-200-8000
Person responsible for updating contact information annually on your district website	Kendall Keierleber and/or Paje Stelling	Pstelling@scappoose.k12.or.us Kkeierleber@scappoose.k12.or.us	971-200-8000
Person responsible for updating contact information annually on the Department	Whitney Hessong	whessong@scappoose.k12.or.us	971-200-8000
Person responsible for sending copies of the district-level TAG plans to building-level personnel (TAG coordinators, principals, etc.)	Whitney Hessong	whessong@scappoose.k12.or.us	971-200-8000
TAG contact for Warren Elementary	Kelly Cassell	kcassel@scappoose.k12.or.us	503-397-2959
TAG contact for Grant Watts Elementary	Tami McDonald	tmcdonald@scappoose.k12.or.us	971-200-8002

Contact Information for District and School TAG Personnel	Name of Contact	Email Address	Phone Number
TAG contact for Otto Petersen Elementary	Laycee Kinsman	lkinsman@scappoose.k12.or.us	971-200-8003
TAG contact for Scappoose Middle School	Paula Gayman	pgayman@scappoose.k12.or.us	971-200-8004
TAG contact for Scappoose High School	Aarin Pinkstaff	apinkstaff@scappoose.k12.or.us	971-200-8005

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.
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.

Term	Definition
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.
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 <i>all</i> 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	<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).
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.

Term	Definition
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.