Yamhill Carlton School District

Plan for Talented and Gifted Education

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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

YCSD TAG Board Policies

B. Implementation of Talented & Gifted Education Programs and Services

YCSD TAG 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)	
TAG Identification Process Overview *Aligned to OAR 581-022-2325 (1)*	• Building level TAG identification teams, made up of grade level teachers, building administration, and the school counselor collect and use qualitative and quantitative evidence to make a determination about the identification and eligibility of the students for talented and gifted services, supports, and/or programs.
Multiple modes and methods of data collection used in the identification process. *Aligned to OAR 581-022-2325 (2)(b)(c)*	• Quantitative Measures: Language Arts (Dibels and HMH Growth Measure) and Math (I-Ready) diagnostic assessments and the SBAC statewide assessments are utilized to determine if a student demonstrates a pattern of exceptional performance and/or achievement. Test of Creative Thinking, School Abilities assessment (IQ). • Qualitative Measures: Teacher questionnaire, parent questionnaire, student questionnaire (grades 3-12), teacher observations.
Culturally responsive practices specific to identification. *Aligned to OAR 581-022-2325 (1)(a), (2)(d)(A-E)*	• Professional development provided for teachers responsible for identification of students who are talented and gifted.

Research-based tools, instruments, or considerations utilized to equitably identify students from underrepresented populations including, but not limited to: students	• MTSS Systems in Place
	  ○ GATE Team/TAG Team (K-8)
	  ○ SST Team (9-12)

Identification Practices (OAR 581-022-2500)	
experiencing disabilities, students who are culturally and linguistically diverse	What are the tools we are going to use to measure these different intellectual 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.
Methods and practices that minimize or seek to eliminate the effects of bias in assessment and identification practices	● Bias training for building TAG team members. ● Utilize standardized assessments.
Universal Screening/Inclusive considerations	● Every student K-8 will participate in the following: ○ iReady ○ HMH Growth Measure ○ Dibels ● Every student K-12 will participate in the following ○ DESSA
Assessment data, specifically addressing the use of national norms, local norms, or both in identification data collection	● All diagnostic and state assessment data can be compared to both local and/or national norms.

Identification Practices (OAR 581-022-2500)	
Qualitative data (teacher, parent, and student checklists, observational data, portfolios, and classroom performance, etc.)	● GATE Team Measures ● Student Work Samples ● Universal Grade Level Rubrics
A tool or method for determining a threshold of when preponderance of evidence is met.	● Determination of the need for services requires the preponderance of evidence at or above national or local norms for each measure.
TAG Eligibility Team	● Building GATE/SST Team

Documents that are included in the students' cumulative record file regarding TAG identification and the eligibility teams' process to determine identification	● TAG Referral and Eligibility Forms
	● TAG Parent and Teacher Inventory Form
	● TAG Annual Review Form
	  ○ K-8 Form
	  ○ 9-12 Form

B. Universal Screening/Inclusive Considerations

Key Questions	District Procedure

Is a universal screening instrument used at a specific grade level?	● Pre-ACT
	  ○ 10th Grade
	● DIBELS
	  ○ K-8
	● iReady
	  ○ K-8
	● HMH Growth Measure
	  ○ K-8

Key Questions	District Procedure
	● DESSA ○ K-12
What is the broad screening instrument and at what grade level is it administered?	● CogAT - Administered to 2nd graders.
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)?	● Determination of the need for services requires the preponderance of evidence at or above national or local norms for each measure.

C. Portability of TAG Identification

Key Questions	District Policy and Practices
Does your district accept TAG identification from other districts in Oregon?	Yes
Does your district accept TAG identification from other states?	Yes
Do local norms influence the decision to honor identification from other districts and states?	No

Section 4: Instructional Services and Approaches

A. Instructional Programs and Services for TAG Students

Instructional Programs and Services (OAR 581-022-2500)	Evidence and Explanation of Implementation: Grade Level and Content Area

• Accelerated Math Track	• Students who excel in math are able to: (6-8)
	  ○ Take Algebra as an eighth grader
	  ○ Take Geometry as an eighth grader
	• Student who excel in math can be placed in alternative setting, for instance but not limited to:
	  ○ Skipping a math class/grade
	  ○ Taking alternative placement, such as an online curriculum

• Spanish	• Students are able to take Spanish before they reach high school; Eighth Graders

• College Credit	• College Credit Now and Willamette Promise Classes currently offered.
	  ○ Adv. U.S. History A
	  ○ Adv. English 12 A & B
	  ○ Spanish IV, V
	  ○ Biology II A & B
	  ○ Chemistry A & B
	  ○ YCCA Survey of Trades
	  ○ AutoCAD
	  ○ YCCA Animal Science A/B
	  ○ YCCA Horticulture/Viticulture A/B
	  ○ YCCA Animal Science A/B
	• Next Year we are working with George Fox to add additional college credit now classes which will be.

Instructional Programs and Services (OAR 581-022-2500)	Evidence and Explanation of Implementation: Grade Level and Content Area
	○ Calculus ○ Pre Calculus ○ Statistics ○ Spanish 4 ○ Physics
● Walk to Learn	● Students are challenged in reading and math at their learning level (K-5)
● Advanced Creative Options	● Rocketry - (9-12) ● STEAM & STEM (K-8) ● 3D Printing & Design (9-12) ● Survey of Trades (9-12) ● Digital Art (9-12) ● Art 101 (9-12) ● Ceramics (9-12) ● Advanced Manufacturing (9-12) ● Speech (9-12) ● Yearbook (9-12) ● Photography (9-12) ● Journalism (9-12) ● Computer Coding (1-12)
● Advanced Classes	● Spanish ○ Embedded in the Spanish classes at the high school students can complete advanced coursework in addition to regular required assignments to earn advanced Spanish credit ● English ○ Must complete a writing sample, teacher recommendation, previous ELA grades and state test scores to enroll (9-12)

B. Advanced Placement (AP) Course Offerings

Name of AP Course	Schools and Grade Levels Offered
• AP Options	• AP Calculus • AP Physics

C. 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?	• TAG plan in student file and copies given to teachers at the beginning of each year. • Yearly TAG plan update meeting.
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?	• Meeting with Building Counselor while reviewing TAG Plans which will include review of services offered

How do teachers determine rate and level needs for students in their classrooms?	Diagnostic assessments
	• DIBELS
	  ○ K-8
	• iReady
	  ○ K-8
	• HMH Growth Measure
	  ○ K-8
	• DESSA
	  ○ K-12

D. Instructional Plans for TAG Students

Key Questions	District Procedure
Are Personal Education Plans (PEPs) required or optional? At which grade levels are PEPs required?	● Personal Educational Plans are not required at any grade level
Are Instructional Plans required or optional? Which courses are required to have Instructional Plans?	● Instructional TAG Plans are required K-12. They are required in identified categories.
How are families notified regarding the opportunity to discuss the PEP or IP designed for their student's learning?	● Counselors are responsible to update Instructional Plans once a year and review with guardians and instructional teams.

E. TAG Enrichment Opportunities

TAG Enrichment Opportunities *(Note: After school opportunities do not replace daily TAG instruction and services)*	Explanation of Opportunity
Novel Study	● Reading, Writing, Communication
Higher Order Thinking Skill Activities	● Math, Reading, Writing, Science, Social Studies, etc.
Project Based Learning	● All Subjects

TAG Enrichment Opportunities ***(Note: After school opportunities do not replace daily TAG instruction and services)***	**Explanation of Opportunity**
OBOB	• Battle of the Books: Students read a variety of novels and compete with a team in a competition by answering questions about the novels.
Math Plus	• Partnership with Linfield College math department for college level work, culminating in a Math/Science project.
Gardening	• Opportunity to save and start seeds. Transplant, tend and harvest fruits and vegetables for consumption by students in the school cafeteria.
Coding	• Students use a variety technological strategies to create animation, art, and programming systems
Lego Robotics	• Using the Lego Robotic Edison system students build, create, and program a robot to complete different tasks
Theater	• Opportunity to participate in a variety of acting and technical theater opportunities through production practices such as musical theater, one acts, light design, etc.
Mock Trial	• Students play the roles of attorneys, witnesses, and core officers. They also participate in the national high school mock trial competition.
Viticulture	• Opportunity to work on the production and marketing processes of sustainable farming
FFA/Agriculture	• YCSD FFA is your local Chapter where students learn leadership skills and grow in agricultural opportunities.
National Honor Society	• Leadership and service opportunities after school

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 teachers, education specialists, and classroom support staff and incorporating the use of local norms at building levels, by the end of the 2023-24 school year.	Training in identification best practices, including use of local norms, as a means to services.	September 2023- TAG identification and services information at Back-to-School night.	Completion of three trainings with staff sign-in for accountability	Classroom observations and walkthrough protocols note examples of instructional practices observed

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 teachers, education specialists, and classroom support staff and incorporating the use of local norms at building levels, by the end of the 2023-24 school year.	Provide training specific to instructional practices that promote and foster academic growth for students identified as TAG	October 2023 - 1st of 3 trainings presented during principal-led staff meetings	Revising district documents specific to identification to include use of local norms	Examine identification data (who was nominated and identified), and how that compares to the year prior

B. Professional Development Plan: Identification

Who	What	Provided by	When
Staff person who is responsible for TAG identification in your district John Horne	Required statewide training	Oregon Department of Education	TBD by ODE
All district licensed educators who are responsible for identification	Training on Identification	Administrators and Counselors	By October of each year

C. Family Engagement

Comprehensive TAG Programs and Services	Date and/or method of Communication
Identification procedures (including referral process)	Teacher refers to GATE we process through a multi tiered system to support learners. Coming up with a plan of action/teacher support. This then leads to a TAG plan put in place with strategies that support learners to continue to develop higher order thinking. Once a plan is drafted a meeting will be set with parents, student, teacher, counselor, principal, and any staff members involved in students learning. We will review the plan and make any modifications necessary. This plan will then be mailed to parents and given to staff members. Each plan will be updated yearly.
Universal Screening/Testing grade levels	SBAC, DIBELs, iReady, and classroom assessments/work samples.
Individual and/or group testing dates	N/A
Explanation of TAG programs and services available to identified students	Compacted course curriculum, computer assisted instruction, in-class cluster grouping, open ended classroom classroom activities, independent study, advanced placement classes, mentor internships, concurrent enrollment, in-depth study
Opportunities for families to provide input and discuss programs and services their student receives	At the yearly meeting to update TAG plan.
TAG informational events (elementary) - where parents learn about TAG profiles, explanations of district and schools programs and services, etc.	Open House, Fall Conferences, and Student Handbook

Comprehensive TAG Programs and Services	Date and/or method of Communication
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.	Open House, Fall Conferences, and Student Handbook
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.	Open House, Fall Conferences, and Student Handbook
Notification to parents of their option to request withdrawal of a student from TAG services	Will be presented at yearly TAG Plan update meeting.
Notification of the right to file a complaint concerning TAG programs or services, beginning with district-level complaint process	Will be presented at yearly TAG Plan update meeting.

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

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	John Horne	hornej@ycschools.org	503-852-6980
Person responsible for updating contact information annually on your district website	John Horne	hornej@ycschools.org	503-852-6980
Person responsible for updating contact information annually on the Department	John Horne	hornej@ycschools.org	503-852-6980

Contact Information for District and School TAG Personnel	Name of Contact	Email Address	Phone Number
Person responsible for sending copies of the district-level TAG plans to building-level personnel	John Horne	hornej@ycschools.org	503-852-6980
TAG contact for Yamhill Carlton Elementary School	Kaylani Cruz	cruzk@ycschools.org	503-852-7161
TAG contact for Yamhill Carlton Intermediate School	Tina Hayward	haywardt@ycschools.org	503-852-7660
TAG contact for Yamhill Carlton High School	Brenda VanderZanden	vanderzandenb@ycschools.org	503-852-7600

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).

Term	Definition
Acceleration (standards)	Working ahead on grade-level standards (considerations include: pacing needs and demonstrated levels of mastery on certain grade-level standards). This often occurs within the grade-level course.
Advanced Placement (AP)	College-level coursework with common nationally-normed assessments. AP coursework alone does not meet the needs of all TAG identified students. Differentiated instruction is often implemented to ensure growth and appropriate cognitive demand.
Choice Assignments	A selection of standards-based learning options/projects based on student interest and/or development that includes depth and complexity to address both motivation to learn and cognitive demand.
Cluster Grouping	TAG identified students are intentionally placed together into mixed ability classrooms. The structure of this educational practice allows students to have peer-alike time together to address both academic and social-emotional needs.
Credit by Examination	Students receive high school or college credit based on mastery of prior learning as measured through end of course examinations. District policies, assessment formats, and requirements may vary. Please check your local district policy.
Curriculum Compacting (sometimes referred to as Compacted Curriculum)	Honoring prior learning, typically measured through pre-assessments, by allowing students to skip lessons/standards where mastery has been met and providing opportunities to focus on standards in the current unit/curriculum that have not been mastered yet.
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.

Term	Definition
Differentiated Instruction (involving tiers of depth and complexity)	Instruction and learning options designed to reflect the needs of students specific to current learning evidence/data that fosters academic growth. Educators may differentiate content, process, product, and environment to accommodate needs of learning.
Flexible Readiness Grouping	A strategic strategy designed to group students according to best fit instructional needs and student discourse opportunities.
Formative Assessment as a Process	Intentional teaching and learning practices in the classroom used by both teachers and students. Moment-by-moment evidence of student learning and thinking is used to inform and adjust teaching and learning. Descriptive feedback, established success criteria, and clear learning goals are essential.
Independent Learning Contracts	An agreement between student and teacher that outlines individual learning opportunities and outcomes for the student. This strategy is commonly used when a student has demonstrated mastery of a unit that is currently being taught (i.e. student has already read the novel that is being taught in a particular grade level)
Instructional Plans (IPs)	Communicates instructional strategies and services of how the teacher meets the needs of *all* TAG identified students in a particular course. Typically utilized at the secondary level.
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.

Term	Definition
Level of Learning	In reference to OAR 581-022-2500(3): The instruction provided to identified students shall be designed to accommodate their assessed **levels of learning** and accelerated rates of learning The student's instructional level in the curriculum and the place where the student will encounter knowledge and skills not yet learned or mastered. It is more than an advanced grade level. It involves depth and complexity in thinking.
Option Schools	Students choose to attend schools in their district with learning options that best fits their academic and affective needs. Some districts have alternative school options, magnet schools, and option programs (school within a school model) specifically designed for TAG students. Not all districts provide option schools or programs in Oregon.
Oregon Administrative Rule (OAR)	Rules adopted by the State Board of Education to support statutes (ORS).
Oregon Revised Statute (ORS)	Oregon laws passed by the State Legislature.
Personal Education Plans (PEPs)	A plan developed by the teacher, TAG student, and family that outlines and 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

Term	Definition
	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.