

Creswell School District

Plan for Talented and Gifted Education

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

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Section 1: Introduction



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



**Section 3: Identification of
TAG-Eligible Students**



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**Section 5:
District Goals - Plan for
Continuous Improvement**



**Section 6:
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**Appendix:
Glossary**

Section 1: Introduction



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

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

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

Key Terminology

Talented and Gifted Students in Oregon: Students who require special educational programs or services, or both, beyond those normally provided by the regular school program, in order to realize their contribution to self and society. These are students who demonstrate outstanding ability or potential in one or more of the following areas:

- (a) General intellectual ability (often referred to as, Intellectually Gifted).
- (b) Academic ability (often referred to as, Academically Talented) in one or more academic areas (including, but not limited to: reading, mathematics, science, and social science).
- (c) Creative ability in using original or nontraditional methods in thinking and producing.
- (d) Leadership ability in motivating the performance of others either in educational or noneducational settings.
- (e) Ability in the visual or performing arts, such as dance, music or art.

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

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

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

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

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

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



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

A. Local School Board Policies

Talented and Gifted Program	IGBB
Talented and Gifted Students- Identification**	IGBBA
Talented and Gifted - Programs and Services**	

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

DISTRICT MISSION

Preparing Students for Success

VISION THEMES

- Celebrate our programs, schools, and successes,
- Prepare all students for college, apprenticeship, or career,
- Provide our educators with resources to engage all students in meaningful instruction, and
- Create a place where people want to learn and work.

PORTRAIT OF A CSD GRADUATE

How teachers accommodate and assis TAG students

- After data review where students are identified TAG staff will decide on curriculum and instructional accommodations to support individual student needs. For example, may receive small group instruction with greater depth, complexity, and at a faster pace. Students may receive designate supports related to differentiated instruction; enrichment; research skills and flexible pacing.

- iReady learning paths allow for guidance and direction in individual student plans. Each student has an independent learning path based on the District iReady assessment per grade level. It continues to teach them at their next level of need.
- Utilize WIN (What I Need) time to supplement and provide TAG students extra learning opportunities which may include but is not limited to Project Based Learning, Arts, Creative Writing, Community & School Projects.

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 <i>Aligned to OAR 581-022-2325 (1)</i></p>	<p>At the state level, there are new rules on the way that will shape how we identify students for TAG that allows for greater equity and inclusivity, breaking down barriers for historically marginalized populations of students. Most people think of gifted children as those who excel in school, are well behaved, and are well liked by their peers and teachers. In reality, very few gifted students actually fit this profile, even though the majority of gifted programs are filled with this type of student. Many adults are under the false assumption that gifted students do not need additional support and will do just fine on their own. Gifted students represent a diverse group with a wide variety of needs. While each gifted child is unique and will have needs specific to their situation, these six profiles highlight the traits, challenges, and needs of gifted students as described by George Betts and Maureen Neihart (2010).</p> <p>If a student is identified as needing to be served by a TAG plan, it is district policy that a TAG plan written, signed by parents and returned. That plan should include the differentiation strategies used to meet the instructional needs of that student's assessed</p>

Identification Practices (OAR 581-022-2500)	Evidence and Explanation of Identification Practices
	<p>level and rate of learning. Teachers and building TAG Coordinators can work on this together. Once signed, a copy of the plan will be given to the office to be placed in cumulative folder, the parent, and the teacher to support differentiation planning.</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, 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 or WISC given to the child for intellectual identification looking at the areas pertinent to the students individual circumstances</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 Personal Education Plan (PEP) 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.</p> <p><i>Aligned to OAR 581-022-2325 (2)(b)(c)</i></p>	<p>Parents, Teachers, School Based Teams, or Students can refer students to the schools Student Study Team which will use a variety of evidence to help identify students as TAG.</p> <p>District Identified Universal Screeners</p> <ul style="list-style-type: none"> - iReady Diagnostic: Reading and Math Benchmark Assessments 90th%ile - CogAT: The purpose of CogAT is to help identify highly able and gifted students for potential enrollment in the district's Gifted & Talented Program. This test measures student's abilities in reasoning and problem-solving using verbal, quantitative and nonverbal (spatial) symbols. It is administered as a universal screening assessment in second and sixth grades, as well as for any other referred K-12 student. Total testing time is approximately two to three hours. - SBAC- State Assessment <ul style="list-style-type: none"> - Level 4 <p>Teacher Observations/Qualitative Data</p> <p>Classroom Based Evidence: Work Samples/Assessment</p> <ul style="list-style-type: none"> - Artistic/Creative abilities shown through work product in class - Leadership and Functional Performance - Class Assessments to show a pattern of exceptional strength <p>Gifted Rating Scales from Teachers and Parents</p> <ul style="list-style-type: none"> - Checklists, Interviews, Gifted Profiles <p><i>* Preponderance of Evidence used to collect all data</i></p> <p><i>* CSD District (pink) TAG folder holds all of the information collected and lives in the CUM file for each TAG student</i></p> <p><i>* Teacher questionnaire and survey</i></p> <p><i>* Parent questionnaire and survey</i></p> <p><i>* Student questionnaire and survey</i></p> <p><i>* Work samples from courses</i></p> <p><i>* Classroom performance compared to peers/grade level</i></p>

Identification Practices (OAR 581-022-2500)	Evidence and Explanation of Identification Practices
	<ul style="list-style-type: none"> * <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>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. <i>Aligned to OAR 581-022-2325 (1)(a), (2)(d)(A-E)</i></p>	<p>CSD will Use methods and practices that minimize or seek to eliminate the effects of bias in assessment and identification of students from historically underrepresented populations including, but not limited to:</p> <ul style="list-style-type: none"> (A) Students who are racially/ethnically diverse; (B) Students experiencing disability; (C) Students who are culturally and/or linguistically diverse; (D) Students experiencing poverty; and (E) Students experiencing high mobility. <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> <p>Staff PD available through the following:</p> <ul style="list-style-type: none"> ● Western Regional Education Network (WREN) and

Identification Practices (OAR 581-022-2500)	Evidence and Explanation of Identification Practices
	<ul style="list-style-type: none"> ● Lane Education Service District ● Oregon Department of Education
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>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>
Universal Screening/Inclusive considerations	<ul style="list-style-type: none"> * <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> * <i>iReady benchmark assessments</i>
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>OSAS assessments</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> * <i>Woodcock Johnson III or Woodcock-Muñoz Bateria</i> * <i>Wechsler Nonverbal Scale of Ability (WNV)</i>

Identification Practices (OAR 581-022-2500)	Evidence and Explanation of Identification Practices
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.	<p>The Student Study Team evaluates the individual 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.</p> <p>Methods for determination may include but are not limited to:</p> <ul style="list-style-type: none"> <i>* Talented and Gifted Identification Eligibility Determination - Preponderance of Evidence Sheet</i> <i>* Most of the evidence supports that the student has the ability to perform at the >90th%ile</i> <i>* Most of the evidence supports that the students needs different instruction to learn at their accelerated rate and level</i> <i>* Most of the evidence supports that the students needs different instruction to thrive socially and emotionally</i>
TAG Eligibility Team	<p>The team is school-based and may include but not limited to:</p> <ul style="list-style-type: none"> ● 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
<p>Documents that are included in the students' cumulative record file regarding TAG identification and the eligibility teams' process to determine identification</p>	<p>All identified as TAG will have a pink folder that houses all Personal Education Plans (PEP) as well as accompanying documents:</p> <ul style="list-style-type: none"> * <i>Talented and Gifted Identification Eligibility Determination, even if they were not found eligible.</i> * <i>Individual TAG plans</i> * <u>Preponderance of evidence</u> * <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 (WISC, CogAT, Woodcock Munoz, etc)</i>

B. Universal Screening/Inclusive Considerations

Key Questions	District Procedure
<p>Is a universal screening instrument used at a specific grade level?</p>	<p>Yes</p>
<p>What is the broad screening instrument and at what grade level is it administered?</p>	<p>State Assessment (SBAC)- 3-8th, 11th iReady K-10</p>

Key Questions	District Procedure
<p>How is the screener used in the identification process (i.e. what percentile threshold, if any, is used to initiate the eligibility process; and how are percentiles used to promote, rather than extinguish, eligibility)?</p>	<p>All students performing at or above the 90-95%ile will be referred to the School TAG Coordinator, the teacher will be contacted, and further data will be collected on that student in a TAG folder to include in the preponderance of evidence, which will lead to the final steps in the eligibility process.</p>

C. Portability of TAG Identification

Key Questions	District Policy and Practices
<p>Does your district accept TAG identification from other districts in Oregon?</p>	<p>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</p>
<p>Does your district accept TAG identification from other states?</p>	<p>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</p>
<p>Do local norms influence the decision to honor identification from other districts and states?</p>	<p>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. Through team collaboration and plan ongoing monitoring of PEP plan which 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.</p>

D.

<p>Methods and practices that minimize or seek to eliminate the effects of bias in assessment and identification practices</p>	<p>Identifying Gifted EL Students Tips for improving identification Includes: Adopt Universal Screening Procedures, Create Alternative Pathways to Identification, Establish a Web of Communication, View Professional Development as a Lever for Change Traditionally Underachieving populations Diverse Identification Using multiple assessment tools, Providing teacher training, Diversifying teaching staff Contributors to the Case Study use the “See Me” Checklist to reflect on their implicit biases and inclusive identification practices throughout the referral process.</p> <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>
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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
Algebra (for high school credit) offered to	8th grade-Math

Instructional Programs and Services (OAR 581-022-2500)	Evidence and Explanation of Implementation: Grade Level and Content Area
middle schoolers at CMS	
Honors English 8 offered at CMS	8th grade-English
TAG Elective offered at CMS	TAG Elective includes (but is not limited to) FBLA, Mock Trials/We the People, HOSA, OBOB, Jazz Band
CHS Math courses scheduled to meet student needs.	Alg (8th grade vs. 9th); Geometry (8th and 9th vs. 10th); Dual Credit and AP Math courses through Calculus and Statistics.
CHS Honors Language Arts 9	9th Grade Language Arts
CHS Honors Language Arts 10	10th Grade Language Arts
CHS Dual Credit/College Now Class Offerings (see AP Below)	9-12th
Career Technical Service Organizations	HOSA, FBLA, NHS
CES OBOB (Oregon Battle of the Books)	3-5 grade
Subject Acceleration	K-12
Flexible reading groups	K-5
Formative Assessments	K-12: process to guide planning
Differentiating Instruction	K-12 for depth and complexity
Scaffolding and Tiered Instruction	K-12: supported through scheduling (What I Need “WIN” time)
Choice Assignments	K-12: to develop depth and complexity

Instructional Programs and Services (OAR 581-022-2500)	Evidence and Explanation of Implementation: Grade Level and Content Area
Curriculum Compacting	6-8: Accelerated learning opportunities to allow students to progress through subject areas faster.

B. Advanced Placement (AP) Course Offerings

Name of AP Course	Schools and Grade Levels Offered
AP Biology and/or Dual Credit (BIO 150)	Creswell High School 10-12
AP Chemistry and/or Dual Credit (CHEM 104)	Creswell High School 10-12
AP US History and/or Dual Credit (HST 241-43)	Creswell High School 11
AP Statistics and/or Dual Credit (MTH 242)	Creswell High School 11-12
AP Literature	Creswell High School 11
AP Composition and/or Dual Credit (WR 121)	Creswell High School 12

C. International Baccalaureate (IB) Course Offerings

Name of IB Course	Schools and Grade Levels Offered
N/A	

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>	<ul style="list-style-type: none"> ● Students are marked in Teacher Access Center as “TAG” so any teacher who has the enrolled student can see this. At CHS TAG plans will also be attached and available for view by teachers in Teacher Access Center. ● TAG plan is to be copied with one copy going back home and the other used by the teacher to support differentiation planning, and then housed in a student's pink TAG folder that lives in their cumulative file in the office. ● TAG lists by school are pulled by the district TAG coordinator each fall and are shared with the TAG coordinator at that school. The school TAG contact (K-12) gives each teacher a list of their TAG students and the areas in which they have qualified as Talented and Gifted.
<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>	<ul style="list-style-type: none"> ● Each school staff has 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 FAQ’s for the month. ● PD available to teachers taught by TAG coordinators and/or teacher requested walk through or look over lessons for differentiation.
<p>How do teachers determine rate and level needs for students in their classrooms?</p>	<ul style="list-style-type: none"> ● Formative and summative measures. Teachers use a variety of formative and summative assessments, including tests designed to provide personalized instructional paths, across grade levels. ● Project based instruction that requires creative thinking ● Teachers align instructional practices to provide access for all students. Through embedded collaboration via grade level team meetings, rate and level is discussed no less than monthly. ● Math materials provide personalized pathways and track rate of growth and level needs.

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?	Personal Education Plans (PEP's) are required K-9. Each fall a new PEP is written together by the teacher, parent, and perhaps student with assistance from the TAG coordinator as needed to identify the goals and services that will best meet each individual student's needs that school year.
Are Instructional Plans required or optional? Which courses are required to have Instructional Plans?	At this time only PEPs 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 plans. CSD usually has parents sign the final draft during fall conferences where a copy is sent home with the families to keep for their records. School Information System is also updated following these team meetings.

F. Option/Alternative Schools Designed for TAG Identified Students

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

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

G. TAG Enrichment Opportunities

TAG Enrichment Opportunities <i>(Note: After school opportunities do not replace daily TAG instruction and services)</i>	Explanation of Opportunity
CMS: College Visit Field Trip (U of O)	TAG students are taken to the University of Oregon to tour the campus and ask admissions questions.
CMS/CHS: Future Business Leaders of America Regional Competition and State Competition	TAG students are eligible and encouraged to participate in both competitions.
CMS/CHS: HOSA Regional Competition and State Competition	TAG students are eligible and encouraged to participate in both competitions.
CMS: Classroom Law Project Mock Trials Field Trip to courthouse and/or Law Day	TAG students are taken to the Courthouse and present their “cases” to a judge. TAG students are taken to Law Day on the UO Campus.

TAG Enrichment Opportunities <i>(Note: After school opportunities do not replace daily TAG instruction and services)</i>	Explanation of Opportunity
CMS “We the People” Congressional Hearing Statements	TAG students are taken to a college campus to present their statements for Classroom Law Project judges.
Oregon Battle of the Books: OBOB	Students may compete at their school in the Oregon Battle of the Books challenges. School-based teams are formed in all schools where deep reading of novels are encouraged and facilitated book talks are held during school hours.
Elementary Enrichment Opportunities	Starting in the 2023-24 school year, students identified TAG will be provided multiple enrichment opportunities throughout the school year that relate to their personal interests, strengths and future career or life connection.
What I Need (WIN)	K-12 designated time where enrichment and acceleration are offered for students identified TAG. WIN block allows for expanded learning opportunities.
After School Clubs	Opportunities to attend after school clubs such as choir, ukulele, running club and others at CMS. CHS- Drama Club, PEACE Club, Outdoor Club, Chess Club, Student Leadership, Marketing/Yearbook, Lane Arts Council Apprenticeships, Jazz Band.
CHS- Dual Credit Course Experience including Early College and Expanded Options	Dual credit courses require students to complete assignments at a level higher than high school standards. In some courses, students are taken to the college to do labs. Students are offered field trips to visit college resource centers. Students are able to take classes at the community college vs. at the high school.
CHS- Career & Technical Education (CTE) Courses	Students are given the opportunity for job shadows; career exploration events with community colleges and community partners; advanced project design and development (Marketing Projects, Blood Drives, Construction Projects).

TAG Enrichment Opportunities <i>(Note: After school opportunities do not replace daily TAG instruction and services)</i>	Explanation of Opportunity
CHS College and Career Exploration	Students are given the opportunity to visit college campuses and meet with community partners in career fields of interest to them.

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 year.	Training in identification best practices, including use of local norms, as a means to services.	Quarterly TAG Coordinator Meetings focused on Professional Learning.	Completion of 5 K-8 trainings with staff sign-in for accountability. Completion of 3 K-8 trainings for comprehensive	Examine identification data (who was nominated and identified), and how that compares to the year prior.

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?
	Provide training specific to instructional practices that promote and foster academic growth for students identified as TAG		high 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.	Individualized plans for all identified students by June 2024.
Provide timely information to all families about TAG identification and	Resources and a forum for sharing across schools to begin	Quarterly TAG Coordinator Meetings focused on Professional	Coordinator given time at incoming student information	All TAG plans will be updated no less than annually K-9 by the end of

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?
options (no less than one time per school year K-12) by the end of the 2023-2024 school year.	implementing this practice K-12.	Learning.	nights K-12. Newsletters include information on TAG identification across schools no less than annually.	the 23-24 school year. A system for tracking parent requests and inquiries for services will be implemented.
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 where the building TAG Coordinator can present on identification, services, and record keeping.	Quarterly TAG Coordinator Meetings focused on Professional Learning.	Meeting minutes 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
Amy Aguero: Director of Student Services	Required statewide training	Oregon Department of Education	In-person training 4/20/23 at Lane ESD
All building TAG Coordinators	Training on Identification	Amy Aguero, District Coordinator	3 meetings where staff consider all aspects of identification and service delivery for TAG students.
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 each fall and spring to families, including the TAG contact information from that school, providing them the information they need to refer their child. * Families, both parents 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

Comprehensive TAG Programs and Services	Date and/or method of Communication
	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, 90-95%ile or above * iReady Benchmark assessments * 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 (Sept-Oct) & Spring (March-May) * Testing coordinator tests at each individual school
Explanation of TAG programs and services available to identified students	* The District TAG coordinator shares information with the site TAG contacts at each school.
Opportunities for families to provide input and discuss programs and services their student receives	<ul style="list-style-type: none"> * A 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 site 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 reviewed and discussed with individual

Comprehensive TAG Programs and Services	Date and/or method of Communication
	families. Families sign off on the plan following the meeting.
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 site 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.	Email sent out the families at the start of each school year by the site TAG contact. The email is written together at the TAG contact meeting so that consistent information is shared district wide. In the spring, transition meetings are set-up between levels where staff review all students, including TAG students. Site 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.
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.	Family Informational nights

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	This information is included in the letter announcing that the student qualifies for the TAG Program. It is also in the parent communication and website.
Notification of the right to file a complaint concerning TAG programs or services, beginning with district-level 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 Coordinator/Administrator	Amy Aguero	aaguero@creswell.k12.or.us	541.895.6005
Person responsible for updating	Amy Aguero	aaguero@creswell.k12.or.us	541.895.6005

Contact Information for District and School TAG Personnel	Name of Contact	Email Address	Phone Number
contact information annually on your district website			
Person responsible for updating contact information annually on the Department	Amy Aguero	aaguero@creswell.k12.or.us	541.895.6005
Person responsible for sending copies of the district-level TAG plans to building-level personnel (TAG coordinators, principals, etc.)	Amy Aguero	aaguero@creswell.k12.or.us	541.895.6005
TAG contact for Creslane Elementary*	Amy Halley Gina Catlin	ahalley@creswell.k12.or.us gcatlin@creswell.k12.or.us	541.895.6140 541.895.6070
TAG contact for Creswell Middle*	Julie Johansen Laurie Thomas	jjohansen@creswell.k12.or.us lthomas@creswell.k12.or.us	541-895-6090 541-895-6090
TAG contact for Creswell High*	Jenny Collins Lori Naugle	jcollins@creswell.k12.or.us lnaugle@creswell.k12.or.us	541.895.6048 541.895.6023

*[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.
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

Term	Definition
	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.
International Baccalaureate (IB)	College level coursework with common internationally-normed assessments. IB coursework alone does not meet the needs of all TAG identified students.

Term	Definition
	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.
Pull-Out Programs	Students attend specialized instruction designed for TAG students, during school

Term	Definition
	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.