

Springfield Public Schools

Plan for Talented and Gifted Education

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Section 1: Introduction



**Section 2:
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Section 1: Introduction



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

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

Oregon laws that govern TAG 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	IGBB
Talented and Gifted Students- Identification**	IGBBA
Talented and Gifted - Programs and Services**	IGBBC

B. Implementation of Talented & Gifted Education Programs and Services

Section 3: Identification of TAG-Eligible Students



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

A. District TAG Identification Practices

Identification Practices (OAR 581-022-2500)	Evidence and Explanation of Identification Practices
<p>TAG Identification Process Overview Aligned to OAR 581-022-2325 (1)</p>	<ul style="list-style-type: none"> <i>* District wide for TAG referral notice: Fall & spring sent to teachers, parents, students, and other district staff involved with students</i> <i>* Behavioral characteristics & underrepresented checklists sent out to all staff as a reference for referral</i> <i>* Collect and gather referrals from all parities</i> <i>* Begin the preponderance of evidence</i> <i>* Review OSAS, iReady, EasyCBM, ELPA, classroom assessment</i> <i>* Ask for work samples in the subject area</i> <i>* Teacher, parent, & student questionnaires & checklists completed</i> <i>* Teacher, staff, parent, & student testimonials recorded and gathered</i> <i>* Checklist that pertain to individual students completed</i> <i>* Parent Consent to test sent home if further data is needed</i> <i>* CogAT given to the child for intellectual identification looking at the areas pertinent to the students individual circumstances</i> <i>* ITBS subject area tests given to the child for further evidence in academic identification</i> <i>* All of the data is gathered on to the preponderance of evidence</i> <i>* If the school is unsure how to proceed the school, the district TAG facilitator meets with them to help look over the data</i> <i>* School TAG team (teacher(s), other staff working with the student, principal, school psych (if applicable), schedules a meeting with the families to review the preponderance of evidence and the qualification status. Any additional notes are added at the meeting</i> <i>* If the child qualifies for services, a Student Instructional Plan (SIP) is written with the team and signed by the parents at the meeting</i> <i>* If the student does not qualify, a plan is made to meet that students needs in the general education classroom so they are still progressing at their rate and level</i>

Identification Practices (OAR 581-022-2500)	Evidence and Explanation of Identification Practices
<p>Multiple modes and methods of data collection used in the identification process. Aligned to OAR 581-022-2325 (2)(b)(c)</p>	<ul style="list-style-type: none"> * <i>Preponderance of Evidence used to collect all data</i> * <i>SPS District TAG folder holds all of the information collected and lives in the CUM file for each TAG student</i> * <i>Teacher questionnaire and survey</i> * <i>Parent questionnaire and survey</i> * <i>Student questionnaire and survey</i> * <i>Work samples from courses</i> * <i>Classroom performance compared to peers/grade level</i> * <i>Teacher summary of characteristics displayed in the classroom</i> * <i>Teacher, staff, parent, & student testimonials</i> * <i>District adopted lesson/unit assessments in both ELA & math</i> * <i>Science and social studies work samples</i> * <i>iReady Assessment Data</i> * <i>EasyCBM Data</i> * <i>OSAS assessments</i> * <i>CogAT for Intellectually gifted</i> * <i>WISC-V for K-2 intellectually gifted</i> * <i>Woodcock Johnson Test of Cognitive Abilities (K-2)</i> * <i>Woodcock Johnson Test of Academic Ability (K-2)</i> * <i>NNat Naglieri Nonverbal Ability Test®- (NNAT®)</i> * <i>Woodcock Johnson III or Woodcock-Muñoz Bateria,</i> * <i>Wechsler Nonverbal Scale of Ability (WNV)</i>
<p>Culturally responsive practices specific to identification. Aligned to OAR 581-022-2325 (1)(a), (2)(d)(A-E)</p>	<ul style="list-style-type: none"> * <i>Gathering a preponderance of evidence</i> * <i>Speaking with all staff involved with the students</i> * <i>Communication with our ELD teacher and family services to refer any student they feel is progressing at an advanced level</i> * <i>Underrepresented and twice exceptional checklists</i>

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	<ul style="list-style-type: none"> * <i>NNat Naglieri Nonverbal Ability Test®- (NNAT®)</i> * <i>Woodcock-Muñoz Bateria, Wechsler Nonverbal Scale of Ability (WNV)</i> * <i>Underrepresented student characteristics list sent to staff before referral</i> * <i>Underrepresented population checklist for staff and families</i> * <i>ELPA growth data compared to peers</i> * <i>Language growth compared to peers/district</i> * <i>Meet all requirements on the IEP or 504 plan</i> * <i>Extended testing time</i> * <i>Testing in smaller groups or smaller chunks of time spread out over several days</i>
Methods and practices that minimize or seek to eliminate the effects of bias in assessment and identification practices	<p>* <i>In order to minimize bias in assessment and identification process we gather data from multiple sources and record it all in our preponderance of evidence. The school TAG team looks at the child as a whole taking into account everything collected from staff, family, students, etc. in regards to social, emotional, and academic circumstances so that a single piece of evidence does not determine eligibility.</i></p>
Universal Screening/Inclusive considerations	<p>* <i>OSAS is used for grades 3-8 as a screener. For any students scoring 95%ile or above in our district, who are not already TAG identified, we share the information with the school's TAG contact/teachers and they begin the completing Preponderance of Evidence on those students.</i></p>
Assessment data, specifically addressing the use of national norms, local norms, or both in identification data collection	<ul style="list-style-type: none"> * <i>iReady Assessment Data</i> * <i>EasyCBM Data</i> * <i>OSAS assessments</i> * <i>ITBS (Iowa Test of Basic Skills) for subject area</i> * <i>CogAT for Intellectually gifted</i> * <i>WISC-V for K-2 intellectually gifted/WPPSI for preK-K</i> * <i>Woodcock Johnson Test of Cognitive Abilities (K-2)</i> * <i>Woodcock Johnson Test of Academic Ability (K-2)</i>

Identification Practices (OAR 581-022-2500)	Evidence and Explanation of Identification Practices
	<ul style="list-style-type: none"> * <i>NNat Naglieri Nonverbal Ability Test®- (NNAT®)</i> * <i>Woodcock Johnson III or Woodcock-Muñoz Bateria</i> * <i>Wechsler Nonverbal Scale of Ability (WNV)</i>
Qualitative data (teacher, parent, and student checklists, observational data, portfolios, and classroom performance, etc.)	<ul style="list-style-type: none"> * <i>Teacher, staff, parent, & student questionnaire</i> * <i>Teacher, staff, parent, & student checklist</i> * <i>Teacher, staff, parent, & student testimonials</i> * <i>Work samples from courses</i> * <i>Student created portfolios (including digital)</i> * <i>Classroom performance compared to peers/grade level</i> * <i>Teacher summary of characteristics displayed in the classroom</i>
A tool or method for determining a threshold of when preponderance of evidence is met.	<ul style="list-style-type: none"> * <i>Most of the evidence (80% or more) supports that the student has the ability to perform at the 95%ile</i> * <i>Most of the evidence (80% or more) supports that the students needs different instruction to learn at their accelerated rate and level</i> * <i>Most of the evidence (80% or more) supports that the students needs different instruction to thrive socially and emotionally</i>
TAG Eligibility Team	<ul style="list-style-type: none"> * <i>Teacher, principal, support staff, parents, student</i> * <i>If pertinent: school psychologist, district TAG facilitator</i>
Documents that are included in the students' cumulative record file regarding TAG identification and the eligibility teams' process to determine identification	<ul style="list-style-type: none"> * <i>Preponderance of evidence</i> * <i>Teacher questionnaire and survey</i> * <i>Parent questionnaire and survey</i> * <i>Student questionnaire and survey</i> * <i>Work samples from courses</i> * <i>Teacher summary of characteristics displayed in the classroom (if applicable)</i> * <i>Teacher, staff, parent, & student testimonials (if applicable)</i> * <i>Results from any assessments taken (ITBS, WISC, CogAT, Woodcock Munoz, etc)</i>

B. Universal Screening/Inclusive Considerations

Key Questions	District Procedure
Is a universal screening instrument used at a specific grade level?	Springfield Public Schools will use the OSAS tests as a universal screener for students in grades 3-8. All students performing at or above the 95%ile will be referred to the School TAG Coordinator and considered for TAG Identification. Additional universal screeners will be considered moving forward.
What is the broad screening instrument and at what grade level is it administered?	Grades 3-8 and 11.
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)?	All students performing at or above the 95%ile will be referred to the School TAG Coordinator. The teacher(s) will be contacted and further data will be collected and compiled in a TAG folder (including the <i>preponderance of evidence</i> form) which will guide the eligibility process.

C. Portability of TAG Identification

Key Questions	District Policy and Practices
Does your district accept TAG identification from other districts in Oregon?	Yes, if the identification is for academic or intellectually gifted at the 95%ile threshold. Our district reviews all information from the transferred CUM file, reaches out to families to ask if they have any information to share regarding their students eligibility, then as a team makes a decision that best fits the needs of that child.
Does your district accept TAG identification from other states?	Yes, if the identification is for academic or intellectually gifted at the 95%ile threshold. Our district reviews all information from the transferred CUM file, reaches out to families to ask if they have any information to share regarding their students eligibility, then as a team we

Key Questions	District Policy and Practices
	makes a decision that best fits the needs of that child.
Do local norms influence the decision to honor identification from other districts and states?	No, local norms will not influence our decision to honor identification because most TAG students will catch up to their peers within a year's time. Our SIP plan addresses this issue and allows the teacher to check at grade level until they fill in any gaps they may have when moving from one district to another.

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
Classroom-based projects and extension activities: K-5	All classrooms offer individualized programs, projects, and extension activities for students as needed
Cluster Grouping	Schoolwide cluster grouping grades 1 - 8 (all elementary campuses)
Formative Assessment as a Process	Observed regularly in grades K-8 (all classrooms, all elementary campuses)
Differentiated Instruction involving tiers of depth and complexity	K-5 (language arts and math), 6-8 (language arts and social science) and 9-12 (math, language arts, and science courses) all campuses

Instructional Programs and Services (OAR 581-022-2500)	Evidence and Explanation of Implementation: Grade Level and Content Area
Subject acceleration (above grade level coursework)	Determined by district subject acceleration practices at each school
Whole grade acceleration (grade skipping)	In accordance with district policy IJE-AR . The Iowa Acceleration Scale is the primary tool used to determine whole grade acceleration
Advanced Placement (AP) and College Now with differentiation of instruction based on learning evidence	See table below for list of courses offered at each school
Honor Options (9-12)	Students are given the honors option in a grade level classroom which allows them to complete the assignment with greater depth and complexity
Curriculum Compacting	When possible we will offer a pre-assessment to compact the curriculum and move through known content at a faster pace. As appropriate, students may be able to test out of some course/classroom content.

B. Advanced Placement (AP) Course Offerings

Name of AP Course	Schools and Grade Levels Offered
AP US History	Springfield High School 9-12
AP Literature	Springfield High School 9-12
AP Macroeconomics	Springfield High School 9-12
AP Language and Composition	Thurston High School 9-12

Name of AP Course	Schools and Grade Levels Offered
AP Literature	Thurston High School 9-12
AP Calculus	Thurston High School 9-12
AP Microeconomics	Thurston High School 9-12
AP Macroeconomics	Thurston High School 9-12

C. College Now & Advanced Course Offerings

Name of College Now/Advanced Course	Schools and Grade Levels Offered
College Now Accounting 1, 2	Springfield High School 9-12
College Now Ethnic Studies	Springfield High School 9-12
College Now Statistics	Springfield High School 9-12
College Now Biology 1,2	Springfield High School 9-12
College Now Computer Apps	Springfield High School 9-12
College Now Intro to Computer Science	Springfield High School 9-12
College Now Chemistry 1,2	Springfield High School 9-12
College Now Digital Apps	Springfield High School 9-12
College Now Advanced Architectural	Springfield High School 9-12

Name of College Now/Advanced Course	Schools and Grade Levels Offered
Drafting	
College Now Advanced Metal Processes 1, 2, 3, 4	Springfield High School 9-12
College Now Advanced Theatre/Acting Ensemble	Springfield High School 9-12
College Now Advanced Welding Technology	Springfield High School 9-12
College Now Advanced Woodworking	Springfield High School 9-12
College Now Anatomy & Physiology 1, 2	Springfield High School 9-12
College Now Architectural Drafting	Springfield High School 9-12
College Now Auto 1, 2, 3	Springfield High School 9-12
College Now Auto Leadership 1, 2	Springfield High School 9-12
College Now Cabinet Making and Design	Springfield High School 9-12
College Now Calculus	Springfield High School 9-12
College Now Ceramics (Advanced Studio)	Springfield High School 9-12
College Now Medical Terminology	Springfield High School 9-12
College Now Personal Finance	Springfield High School 9-12
College Now Leadership Projects Woodworking 1, 2, 3	Springfield High School 9-12

Name of College Now/Advanced Course	Schools and Grade Levels Offered
College Now Personal Finance	Springfield High School 9-12
College Now Pre-Calculus	Springfield High School 9-12
College Now Spanish 3,4,5	Springfield High School 9-12
College Now Teacher Cadet	Springfield High School 9-12
College Now Technical Drafting	Springfield High School 9-12
College Now Welding Technology	Springfield High School 9-12
College Now College Writing 121, 122	Springfield High School 9-12
College Now College Writing Workshop	Springfield High School 9-12
College Now Construction Technology	Springfield High School 9-12
College Now Contemporary Math	Springfield High School 9-12
College Now Creative Furniture Technology	Springfield High School 9-12
College Now Journalism A/B	Springfield High School 9-12
College Now Journalism Projects	Springfield High School 9-12
College Now Beginning Theater	Springfield High School
College Now Writing 115	Thurston High School 9-12

Name of College Now/Advanced Course	Schools and Grade Levels Offered
College Now Writing 121	Thurston High School 9-12
College Now Writing 122	Thurston High School 9-12
College Now Math 95	Thurston High School 9-12
College Now Math in Society 105, 106	Thurston High School 9-12
College Now Math 111, 112 (STEM)	Thurston High School 9-12
College Now Biology A, B, C	Thurston High School 9-12
College Now Chemistry A, B, C	Thurston High School 9-12
College Now Anatomy/Physiology	Thurston High School 9-12
College Now Teacher Cadets	Thurston High School 9-12
College Now Welding Technology	Thurston High School 9-12
College Now Advanced Metals	Thurston High School 9-12
College Now Introduction to Woods	Thurston High School 9-12
College Now Architectural Drafting	Thurston High School 9-12
College Now Technical Drafting	Thurston High School 9-12
College Now Advanced Drafting	Thurston High School 9-12
College Now Project/Leadership Drafting	Thurston High School 9-12

Name of College Now/Advanced Course	Schools and Grade Levels Offered
College Now Medical Terminology	Thurston High School 9-12
College Now Digital Applications 1	Thurston High School 9-12
College Now Game Design	Thurston High School 9-12
College Now Intro to Computer Science	Thurston High School 9-12
College Now Intro to Python	Thurston High School 9-12
College Now Microcomputer Hardware	Thurston High School 9-12
College Now Cybersecurity	Thurston High School 9-12
College Now Intro to Business	Thurston High School 9-12
College Now Spanish 2, 3, 4/5	Thurston High School 9-12
College Now Political Science 201, 202	Thurston High School 9-12
College Now Ethnic Studies 101	Thurston High School 9-12
College Now History 201, 202, 203	Thurston High School 9-12

D. 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>TAG students are entered into our Synergy Platform which marks most students with a “T” on their class list to notify staff they are/are eligible for TAG services. TAG student lists by school are pulled by the district TAG coordinator each fall and are shared with the TAG coordinator at each school. The school TAG contact (K-8) gives each teacher a list of their TAG students and the areas in which they have qualified as Talented and Gifted.</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>All school staff have their school TAG Coordinator’s information. The District TAG Plan and TAG services are also featured on the District Website. An email is sent out at the beginning of the year to all staff introducing the building TAG contact and the district TAG contact. After each TAG contact meeting, a staff email is sent out with “Tips and Tricks” for working with TAG and FAQs for the month.</p>
<p>How do teachers determine rate and level needs for students in their classrooms?</p>	<p>Teachers use a variety of formative and summative assessments, including tests designed to provide personalized instructional paths, across grade levels. A Guaranteed Viable Curriculum (GVC) exists for literacy K-12. Teachers align instructional practices to provide access to GVC for all students. Through embedded collaboration (K-8) rate and level is discussed no less than weekly. K-8 math materials provide personalized pathways and track rate of growth and level needs.</p>

E. 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>Personal Education Plans (PEPs) are known as Student Instructional Plans (SIP) in the Springfield School District and are required in grades K-9. Each fall a new SIP is written together by the teacher, parent, and student (if appropriate) to identify the goals and services that will best meet each individual student's needs that school year. We are in the</p>

Key Questions	District Procedure
	process of expanding SIP plans to grades 10-12, adding one grade level per year with full implementation projected during the 25-26 school year.
Are Instructional Plans required or optional? Which courses are required to have Instructional Plans?	At this time only PEP/SIPs are used. We will convene a team to consider adding Instructional Plans during the 23-24 school year.
How are families notified regarding the opportunity to discuss the PEP or IP designed for their student's learning?	Teachers contact the families and set up a time to meet with them regarding the creation of the SIP plans. The SIP plans, once created, are shared with parents for further input and feedback before the final plan is given to them to sign. SPS usually has parents sign SIP plans during our fall conferences. A copy is sent home to the families to keep for their records.

F. Option/Alternative Schools Designed for TAG Identified Students

Program Elements	School Information
Not Applicable at this time	

G. TAG Enrichment Opportunities

TAG Enrichment Opportunities <i>(Note: After school opportunities do not replace daily TAG instruction and services)</i>	Explanation of Opportunity
Oregon Battle of the Books: OBOB	Students may compete at their school in the OBOB challenges. School-based teams are formed in all schools. Deep reading of novels is encouraged during all OBOB meetings and practice sessions. Facilitated book talks are held during school hours.

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 by providing training of gifted characteristics to building TAG Coordinators, by the end of the 2023-24 school	Training in identification best practices, including use of local norms, as a means to services. Provide training specific to instructional practices that	Monthly TAG Coordinator meetings focused on Professional Learning for K-8 buildings. Quarterly TAG Coordinator Meetings	Completion of 5 K-8 trainings with staff sign-in for accountability. Completion of 3 K-8 trainings for comprehensive high	Examine identification data (who was nominated and identified), and how that compares to the year prior. Individualized plans for all

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?
year.	promote and foster academic growth for students identified as TAG.	focused on Professional Learning for High School TAG Coordinators.	schools. Revising district documents specific to identification to include use of local norms. Adoption of new Preponderance of Evidence Forms for Identification. Lists of all students performing at or above the 95%ile on OSAS tests sent to each building in the winter.	identified Grade 9 students by June 2023. Individualized plans for all identified Grade 9-10 students by June 2024.
Provide timely information to all families about TAG identification and options (no less than one time per school year K-12) by the end of the 2023-2024 school year.	Resources and a forum for sharing across schools to begin implementing this practice K-12.	Monthly TAG Coordinator meetings focused on Professional Learning for K-8 buildings. Quarterly TAG Coordinator Meetings focused on Professional Learning for High School TAG Coordinators.	Coordinator given time at incoming student information nights K-12. Newsletters include information on TAG identification across schools no less than annually.	All TAG plans will be updated no less than annually K-9 by the end of the 22-23 school year. A system for tracking parent requests and inquiries for services will be implemented.

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?
Increase staff knowledge regarding TAG programs and services offered K-12 by the end of the 2023-2024 school year.	Each building will offer no less than one staff meeting per school year where the building TAG Coordinator can present on identification, services, and record keeping.	Monthly TAG Coordinator meetings focused on Professional Learning for K-8 buildings to prepare Coordinators for presenting to staff. Quarterly TAG Coordinator Meetings focused on Professional Learning for High School TAG Coordinators.	Meeting minutes collected from at least one staff meeting per school year. Internal staff newsletters providing information to staff.	Classroom observations and walkthrough protocols note examples of instructional practices observed.

B. Professional Development Plan: Identification

Who	What	Provided by	When
Joyce Smith Johnson & Stephanie Lovdokken	Required statewide training	Oregon Department of Education	In-person training 4/20/23 at Lane ESD
All building TAG Coordinators	Training on Identification	Stephanie Lovdokken, District Coordinator	5 monthly meetings where staff consider all aspects of identification and service delivery for TAG students.

Who	What	Provided by	When
TAG Coordinators and K-12 Teachers	Individual School Meetings As Requested	District Coordinator	As requested

C. Family Engagement

Comprehensive TAG Programs and Services	Date and/or method of Communication
Identification procedures (including referral process)	<ul style="list-style-type: none"> * A district-wide notice for TAG referral is sent out annually. This includes the TAG contact information for each school as well as the information needed to refer their child for consideration. * Families, including all guardians and students, are sent a survey, checklist, & questionnaire to fill out and return. * If more data is needed a request for testing is sent home to families for approval. * Parents and students are involved in the meeting to review the preponderance of evidence and determine eligibility. At this meeting they help create a plan with the team that will best meet their child's needs.
Universal Screening/Testing grade levels	<ul style="list-style-type: none"> * OSAS Grades 3-8, 95%ile or above * Families are notified that OSAS scores may be used as a piece of the evidence for identification
Individual and/or group testing dates	<ul style="list-style-type: none"> * Fall (Oct/Nov) & Spring (March/April) * Testing coordinator tests at each individual school
Explanation of TAG programs and services available to identified students	<ul style="list-style-type: none"> * The TAG coordinator shares information with the TAG contacts at each school. They then share the information with families via their TAG group in Synergy.

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	<ul style="list-style-type: none"> * A PEP plan is created at the start of each year for all areas in which the student is TAG qualified. Families are given an opportunity to meet with the teacher to help develop these plans. * Families can reach out to the teacher(s) and TAG contact at any time to provide input and revise programs and services the student is receiving. * If the family would like more input on the plan and revisions, they may contact the district TAG coordinator to attend the meeting and help create the plan.
Explanation of the TAG learning plan (Personal Education Plans or Instructional Plans), if available	* The learning plan is shared with families via a conference with the teacher in the fall with an explanation of how it will meet their students' needs. At fall conferences it is then reviewed and discussed with individual families.
TAG informational events (elementary) - where parents learn about TAG profiles, explanations of district and schools programs and services, etc.	Email sent out the families at the start of each school year by the TAG contact. The email is written together at the TAG contact meeting so that consistent information is shared district wide.
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.	<p>Email sent out to families at the start of each school year by the TAG contact. The email is written together at the TAG contact meeting so that consistent information is shared district wide.</p> <p>In the spring, transition meetings are set-up between levels where staff review all students, including TAG students. TAG Contacts also meet with each other to talk about incoming TAG students. Parents have input in the decision and are involved in these transition meetings.</p>
TAG informational events (high school) - where parents learn about TAG profiles, explanations of services	Family Informational nights in the Spring

Comprehensive TAG Programs and Services	Date and/or method of Communication
and programs offered to TAG identified students, transition expectations from middle to high school, etc.	
Notification to parents of their option to request withdrawal of a student from TAG services	This information is included in the letter announcing that the student qualifies for the TAG Program. It is also in the parent brochure and website.
Notification of the right to file a complaint concerning TAG programs or services, beginning with the District's public complaint process	See District Website regarding reporting or filing a complaint.
Designated district or building contact to provide district-level TAG plans to families upon request	See TAG contacts identified in Section 6 to request TAG plans.

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 Administrator	Joyce Smith Johnson	joyce.smith-johnson@springfield.k12.or.us	541.726.3227
District TAG Coordinator	Stephanie Lovdokken	stephanie.lovdokken@springfield.k12.or.us	541-744-6308
Person responsible for updating contact information annually on your district website	Joyce Smith Johnson	joyce.smith-johnson@springfield.k12.or.us	541.726.3227
Person responsible for updating contact information annually on the Department	Joyce Smith Johnson	joyce.smith-johnson@springfield.k12.or.us	541.726.3227
Person responsible for sending copies of the district-level TAG plans to building-level personnel (TAG coordinators, principals, etc.)	Stephanie Lovdokken	stephanie.lovdokken@springfield.k12.or.us	541-744-6308
TAG contact for Centennial Elementary	Karen Turnell	karen.turnell@springfield.k12.or.us	541-744-6383
TAG contact for Douglas Gardens Elementary	Hope Zima	hope.zima@springfield.k12.or.us	541-744-6387
TAG contact for Guy Lee Elementary	Heidi Van Brunt	heidi.vanbrunt@springfield.k12.or.us	541-744-6391

Contact Information for District and School TAG Personnel	Name of Contact	Email Address	Phone Number
TAG contact for Maple Elementary	Amanda Montoya	amanda.montoya@springfield.k12.or.us	541-744-6395
TAG contact for Mt. Vernon Elementary	Connie Souza	connie.souza@springfield.k12.or.us	541-744-6403
TAG contact for Page Elementary	Terese Wagner	terese.wagner@springfield.k12.or.us	541-744-6407
TAG contact for Ridgeview Elementary	Stephanie Lovdokken	stephanie.lovdokken@springfield.k12.or.us	541-744-6308
TAG contact for Riverbend Elementary	Bailey Dean	bailey.dean@springfield.k12.or.us	541-988-2511
TAG contact for Thurston Elementary	Pamala White	pamala.white@springfield.k12.or.us	541-744-6411
TAG contact for Two Rivers Dos Rios Elementary	Robert Monroe	robert.monroe@springfield.k12.or.us	541-744-8865
TAG contact for Walterville Elementary	Ashley Roelofs	ashley.roelofs@springfield.k12.or.us	541-744-6415
TAG contact for Yolanda Elementary	Tamara Dillon	tamara.dillon@springfield.k12.or.us	541-744-6418
TAG contact for Brattain Online	Lynette Walters	lynette.walters@springfield.k12.or.us	541-744-8862

Contact Information for District and School TAG Personnel	Name of Contact	Email Address	Phone Number
		r.us	
TAG contact for Agnes Stewart Middle School	Kirsten Woodward	kirsten.woodward@springfield.k12.or.us	541-988-2520
TAG contact for Briggs Middle School	Kathy McCumsey	kathy.mccumsey@springfield.k12.or.us	541-744-6350
TAG contact for Hamlin Middle School	Laken Johnson	laken.johnson@springfield.k12.or.us	541-744-6356
TAG contact for Thurston Middle School	Megan McFarland & Brandi Selby	megan.mcfarland@springfield.k12.or.us brandi.selby@springfield.k12.or.us	541-744-6368
TAG Contact for A3	Nissie Ellison	Nissie.ellison@springfield.k12.or.us	541-744-6728
TAG Contact for Thurston High School	Jeff Thompson	jeffrey.thompson@springfield.k12.or.us	541-744-5000
TAG Contact for Springfield High School	Lisa Dillon	lisa.dillon@springfield.k12.or.us	541-744-4700
TAG Contact for Gateways High School	Lynnette Wallters	lynette.wallters@springfield.k12.or.us	541-744-8862

*[District directions: Add lines as needed to include a building-level contact for each school in the district.]

Appendix: Glossary



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