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Hillsboro School District 1J
Plan for Talented and Gifted Education

HILLSBORO
SCHOOL DISTRICT

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Section 1: Introduction

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

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

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

Key Terminology

Talented and Gifted Students in Oregon: Students who require special educational programs or services, or both, beyond those normally provided by the regular school program, in order to realize their contribution to self and society. These are students who demonstrate outstanding ability or potential in one or more of the following areas:
> (a) General intellectual ability (often referred to as, Intellectually Gifted).
> (b) Academic ability (often referred to as, Academically Talented) in one or more academic areas (including, but not limited to: reading, mathematics, science, and social science).
> (c) Creative ability in using original or nontraditional methods in thinking and producing.
> (d) Leadership ability in motivating the performance of others either in educational or noneducational settings.
> (e) Ability in the visual or performing arts, such as dance, music or art.

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

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

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

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

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

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

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

A. Local School Board Policies

All TAG-related Board Policies can be accessed on the HSD website.

HSD Board Policies with Links	Description
📄 IGBB.pdf	Talented and Gifted Program
📄 IGBBD.pdf	TAG - Parent Notification and Participation
📄 IGBBA.pdf	TAG Identification
📄 IGBBA-AR.pdf	Appeals Procedure for TAG Identification and Placement
📄 IGBBC D1.pdf	Talented and Gifted Services
📄 IGBBC AR D1.pdf	Complaints Regarding the TAG Program

B. Implementation of Talented & Gifted Education Programs and Services

Talented and Gifted (TAG) @ HSD

Hillsboro School District's TAG program identifies students who are intellectually gifted and/or academically talented in reading and math, as demonstrated by, Gifted profiles and rating scales, anecdotal information, and work samples, as well as through additional screening.

Vision

The Hillsboro School District, in collaboration with parents and community members, will recognize and actively support gifted and high potential students so they may achieve academic and personal excellence in a rigorous and relevant learning environment.

Gifted students will

- Become analytical thinkers, creative producers, and practical problem solvers,
- Develop and demonstrate individual confidence and personal responsibility, and
- Use their gifts to contribute to the betterment of their community.

Differentiation in curricula, instruction, and assessment will

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

Gifted Children

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

Importance of Gifted Education

- The goal of the gifted education program is to provide a differentiated curriculum for academically gifted students in the areas of thinking, performance, and research skills, as well as affective awareness necessary to meet their needs.
- Gifted education provides interventions to accommodate the child's passion for learning and their need for creative expression.

- Gifted and talented students need a rigorous and relevant curriculum delivered in a creative, flexible, and supportive instructional environment.

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

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

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

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

Linked Artifacts:

HSD 2023-2027 Strategic Plan
Office for School Performance / Teaching and Learning
5 Dimensions of Teaching
 CASEL
Career & College Pathways / Overview
Office for School Performance / Curriculum
Talented and Gifted (TAG)
Advanced Learners / Overview

Section 3: Identification of TAG-Eligible Students

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

A. District TAG Identification Practices

Identification Practices (OAR 581-022-2500)	Evidence and Explanation of Identification Practices
TAG Identification Process Overview *Aligned to OAR 581-022-2325 (1)*	Link to Infographic Explanation: Multiple pathways may lead to a TAG identification. Students enter the identification eligibility process through one of the three options/on-ramps: ● Universal screening casting a wide-net (top 20% using local cohort norms) to ensure identification methods do not immediately exclude potential talent ● Utilizing Local Performance Assessments for need of differentiated instruction ● Inclusion of work samples, classroom observations, and research-based checklists If a CLED, 504, ML, IEP student performs in the top 5% or 10% in a local cohort norm or greater on the CogAT or NNAT **PLUS** shows qualitative evidence of gifted characteristics, this automatically qualifies them for TAG. If the student doesn't meet both conditions, continue with Questions to Guide Referral Process.

Identification Practices (OAR 581-022-2500)	Evidence and Explanation of Identification Practices

	If the initial data satisfies the guiding questions, a case study is then opened to collect additional background information from school and home along with multiple modes and measures of qualitative and quantitative data.
	
	Once a body of evidence has been collected, the case study is reviewed by the School Team to determine if a preponderance supports identification in one or more TAG areas:
	      ● Intellectually Gifted
	      ● Academically Talented in Math
	      ● Academically Talented in Reading
	
	Students who do not yet show a preponderance of evidence continue to be monitored for consideration at a later date.
	
	Decisions are documented accordingly and parents are notified. All documents are filed into the student records in a blue TAG folder and the programming is updated to reflect any identification areas in Synergy. The classroom teacher begins services according to an appropriate TAG Plan.

Multiple modes and methods of data collection used in the identification process. *Aligned to OAR 581-022-2325 (2)(b)(c)*	*Multiple Measures and Modes* that demonstrates a preponderance of TAG ability that include qualitative and quantitative data 📄 Modes and Measures of Data for TAG Identification
Culturally responsive practices specific to identification.	Use Local Cohort Norms by Cultural, Linguistic, Economic (CLED) or program identifiers to locate students who are out-performing their most similar peer groups

Identification Practices (OAR 581-022-2500)	Evidence and Explanation of Identification Practices
Aligned to OAR 581-022-2325 (1)(a), (2)(d)(A-E)	Translated communications with families (Spanish and other languages upon request) Universal Screeners Using Multiple measures and modes of data
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	Use CLED_Scales Kingore Observation Inventory - Observations and Planned Experiences School programming performance history (EL, SpEd, etc.) ■ *Local Cohort Norms by CLED identifiers* ■ *NNAT* ■ *Gifted Profiles* ■ *Gifted Student Characteristics of Diverse Learners* ■ *Characteristics of Gifted English Language Learners* ■ *Rate of Language Acquisition* ■ *Participation in Dual Language Program*
Methods and practices that minimize or seek to eliminate the effects of bias in assessment and identification practices	Contributors to the Case Study use the "See Me" Checklist to reflect on their implicit biases and inclusive identification practices throughout the referral process. Use 📄 Modes and Measures of Data for TAG Identification Use Gifted Profiles Use of CLED Scale Use of Local Cohort Norms
Universal Screening/Inclusive considerations	Teachers and proctors follow best practices in test-taking and provide accommodations as noted in student IEP and 504.

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	All Universal Screeners given will use Local Cohort Norm data. Cohorts may include: Building, Feeder, Dual Language Schools, Title 1 Schools, Gender, Program of Services, Race Any CogAT testing requested for students outside of 2nd grade will use national norm data.
Qualitative data (teacher, parent, and student checklists, observational data, portfolios, and classroom performance, etc.)	*Multiple Measures and Modes* that demonstrates a preponderance of TAG ability that include qualitative and quantitative data 📄 Modes and Measures of Data for TAG Identification
A tool or method for determining a threshold of when preponderance of evidence is met.	The School Review Team evaluates the Case Study to determine if the student shows a pattern of need, or preponderance of evidence, to receive instructional services that foster academic growth and appropriate challenge.
TAG Eligibility Team	The team is school-based and may include or not limited to - TAG Coordinator - Teacher(s) specialized in TAG - Classroom Teacher - Administrator - Counselor - Department Leads - Instructional Coaches - Specialists - Other Staff

Identification Practices (OAR 581-022-2500)	Evidence and Explanation of Identification Practices

Documents that are included in the students' cumulative record file regarding TAG identification and the eligibility teams' process to determine identification	Students referred for TAG Identification will receive a blue folder which includes:
	- ***Documents from Multiple Measures and Modes*** that provide background student information.
	   📄 Background Info Modes & Measures for TAG Identification
	- ***Documents from Multiple Measures and Modes*** of data collected qualitative and quantitative data.
	   📄 Modes and Measures of Data for TAG Identification
	- ***Copy of notification letter*** (qualifying, or not qualifying)
	- *Case Study* form completed
	The blue folder will be housed in the Student Cum File and will stay there for the duration of their school career.

B. Universal Screening/Inclusive Considerations

Key Questions	District Procedure
Is a universal screening instrument used at a specific grade level?	Yes
What is the broad screening instrument and at what grade level is it administered?	📄 HSD Universal Screeners by Grade
How is the screener used in the identification process (i.e. what percentile threshold, if any, is used to initiate the	➢ 100% of scores are Nominated for TAG Identification ➢ 10-20% of scores are Considered for TAG Identification using a Case Study ○ Additional students are considered if supporting data is collected

Key Questions	District Procedure
eligibility process; and how are percentiles used to promote, rather than extinguish, eligibility)?	➢ 5-10% of scores are Selected for TAG Identification when a preponderance of evidence is found ○ CLED students who perform in the top 10% in a local cohort norm or greater on the CogAT or NNAT **PLUS** show qualitative evidence of gifted characteristics, this automatically qualifies them for TAG. No single data point can eliminate a student from the referral 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 there is documentation of the use of evidence-based practices that include using multiple modes and measures of data to determine if a student demonstrates a pattern of exceptional performance and/or achievement that is relevant to the identification of TAG students under district procedures and ORS 343.395
Does your district accept TAG identification from other states?	Yes, if there is documentation of the use of evidence-based practices that include using multiple modes and measures of data to determine if a student demonstrates a pattern of exceptional performance and/or achievement that is relevant to the identification of TAG students under district procedures and ORS 343.395
Do local norms influence the decision to honor identification from other districts and states?	Not at this time

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 _Percent of use based on a **self-reported** School Survey (April 2023)_							
📄 Appendix: Glossary	**Elementary Schools**				**Secondary Schools**			
Usage rates vary by classroom and school	**Overall Elementary**	Language Arts	Math	Content (Science Social Studies, & Health)	**Overall Secondary**	Language Arts & Social Studies	Math & Science	Fine Arts, Health, PE, CTE, World Languages
Cluster Grouping	**Used in 56% of classrooms**	Used in 75% of assignments	Used in 70% of assignments	Used in 34% of assignments	**Used in 64% of classrooms**	Used in 60% of courses	Used in 82% of courses	Used in 63% of courses
Flexible Readiness Grouping	**Used in 69% of classrooms**	Used in 86% of assignments	Used in 75% of assignments	Used in 38% of assignments	**Used in 68% of classrooms**	Used in 66% of courses	Used in 68% of courses	Used in 57% of courses
Formative Assessment as a Process	**Used in 82% of classrooms**	Used in 93% of assignments	Used in 87% of assignments	Used in 68% of assignments	**Used in 93% of classrooms**	Used in 97% of courses	Used in 96% of courses	Used in 87% of courses
Differentiated Instruction involving tiers of depth and complexity	**Used in 83% of classrooms**	Used in 93% of assignments	Used in 90% of assignments	Used in 65% of assignments	**Used in 97% of classrooms**	Used in 94% of courses	Used in 93% of courses	Used in 100% of courses
Scaffolding or Tiered Instruction	**Used in 85% of classrooms**	Used in 93% of assignments	Used in 89% of assignments	Used in 72% of assignments	**Used in 98% of classrooms**	Used in 100% of courses	Used in 100% of courses	Used in 93% of courses

Instructional Programs and Services (OAR 581-022-2500)	Evidence and Explanation of Implementation: Grade Level and Content Area _Percent of use based on a **self-reported** School Survey (April 2023)_							
Choice Assignments with depth and complexity	**Used in 65% of classrooms**	Used in 76% of assignments	Used in 68% of assignments	Used in 55% of assignments	**Used in 92% of classrooms**	Used in 97% of courses	Used in 89% of courses	Used in 83% of courses
Curriculum Compacting	**Used in 34% of classrooms**	Used in 44% of assignments	Used in 39% of assignments	Used in 24% of assignments	**Used in 37% of classrooms**	Used in 34% of courses	Used in 36% of courses	Used in 40% of courses
Independent Learning Contracts	**Used in 25% of classrooms**	Used in 32% of assignments	Used in 28% of assignments	Used in 20% of assignments	**Used in 37% of classrooms**	Used in 37% of courses	Used in 50% of courses	Used in 33% of courses
Credit by Examination	Not Applicable to Elementary				**Used in 28% of courses**	Used in 14% of courses	Used in 18% of courses	Used in 53% of courses
Subject acceleration (above grade level coursework)	Determined by district subject acceleration protocol. 📄 HSD Process for Subject Advancement - K-8							
Whole grade acceleration (grade skipping)	In accordance with district policy. The Iowa Acceleration Scale is the main tool used to determine whole grade acceleration. (see School Board Policy IKE-AR, point 6)							
Advanced Placement (AP) with differentiation of instruction based on learning evidence	Not Applicable to Elementary				See table below for list of courses offered			
International Baccalaureate(IB) with differentiation based on learning evidence	Not Applicable to Elementary				See table below for list of courses offered			

B. Advanced Placement (AP) Course Offerings

High School Course Catalog	Schools and Grade Levels Offered			
Name of AP Course	Century HS	Glencoe HS	HOA	Liberty HS
AP Biology	11-12	11-12	11-12	11-12
AP Calculus AB	11-12	11-12		11-12
AP Calculus BC		12		12
AP Chemistry	11-12	11-12		11-12
AP Computer Science A		11-12		11-12
AP Computer Science Principles	10-12	10-12		10-12
AP Economics	12			
AP English Language & Composition	11-12	11-12		11-12
AP English Literature & Composition	11-12	11-12		11-12
AP Environmental Science		10-12		
AP European History	10-12	10-12		10-12
AP Human Geography	9-12	9-12		9-12
AP Music Theory	10-12	10-12		10-12
AP Physics				11-12

High School Course Catalog	Schools and Grade Levels Offered			
Name of AP Course	Century HS	Glencoe HS	HOA	Liberty HS
AP Physics C		11-12		11-12
AP Psychology	10-12	10-12	10-12	10-12
AP Spanish Language	9-12	9-12		9-12
AP Spanish Literature	10-12			
AP Statistics	9-12	9-12		9-12
AP Studio Art	11-12	11-12		11-12
AP U.S. Government	12	12		12
AP U.S. History	11-12	11-12		11-12
AP World History	10-12			

C. International Baccalaureate (IB) Course Offerings

International Baccalaureate Diploma Programme All IB courses are open to all Hilhi students, whether or not students choose to pursue the IB Diploma. If a student chooses to pursue the IB Diploma or the Honors CCP, please see the IB Coordinator and appropriate counselor to ensure that the requirements are known and understood. Students may choose to complete the IB Diploma or individual courses. The IB courses offered at Hilhi are shown below.

HL = higher level two-year course

SL = standard level one-year course

SL* = standard level two-year course

CURRICULUM: The IB Diploma requires students to complete advanced, college-level courses in six curriculum areas, including English language arts, language acquisition, social studies, mathematics, experimental science, and arts/electives. At least three, but not more than four, courses are taken at Higher Level (HL) and the others at Standard Level (SL). In addition, students complete the Theory of Knowledge (TOK) course.

Name of IB Course and Levels [High School Course Catalog](#)	Schools and Grade Levels Offered
IB DP Visual Art SL	Hillsboro High, Grades 11-12
IB DP Visual Art HL1	Hillsboro High, Grades 11-12
IB DP Visual Art HL2	Hillsboro High, Grades 11-12
IB DP Music SL	Hillsboro High, Grades 11-12
IB DP Sports, Exercise, and Health Science SL	Hillsboro High, Grades 11-12
IB DP Business Management SL	Hillsboro High, Grades 11-12
IB DP Language & Literature SL1	Hillsboro High, Grades 11-12
IB DP Language & Literature SL2	Hillsboro High, Grades 11-12
IB DP Language & Literature HL1	Hillsboro High, Grades 11-12
IB DP Language & Literature HL2	Hillsboro High, Grades 11-12
IB DP Mathematics: Analysis & Approaches HL	Hillsboro High, Grades 11-12
IB DP Mathematics: Applications & Interpretation HL	Hillsboro High, Grades 11-12
IB DP Mathematics: Analysis & Approaches SL	Hillsboro High, Grades 11-12

Name of IB Course and Levels High School Course Catalog	Schools and Grade Levels Offered
IB DP Mathematics: Applications & Interpretation SL	Hillsboro High, Grades 11-12
IB DP Physics SL1	Hillsboro High, Grades 11-12
IB DP Physics SL2	Hillsboro High, Grades 11-12
IB DP Biology HL1	Hillsboro High, Grades 11-12
IB DP Biology HL2	Hillsboro High, Grades 11-12
IB DP Biology SL	Hillsboro High, Grades 11-12
IB DP Theory of Knowledge (TOK)	Hillsboro High, Grades 11-12
IB DP Theory of Knowledge (TOK) 2	Hillsboro High, Grades 11-12
IB DP Spanish B SL	Hillsboro High, Grades 11-12
IB DP Spanish B HL1	Hillsboro High, Grades 11-12
IB DP Spanish B HL2	Hillsboro High, Grades 11-12
IB DP French B SL	Hillsboro High, Grades 11-12
IB DP History of the Americas HL1	Hillsboro High, Grades 11-12
IB DP History of the Americas HL2	Hillsboro High, Grades 11-12

D. Teacher's Knowledge of TAG Students in Class

Key Questions	District Procedure
What procedures are in place to ensure classroom teachers K – 12 know who the TAG identified students are in their classrooms?	Classroom teachers see an icon on Synergy / TeacherVue for all TAG-identified students and can hover over the icon to see which areas of TAG students have qualified for.
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?	Classroom teachers can contact any of the following resources: ● TAG coordinators - Each school has a teacher who is the primary contact ● School administrators ● K-12 TAG TOSA ● Staff Professional Development on TeachFlix
How do teachers determine rate and level needs for students in their classrooms?	● Consistently completing most assignments more quickly and more comprehensively than other classmates. ● Consistent pattern on need using local performance assessments ● Ongoing formative assessments ● Staff Professional Development on TeachFlix

E. Instructional Plans for TAG Students

Key Questions	District Procedure
Are Personal Education Plans (PEPs) required or optional? At which grade levels are PEPs required?	PEPs are required for TAG-identified elementary students.

Key Questions	District Procedure
Are Instructional Plans required or optional? Which courses are required to have Instructional Plans?	Instructional Plans are required for all secondary courses.
How are families notified regarding the opportunity to discuss the PEP or IP designed for their student's learning?	Classroom teachers collaborate with families on TAG Plans early in the year. Families have access to all TAG Plans from the classroom teachers as well as one of the ways below. Elementary families can access PEPs on ParentVue. Secondary families can access IPs on school websites.

F. Option/Alternative Schools Designed for TAG Identified Students

HSD does not have any schools specifically designed for TAG-Identified Students.

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

Program Elements	School Information
TAG qualifying criteria for attendance	
Number of students currently served	
Level of the population, served, such as elementary, middle, or high school students	

G. TAG Enrichment Opportunities

TAG Enrichment Opportunities *(Note: After school opportunities do not replace daily TAG instruction and services)*	Explanation of Opportunity
District-sponsored Virtual TAG Opportunities	- All TAG-identified students are invited to join their grade's TAG Google Classroom where they can find optional enrichment activities and connect with like-minded grade-level peers across the district. - Elementary students can attend monthly Virtual TAG Meets on various topics with opportunities to connect with like-minded peers across the district. - Middle School students can attend semester Virtual Trivia Game Nights to have some friendly competition and dialogue during rounds of trivia and other games. - Find additional events throughout the year at Talented and Gifted (TAG) / Weekly TAG Activities.

TAG Enrichment Opportunities (Note: After school opportunities do not replace daily TAG instruction and services)	Explanation of Opportunity
District-sponsored In-Person TAG Opportunities	• Elementary and Middle School students can attend three Saturday TAG, You're It Workshops throughout the year that offer students a variety of workshops including creativity, art, writing, college & career pathways (CCP), entrepreneurships, building, designing, math, science, and more.
School-sponsored Activities	Each school has a budget for offering resources, tools, or activities that engage TAG-identified students. Check the school website for more information and/or contact the school's TAG Coordinator.

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?
1. Decrease disparities in TAG Identification by	Training staff in identification best practices, including use of local norms, as a means to	November 2022 - Attended nationalNAGC conference with	Monitor and adjust to the comparison of the percentage of TAG	Counting and comparing district enrollment demographics to

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?
race by 3% by 2026.	services. Training HSD Family Liaisons in the HSD TAG Identification Process so they can better inform families. Present HSD TAG Identification Process with Parent Equity Groups. (Educational Equity Advisory Committee (EEAC), Black Village, and Pacific Asian, etc)	Bilingual Programs TOSA February 2023- Presented TAG Updates to the EEAC. November 2022 - Attended national TESOL conference with Bilingual Programs TOSA October 2022 thru April 2023 - trainings on updated practices and feedback gathered during Monthly TAG Coordinator Meetings March-April 2023 - trainings on updated practices and feedback gathered during Elementary TAG Coordinator Work Days	identified students to total District students by demographics will be closer by 3 percentage points. Find the difference between percentages. HSD TAG Numbers by Demographics Completion of trainings with staff sign-in and exit ticket feedback for accountability	students identified as TAG.
2. Improve equitable	Training in identification	August 2022- TAG	Completion of trainings	Examine identification

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?
identification practices by providing training of gifted characteristics to teachers, education specialists, and classroom support staff and incorporating the use of local norms at building levels, by the end of the Spring 2025 school year.	best practices, including use of local norms, as a means to services. Provide training specific to instructional practices that promote and foster academic growth for students identified as TAG	identification and services presentation at TAG Coordinator Kick-Off PD. October 2022 thru April 2023 - trainings on updated practices and feedback gathered during Monthly TAG Coordinator Meetings March-April 2023 - trainings on updated practices and feedback gathered during Elementary TAG Coordinator Work Days	with staff sign-in and exit ticket feedback for accountability Revising district documents specific to identification to include use of local norms	data (who was nominated and identified), and how that compares to the year prior
3. Critical Thinking & Problem Solving (Goal #4 on HSD 2023-2027 Strategic Plan:	Pillar A supports Goal #4 from HSD 2023-2027 Strategic Plan: A1. Utilize an inclusive process to engage educators, students, and other community partners in the review	See HSD 2023-2027 Strategic Plan	Monitor and adjust to ● Percent of students in grades 7-12 meeting core academic standards. ● Percent of seniors who demonstrate employability skills.	Percent of students in grades 7-12 meeting core academic standards. Use of Instructional Practices Teacher Survey results.

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?
By 2026-27, 95% of students will be an empowered, engaged, critical, creative thinker who demonstrates proficiency across content areas.	and adoption of culturally responsive curriculum materials by content area while adhering to the Oregon Department of Education Instructional Materials Timeline. A2. Provide ongoing professional development and support in order to guarantee high-quality implementation of curricula and assessments of student learning across the district. A3. Implement personalized learning for each student, that proactively utilizes differentiation, scaffolds, interventions, and enrichment that		● Percent of high school students on-track for graduation.

Completion of trainings with staff sign-in and exit ticket feedback for accountability.

Use of Instructional Practices Teacher Survey results. | |

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?
	meets student academic and social emotional needs based on frequent data and student feedback. A4. Create systems (e.g. transportation, schedules, supervision) to ensure every student has access to affinity groups, community-building activities, and events (such as unstructured play, clubs, etc.) both within and outside of the school day. A5. Effectively use asset-based intervention and enrichment services and instructional practices (e.g. the use of visuals and realia) that capitalize			

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?
	on student strengths and funds of knowledge and accelerate learning and growth of underserved students based on district data. A6. Provide differentiated instruction to students who demonstrate advanced proficiency of standards based on assessment data and grade level using learning opportunities that are "in lieu of" rather than "in addition to" other coursework. A7. Provide relevant instruction and an affirming environment of representation,			

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?
	inclusion, and belonging of/for LGBTQ+ and gender diverse students.			

B. Professional Development Plan: Identification

Who	What	Provided by	When
Staff person who is responsible for TAG identification in your district: Deb Luther, K-12 TAG TOSA	Required statewide training	Oregon Department of Education	November/January 2023 (zoom) January 2023, Willamette ESD
School TAG Coordinators who are responsible for TAG identification in assigned school	ODE Training on Identification (1 hour video from ODE) HSD Identification Training	Deb Luther, K-12 TAG TOSA	Every August/September starting in 2023-24 school year

Who	What	Provided by	When
All district licensed educators who are responsible for identification	HSD Identification Training School-specific TAG	School TAG Coordinators 📄 HSD TAG Coordinator List	Every September/October starting in 2023-24 school year
		Deb Luther, K-12 TAG TOSA lutherd@hsd.k12.or.us	New-hire staff option available at semester break
Staff who have already been trained in previous years	Refresher Identification training of HSD School-specific Identification Training	School TAG Coordinators 📄 HSD TAG Coordinator List	Every September/October starting in 2024-25 school year

C. Family Engagement

All communication is available in English, Spanish, Vietnamese (coming) and other languages upon request

Comprehensive TAG Programs and Services	Date and/or method of Communication
Identification procedures (including referral process)	📄 Bilingual Child Find Notice for School Communications.pdf Identification Flowchart Fall School Communications - Newsletters, Remind, etc. Fall District/Community Hot News District Website
Universal Screening/Testing grade levels	📄 HSD Universal Screeners by Grade
Individual and/or group testing dates	Ongoing upon request (Permission to Assess Form)
Explanation of TAG programs and services available to identified students	Notified at time of TAG Identification of Pyramid of Services (Spanish -English) Fall Family-Teacher Conferences with Classroom Teachers

Comprehensive TAG Programs and Services	Date and/or method of Communication
	Ongoing with Classroom Teachers District Website
Opportunities for families to provide input and discuss programs and services their student receives	Fall Family-Teacher Conferences with Classroom Teachers Ongoing with Classroom Teachers
Explanation of the TAG learning plan (Personal Education Plans or Instructional Plans), if available	Fall Family-Teacher Conferences with Classroom Teachers Ongoing with Classroom Teachers
TAG informational events (elementary) - where parents learn about TAG profiles, explanations of district and schools programs and services, etc.	School-based TAG Information Evenings (ie Fall Back to School Nights, etc) Fall, Winter, Spring Parent Sessions
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.	School-based TAG Information Evenings (ie Fall Back to School Nights, etc) Fall, Winter, Spring Parent Sessions
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.	School-based TAG Information Evenings (ie Fall Back to School Nights, etc) Fall, Winter, Spring Parent Sessions

Comprehensive TAG Programs and Services	Date and/or method of Communication
Notification to parents of their option to request withdrawal of a student from TAG services	Notified at time of TAG Identification of Parent Rights Fall Family-Teacher Conferences with Classroom Teachers Ongoing with Classroom Teachers District Website
Notification of the right to file a complaint concerning TAG programs or services, beginning with district-level complaint process	Notified at time of TAG Identification of Parent Rights Fall Family-Teacher Conferences with Classroom Teachers Ongoing with Classroom Teachers District Website
Designated district or building contact to provide district-level TAG plans to families upon request	Deb Luther, K-12 TAG TOSA Building TAG Coordinator 📄 HSD TAG Coordinator List

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	Deb Luther, K-12 TAG TOSA	lutherd@hsd.k12.or.us	503-844-1500
Person responsible for	Deb Luther, K-12 TAG TOSA	lutherd@hsd.k12.or.us	503-844-1500

Contact Information for District and School TAG Personnel	Name of Contact	Email Address	Phone Number
updating contact information annually on your district website			
Person responsible for updating contact information annually on the Department	Deb Luther, K-12 TAG TOSA	lutherd@hsd.k12.or.us	503-844-1500
Person responsible for sending copies of the district-level TAG plans to building-level personnel (TAG coordinators, principals, etc.)	Deb Luther, K-12 TAG TOSA	lutherd@hsd.k12.or.us	503-844-1500
TAG contact for schools	📄 HSD TAG Coordinator List		503-844-1500

Appendix: Glossary

Term	Definition
Acceleration (subject)	Above grade-level standards and coursework. For example, a student who

Term	Definition
	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.
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

Term	Definition
	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)

Term	Definition
Instructional Plans (IPs)	Communicates instructional strategies and services of how the teacher meets the needs of *all* TAG identified students in a particular course. Typically utilized at the secondary level.
International Baccalaureate(IB)	College level coursework with common internationally-normed assessments. IB coursework alone does not meet the needs of all TAG identified students. Differentiated instruction is often implemented to ensure growth and appropriate cognitive demand.
Kaplan's Icons of Depth and Complexity	Icons/tools used to provide a visual prompt that promotes thinking from various perspectives, designed to achieve in-depth learning opportunities. Often used as a schoolwide program where all teachers, classroom support staff, and students are taught how to interact with and use the icons.
Level of Learning	In reference to OAR 581-022-2500(3): The instruction provided to identified students shall be designed to accommodate their assessed **levels of learning** and accelerated rates of learning The student's instructional level in the curriculum and the place where the student will encounter knowledge and skills not yet learned or mastered. It is more than an advanced grade level. It involves depth and complexity in thinking.
Option Schools	Students choose to attend schools in their district with learning options that best fits their academic and affective needs. Some districts have alternative school options, magnet schools, and option programs (school within a school model) specifically designed for TAG students. Not all districts provide option schools or programs in Oregon.

Term	Definition
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.
Pull-Out Programs	Students attend specialized instruction designed for TAG students, during school hours, at the school where the student is enrolled. Pull-out programs vary by district. Not all districts offer pull-out programs.
Rate of Learning	In reference to OAR 581-022-2500(3): The instruction provided to identified students shall be designed to accommodate their assessed levels of learning and accelerated **rates of learning.** Addresses the measure of the pace at which the student is successfully progressing through the curriculum after being placed at the appropriate level. A student's rate will vary depending on subject, interest, level of difficulty and point in the learning process.
Scaffolding or Tiered Instruction	An instructional method that varies the level of learning (depth and complexity) of the assignment to provide all students an opportunity to engage in productive struggle and find success in academic growth.