

# North Marion School District

## Plan for Talented and Gifted Education

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## Section 1: Introduction

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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 the 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

NMSD Board Policy - <a href="#">IGBB</a>	Talented and Gifted Program
NMSD Board Policy - <a href="#">IGBBA</a>	Identification – Talented and Gifted
NMSD Board Policy - <a href="#">IGBBA-AR</a>	Appeals Procedure for Talented and Gifted Identification and Placement
NMSD Board Policy - <a href="#">IGBBB</a>	Identification - Talented and Gifted Students Among Nontypical Populations
NMSD Board Policy - <a href="#">IGBBC</a>	Programs and Services for Talented and Gifted
NMSD Board Policy - <a href="#">IGBBC-AR</a>	Complaints Regarding Talented and Gifted Program
NMSD Board Policy - <a href="#">IGBBD</a>	Parent Notification and Participation

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

The North Marion School District's Talented & Gifted Program (TAG) provides support and services for students with identified abilities beyond those of the traditional school population. This program addresses students' unique intellectual, social, and emotional needs. Our district mission and vision are the foundation for our TAG program

#### **Mission Statement**

North Marion, learning together to cultivate lifelong growth.

#### **Vision Statement**

Communities engaged and unified in providing all students with equitable access to their chosen path.

The North Marion School District recognizes the importance of differentiated learning experiences for gifted learners and acknowledges the value of integration within the regular program. Understanding their unique gifts and needs, and

providing them with the support needed is essential to our promise that they have access to their chosen path, and are able to meet their individual goals and aspirations.

The foundation of TAG Education is provided in classroom-based instruction characterized by differentiated instruction, flexible skill-based groupings, complex integrated problem-solving challenges, and individually designed inquiry-based research projects designed to fit the academic rate and level of each student. The classroom program for gifted children is enhanced with additional activities and enrichment opportunities.

## **BELIEF STATEMENTS**

- We believe that a gifted learner's needs are best met through experiences that are differentiated in pace and depth. We will design instruction with a challenging level and pace for each gifted learner.
- We believe that collaboration is essential to the success of a learner. We will work as a team to facilitate the learning of each gifted learner.
- We acknowledge the importance of participation and inclusion in the regular classroom program to assure regular scholarly interaction with others. We will educate individual children in a community of mutually respectful learners.
- We believe that students, parents, and teachers are integral partners in designing educational programs for gifted learners. We will invite a productive partnership for planning and learning.

## **North Marion SD - Program Standards**

North Marion has seven standards around which talented and gifted (TAG) services are implemented. These standards will function as a framework and communication tool for designing and documenting appropriate instruction. As the program grows and changes to meet the intent of these standards, this document will be reviewed. The qualities of a strong program are consistent throughout all schools, K-12. The seven standards around which each school's program is built are as follows:

- There will be an ongoing search for students eligible for TAG services.
- Information will be provided by the school to parents in a timely manner when a student is identified.
- Documentation of instruction for assessed level(s) of learning and accelerated rate(s) of learning will exist.
- There will be opportunities for parent input and regular communication among parents, school staff and students.
- There will be a shared responsibility among parents, school staff, and students.
- Appropriate service options for each student to work at assessed level(s) and accelerated rate(s) of learning will exist.
- Opportunities For interaction with other TAG students will exist.

## **Meeting Student Needs**

Compelled by our strategic plan, the North Marion School District believes that it is our responsibility to provide an instructional program that meets the unique learning needs of our students, in order for them to have "equitable access to their chosen path." We believe that by doing so, we can create an environment that is supportive, and engaging, and allows each student to reach their potential.

It is this belief that is the foundation of our TAG program, which focuses on providing a range of service options and opportunities for students, including differentiation, acceleration, curriculum compacting, dual enrollment, cluster grouping, and the use of a variety of teaching and learning strategies. These opportunities are based on meeting the unique needs of each individual TAG learner.

The TAG program at North Marion begins in the classroom, is centered in our instructional core, and utilizes the classroom teacher to provide the support and differentiation needed to meet student needs. Through academic testing (both formal and informal), a student’s rate and level, as well as learning preferences, will be identified. From there, the TAG Program Coordinator will work with teachers, families, and students to create a TAG Personal Educational Plan (PEPs). This plan will focus on ways to provide for needed differentiation, addressing the standards, while leveraging the student's unique learning abilities. In instances where the level of learning exceeds the grade level core instruction then opportunities for subject area acceleration, or whole grade acceleration will be made available.

In addition, school-based TAG coordinators will create opportunities for TAG students to interact and learn from each other. Opportunities include but are not limited to, lunchtime meetings, purposeful classroom groupings, and coordinated activities or clubs.

Finally, we recognize that some TAG students have additional specialized learning needs. In order to ensure that they too have “equitable access to their chosen path” our Personalized Education Plans have been developed with these specialized services included. When appropriate, both TAG and support services for twice-exceptional students and English language learners will be coordinated.

Counselors will build guidance lessons to be used during advisory lessons that focus on supporting TAG students and helping them find their chosen path. In addition, TAG-specific counseling will be available to both TAG students and their families to help them realize their contributions to themselves and to society. These counseling sessions will be incorporated into our yearly Personalized Education Plan meetings. At the middle school level, these sessions will focus on connecting to meaningful classes and clubs, as well as transitioning to high school. At the high school level, these sessions will focus on finding your passion, and post-secondary, and scholarship opportunities.

To support these efforts, staff development is essential. Professional development on supporting TAG students will be provided yearly to all administrators, teachers, counselors, and support staff. Training will include meeting the academic needs of TAG students, as well as meeting the social and emotional needs of gifted learners. Teachers will be asked to identify the specific learning strategies needed to support student growth, as part of our Student Learning and Growth Goals process. Finally, school TAG Coordinators will receive additional training on the identification of TAG students, and memberships to local TAG organizations, such as OTAG.

District Artifacts
<ul style="list-style-type: none"><li>• <a href="#">North Marion School District - Strategic Plan</a></li><li>• <a href="#">North Marion School District - TAG Program Handbook</a></li><li>• <a href="#">North Marion School District - TAG Parent Handbook</a></li><li>• <a href="#">North Marion School District - TAG Overview</a></li><li>• North Marion School District Instructional Frameworks<ul style="list-style-type: none"><li>○ <a href="#">CEL - 5 Dimensions of Teaching and Learning</a></li></ul></li></ul>

- [Ready for Rigor Framework](#)

#### Sample Evidence of TAG Program Implementation

- [North Marion School District - TAG Identification Pathways Document](#)
- [North Marion School District - Parent Request for TAG Evaluation](#)
- [North Marion School District - Teacher Request for TAG Evaluation](#)
- [North Marion School District - TAG Evaluation File Review Form](#)
- [North Marion School District - TAG Parent Meeting Agenda](#)
- [North Marion School District - TAG Identification Eligibility Determination - Preponderance of Evidence](#)
- [North Marion School District - TAG Parent Rights](#)
- [North Marion School District - TAG PEP Template](#)
- [North Marion School District - TAG Instructional Plan Template](#)
- [Sample NMSD TAG Personal Educational Plan \(PEPs\)](#)
- [Sample NMSD TAG Instructional Plan for Math](#)
- [Sample NMSD TAG Instructional Plan for TAG Intellectual](#)



## 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
<b>TAG Identification Process Overview</b> <i>Aligned to OAR <a href="#">581-022-2325 (1)</a></i>	<p>The North Marion School District TAG Identification process aligns to our MTSS process. Steps for identification are as follows:</p> <ol style="list-style-type: none"><li>1. Student is identified for TAG referral. Students can be identified through one or more of the following pathways (<a href="#">North Marion School District - TAG Identification Pathways Document</a>)<ol style="list-style-type: none"><li>a. Teacher or Parent referral</li><li>b. Universal Screening / Data Review</li><li>c. Student Observation and Work Portfolio</li></ol></li><li>2. The student is referred to the school SIT/SIS/MTSS Team</li><li>3. The Family is notified, and the SIGS-2 Family Rating Scale is sent home.</li><li>4. Teacher(s) are asked to complete the SIGS-2 Classroom Rating Scale.</li><li>5. SIT/SIS/MTSS Team, which includes the TAG Coordinator, performs an initial file review, pulling data from a variety of sources including universal assessments, past report cards, state tests, and Classroom rating scales.</li><li>6. Team determines if additional data is required, including (but not limited to) nationally standardized tests of mental abilities or intelligence (i.e. NNAT-3, WISC, WWJ), classroom observations, gathering data from locally designed</li></ol>



<b>Identification Practices (OAR 581-022-2500)</b>	<b>Evidence and Explanation of Identification Practices</b>
	<p>assessments, etc. If yes, then the family is contacted for testing consent.</p> <p>7. The SIT/SIS/MTSS Team comes back together to review all data and complete the Talented and Gifted Identification Eligibility Determination - Preponderance of Evidence form.</p> <p>8. Family is notified of final outcome, and if the student is found eligible, a TAG Planning Meeting is scheduled.</p>
<p><b>Multiple modes and methods of data collection used in the identification process.</b>  <i>Aligned to OAR <a href="#">581-022-2325 (2)(b)(c)</a></i></p>	<p>The following data sources are included as part of the initial referral process, and identification process for TAG Students</p> <p>Initial referral</p> <ul style="list-style-type: none"> <li>● Beginning Fall of 2023 - NNAT-3 Data at 1, and 3 grades</li> <li>● MAPS Data / Other Universal Assessment</li> <li>● I-Ready Data / Other Curriculum Aligned Screeners</li> <li>● Fast-Bridge Data</li> <li>● SBA Math and Reading (3-8 and 11)</li> <li>● ELPA 21 (speed of language acquisition)</li> <li>● SIGS-2 Classroom Check List</li> <li>● SIGS-2 Family Check List</li> </ul> <p>Additional data reviewed</p> <ul style="list-style-type: none"> <li>● Nationally standardized tests of mental abilities or intelligence (NNAT-3, WISC, WWJ)</li> <li>● Classroom observations</li> <li>● Progress records</li> <li>● Scores from local assessments</li> <li>● Student work portfolios and work samples</li> <li>● As well as scores from the initial referral</li> <li>● Student interviews</li> </ul>
<p><b>Culturally responsive practices specific to the identification.</b>  <i>Aligned to OAR <a href="#">581-022-2325 (1)(a), (2)(d)(A-E)</a></i></p>	<ul style="list-style-type: none"> <li>● Use of SIGS-2 Rating Scales which includes multiple measures and multiple pathways crucial for reversing the inequities in identifying culturally, economically, and linguistically diverse students.</li> <li>● Use of screening assessments in native language, or that are nonverbal.</li> <li>● Materials translated into home language</li> <li>● Use of a variety of assessment tools to allow for multiple pathways into the program</li> <li>● Wide scope for initial identification - Searching for students scoring in the top 10% of district screening tools</li> <li>● Including language acquisition teachers as part of the evaluation team</li> </ul>

Identification Practices (OAR 581-022-2500)	Evidence and Explanation of Identification Practices
	<ul style="list-style-type: none"> <li>● Flexibility with what work is evaluated - including work in home language</li> </ul>
<b>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</b>	<ul style="list-style-type: none"> <li>● SIGS-2 Rating Scales</li> <li>● Woodcock Johnson Academic Achievement Tests</li> <li>● Naglieri Nonverbal Ability Test Third Edition (NNAT-3)</li> <li>● WISC-V Test (Wechsler Intelligence Scale for Children)</li> </ul> <p>*Tools selected are designed to either focus on non-verbal assessment or assessment in home language.</p>
<b>Methods and practices that minimize or seek to eliminate the effects of bias in assessment and identification practices</b>	<ul style="list-style-type: none"> <li>● Universal screeners are used to eliminate overreliance on teacher referrals (which can often be biased)</li> <li>● Use of the Preponderance of Evidence form</li> <li>● Training for teachers on TAG profiles</li> </ul>
<b>Universal Screening/Inclusive considerations</b>	<ul style="list-style-type: none"> <li>● Naglieri Nonverbal Ability Test Third Edition (NNAT-3) will be administered to all students in the 1 and 3 grades.</li> <li>● Universal Screeners aligned to the curriculum will be monitored for students exceeding grade-level standards, including but not limited to <ul style="list-style-type: none"> <li>○ ELPA 21 (for rapid language acquisition)</li> <li>○ I-Ready</li> <li>○ MAPS</li> <li>○ FastBridge</li> </ul> </li> </ul>
<b>Assessment data, specifically addressing the use of national norms, local norms, or both in identification data collection</b>	<ul style="list-style-type: none"> <li>● OSAS Test Scores will be monitored beginning in 3rd grade (State and Local).</li> <li>● Universal Screeners aligned to the curriculum will be monitored for students exceeding grade-level standards, including but not limited to <ul style="list-style-type: none"> <li>○ I-Ready (National and Local)</li> <li>○ MAPS (National and Local)</li> <li>○ FastBridge (National and Local)</li> </ul> </li> <li>● Naglieri Nonverbal Ability Test Third Edition (NNAT-3) (National and Local)</li> </ul>
<b>Qualitative data (teacher, parent, and student checklists, observational data, portfolios, and classroom performance, etc.)</b>	<ul style="list-style-type: none"> <li>● Teacher Checklist - SIGS-2</li> <li>● Parent Checklist - SIGS-2</li> <li>● Student Observation by School Psychologist</li> <li>● Student work portfolio and work samples (locally developed assessments)</li> <li>● RENZULLI Scales</li> </ul>
<b>A tool or method for determining a threshold of when the preponderance of the evidence is met.</b>	<ul style="list-style-type: none"> <li>● MTSS/SIT/SIS Intensive Intervention Meeting Checklist (based on National Center on Intensive Intervention's meeting checklists)</li> </ul>

Identification Practices (OAR 581-022-2500)	Evidence and Explanation of Identification Practices
TAG Eligibility Team	<p>School-based SIT/SIS/MTSS Team, which typically includes</p> <ul style="list-style-type: none"> <li>● School principal</li> <li>● School counselor</li> <li>● Someone who is knowledgeable about the student - Classroom Teacher</li> <li>● Someone who is knowledgeable about the evaluation data - TAG Coordinator or School Psychologist</li> <li>● Someone who is knowledgeable about the accommodations/placement options - TAG Coordinator</li> <li>● Other Learning Specialists</li> </ul>
Documents that are included in the student's cumulative record file regarding TAG identification and the eligibility teams' process to determine identification	<ul style="list-style-type: none"> <li>● Intent to Evaluate Letter</li> <li>● Student File review</li> <li>● Signed Consent to Assess</li> <li>● Talented and Gifted Identification Eligibility Determination - Preponderance of Evidence Form</li> <li>● Signed Consent to Services Form</li> <li>● TAG Plan</li> </ul>

## B. Universal Screening/Inclusive Considerations

Key Questions	District Procedure
Is a universal screening instrument used at a specific grade level?	<ul style="list-style-type: none"> <li>● Naglieri Nonverbal Ability Test Third Edition (NNAT-3) administered at 1 and 3 grades.</li> </ul>
What is the broad screening instrument and at what grade level is it administered?	<ul style="list-style-type: none"> <li>● Universal Screeners aligned to the curriculum will be monitored for students exceeding grade-level standards, including but not limited to <ul style="list-style-type: none"> <li>○ I-Ready</li> <li>○ MAPS</li> <li>○ FastBridge</li> </ul> </li> </ul>
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)?	<ul style="list-style-type: none"> <li>● Initial review/File Review of students who score in the top 90th percentile on nationally normed screening tools.</li> <li>● Initial review/File Review of students who score in the 90th percentile of North Marion Students on district screening tools.</li> <li>● Initial review/File review of students who exceed benchmarks on Oregon State Assessments in Reading, Math or Science.</li> </ul>

## 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
Cluster Grouping	Schoolwide cluster grouping grades 1 - 5 (all elementary campuses)
Flexible Readiness Grouping	Schoolwide flexible readiness grouping aligned to MTSS practices at grades 1-5
Formative Assessment as a Process	Observed regularly in grades K-12
Differentiated Instruction involving tiers of depth and complexity	Available at all grade levels, and in appropriate subject areas, based on student's identified areas of strength.
Scaffolding or Tiered Instruction	is Available at all grade levels, and in appropriate subject areas, based on students' identified areas of strength.
Choice Assignments with depth and complexity	Available at all grade levels, and in appropriate subject areas, based on student's identified areas of strength.
Independent Learning Contracts	Beginning at 3rd grade, or when developmentally appropriate, and in appropriate subject areas, based on the student's identified areas of strength.
Credit by Examination	Available beginning in 9th grade, and in alignment with OAR <a href="#">581-022-1131(3)</a> .
Subject acceleration (above grade level coursework)	Available beginning in 1st grade, based on students' identified areas of strength, and developmental appropriateness.
Whole grade acceleration (grade skipping)	Available at all grade levels, and in accordance with NMSD Board Policy IGBBC and IKE.
Advanced Coursework with college credit earning opportunities - with differentiation of instruction based on learning evidence	See table below for list of courses offered

## B. Advanced Placement (AP) Course Offerings

Name of AP Course	Schools and Grade Levels Offered
Not applicable	

## C. International Baccalaureate (IB) Course Offerings

Name of IB Course	Schools and Grade Levels Offered
No applicable	

## D. Dual Enrollment / College Credit Course Offerings

Name of Dual Enrollment Course	Schools and Grade Levels Offered
Advanced Math Pathways	North Marion Middle and High School - 6-9 Grade
Construction & Woodworking - Senior Portfolio Capstone	North Marion High School - 12 Grade
Manufacturing Senior Portfolio Capstone	North Marion High School - 12 Grade
Advanced Robotics	North Marion High School - 10-12 Grade
Accounting 2	North Marion High School - 10-12 Grade
Word Processing	North Marion High School - 10-12 Grade
Advanced Word Processing	North Marion High School - 10-12 Grade
History 201-203	North Marion High School - 11-12 Grade
College Algebra	North Marion High School - 10-12 Grade
Calculus	North Marion High School - 10-12 Grade
English 12 - Honors / WRI 121–122	North Marion High School - 12 Grade
Program & Software Development 1 & 2	North Marion High School - 10-12 Grade
Spanish 101-201	North Marion High School - 10-12 Grade
Spanish 201-202	North Marion High School - 10-12 Grade
Animal Science	North Marion High School - 10-12 Grade
Plant Science	North Marion High School - 10-12 Grade

Name of Dual Enrollment Course	Schools and Grade Levels Offered
Equine Science	North Marion High School - 10-12 Grade

## E. 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?	<ul style="list-style-type: none"> <li>Students are identified in the district Student Information System and are identified by the "TAG" marker in class rosters.</li> <li>Teachers are provided a copy of the student's TAG plan yearly.</li> </ul>
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?	<ul style="list-style-type: none"> <li>Teachers have building-level TAG coordinators who are available to provide support and information.</li> <li>In addition, the district-level TAG coordinator meets with the building TAG coordinators quarterly to review information, provide training, and offer support to the building.</li> <li>Teachers are provided training yearly by the building TAG coordinator.</li> <li>Counselors are provided training on supporting the SEL needs of TAG students, and support the building of Guidance lessons on helping TAG students realize their contributions to themselves and to society.</li> </ul>
How do teachers determine the rate and level of needs of students in their classrooms?	<ul style="list-style-type: none"> <li>Building-level TAG coordinators review data with teachers, including current growth and achievement data on their TAG students, in order to begin to identify the rate and level needs of their TAG students.</li> <li>In addition, through the PLC process, staff participate in data teams, and are able to monitor classroom data and identify needs for differentiation.</li> </ul>

## F. Instructional Plans for TAG Students

Key Questions	District Procedure
Are Personal Education Plans (PEPs) required or optional? At which grade levels are PEPs required?	<ul style="list-style-type: none"> <li>PEPs are required yearly, beginning at the year of identification.</li> <li>Plans are reviewed and updated in the fall with the TAG Coordinator, student, parent/caregiver, and teacher(s).</li> </ul>
Are Instructional Plans required or optional? Which courses are required to have Instructional Plans?	<ul style="list-style-type: none"> <li>Instructional plans are required beginning in 6th grade.</li> <li>Requirements for instructional plans are dependent on the TAG identification. <ul style="list-style-type: none"> <li>Students with a Reading designation require instructional plans for courses where reading is the</li> </ul> </li> </ul>

Key Questions	District Procedure
	<p>primary learning in the class - ELA, Social Studies, etc.</p> <ul style="list-style-type: none"> <li>○ Students with a Math designation require instructional plans for courses where math is the primary learning in class - Math, etc.</li> <li>○ Students identified as TAG Intellectual require instructional plans for all courses, which include guidelines for differentiation techniques aligned to the student's strengths and learning preferences</li> </ul> <ul style="list-style-type: none"> <li>● Instructional plans are created by the teacher, and collected and monitored by the Building-Level TAG Coordinator.</li> </ul>
How are families notified regarding the opportunity to discuss the PEP or IP designed for their student's learning?	<ul style="list-style-type: none"> <li>● Families are sent notices yearly in the fall and provided options for meeting opportunities to review their student's plans, provide input, and approve revisions.</li> <li>● Copies of the TAG plans are mailed home yearly.</li> </ul>

## G. Option/Alternative Schools Designed for TAG Identified Students

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



## H. TAG Enrichment Opportunities

<b>TAG Enrichment Opportunities</b> <i>(Note: After school opportunities do not replace daily TAG instruction and services)</i>	<b>Explanation of Opportunity</b>
TAG Lunch Bunch	Coordinated by the school TAG Coordinator, students meet bi-weekly during lunch to work on activities or engage in discussions. Coordinators allow students to pose questions and establish the agenda for the meetings.
Various after-school clubs	<ul style="list-style-type: none"><li>-Robotics</li><li>-MS Robotics</li><li>-FBLA</li><li>-Skills USA</li><li>-National Honors Society</li><li>-MS National Honor Society</li><li>-National Arts Honors Society</li></ul>



## 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 systems for identification of TAG students, addressing issues of equity and access for all students, with a focus on focus student groups.	<p>Begin universal screening using NNAT-3 at 1 and 3 grades</p> <p>Design local norms, focused with a lens on equity, and eliminating bias in our identification process</p> <p>Implementation of new data sources - including teacher, family, and student checklists</p> <p>Yearly/Trimester data reviews of universal assessments—MAPS, FAST Bridge, and OSAS for TAG Potential</p> <p>Local norms, aligning services to identification</p>	<p>-Begin implementation of universal screeners fall of 2023</p> <p>-Local norms designed - Spring of 2023</p> <p>-Local norms evaluated for success - Spring of 2024</p> <p>-September 2023 - Data review with TAG Coordinators</p> <p>-January 2024 - Data review with TAG Coordinators</p>	<p>-Yearly increase in the number of students identified</p> <p>-Closing of TAG identification gap between white students, and focal student groups</p>	<p>-TAG identification matches the student population</p> <p>-10% of students identified for TAG services</p>

Goal Statement	What special programs or services will be provided to accomplish the goals?	Implementation Timeline	How will progress be measured?	How will success be measured?
Improve engagement with families, including communication with TAG families, as well as communication about TAG services to the overall community.	-TAG Program Nights -Uniform communication tools translated into multiple languages -Improved website access with key communications and family resources	-First TAG Program Night - Fall 2023 -Uniform communication tools created - Spring 2023 -Uniform communication tools put into use - Fall 2023 -Redesign of District Website - Summer 2023	-TAG Family Feedback Survey -Participation in TAG Program Nights -TAG Student Feedback Survey -Teacher Feedback Survey	-Overall increase of feedback scores -Families reporting that communication is clear, and questions are answered.

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 professional development for ALL staff on key TAG instructional strategies.	-Provide ongoing training and support on key TAG Instructional strategies, including by not limited to: <ul style="list-style-type: none"> <li>● Rate and level</li> <li>● Differentiation</li> <li>● Acceleration</li> <li>● Tiered assignments</li> <li>● Student voice/agency</li> <li>● Depth of Knowledge (DOK)</li> </ul>	-Fall 2023–Training for ALL staff -On-going - PLC support training with instructional leaders	-Learning walkthrough data -Staff feedback survey data -Parent feedback survey data -Student feedback survey data	-Improved teacher evaluation scores on engagement strategies -Overall increase of feedback scores -Families and students reporting that they feel supported and challenged by the core curriculum

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?
	<ul style="list-style-type: none"> <li>Cluster grouping</li> </ul> <p>-Align administrative walk-throughs to collect data on TAG strategies in use by teachers</p> <p>-PLC support for teachers on TAG strategies, including data protocols, studio classrooms, and team learning opportunities</p> <p>-Review new materials for TAG strategies and practices</p>			

## B. Professional Development Plan: Identification

Who	What	Provided by	When
Staff person who is responsible for TAG identification in your district			
<b>Desiree Kiesel</b>	Required statewide training	Oregon Department of Education	February 14, 2023 NWRES In-Person
All district licensed educators who are responsible for identification			
-Tully Wagner -Anneka Millbrook	Training on Identification	<b>Desiree Kiesel</b> - Director of Teaching and Learning and District TAG Coordinator  <b>Charyl Dyer</b> - Director of Special Programs	August - Yearly

Who	What	Provided by	When
Staff who have already been trained in previous years (include if offered)			
NA	OPTIONAL: Refresher Identification training	NA	NA

## 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"> <li>-Ongoing - Posted to District Website and in Family Handbook - <a href="#">LINK</a></li> <li>-Yearly - August District Back to School Night - TAG informational meeting</li> <li>-Yearly - Information mailed home in Welcome Back Packets for fall registration</li> <li>-All communications available in home language</li> </ul>
Universal Screening/Testing grade levels	<ul style="list-style-type: none"> <li>-Ongoing - Posted to District Website in Assessment Section and in Family Handbook - <a href="#">LINK</a></li> <li>-Yearly - August District Back to School Night - TAG informational meeting</li> <li>-Yearly - Information mailed home in Welcome Back Packets for fall registration</li> <li>-All communications available in home language</li> </ul>
Individual and/or group testing dates	<ul style="list-style-type: none"> <li>-Ongoing - Letter sent home for prior consent (signature required) for testing and observation</li> <li>-All communications available in home language</li> </ul>
Explanation of TAG programs and services available to identified students	<ul style="list-style-type: none"> <li>-Ongoing - Posted to District Website and in Family Handbook - <a href="#">LINK</a></li> <li>-Yearly during TAG PEP Review Meetings</li> <li>-All communications available in home language, translation available during meetings</li> </ul>
Opportunities for families to provide input and discuss programs and services their student receives	<ul style="list-style-type: none"> <li>-Communication mailed home early fall with meeting options</li> <li>-Direct communication yearly during TAG PEP Review Meetings</li> <li>-All communications available in home language</li> </ul>
Explanation of the TAG learning plan (Personal Education Plans or Instructional Plans), if available	<ul style="list-style-type: none"> <li>-Communication mailed home early fall with meeting options</li> <li>-Direct communication yearly during TAG PEP Review Meetings</li> <li>-All communications available in home language - including individual plans provided in home language</li> </ul>

Comprehensive TAG Programs and Services	Date and/or method of Communication
TAG informational events (elementary) - where parents learn about TAG profiles, explanations of district and schools programs and services, etc.	-Yearly - August District Back to School Night - TAG informational meeting -Yearly - Information mailed home in Welcome Back Packets for fall registration -All communications available in home language
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.	-Yearly - August District Back to School Night - TAG informational meeting -Yearly - Information mailed home in Welcome Back Packets for fall registration -Transition Planning - Yearly during TAG PEP Review Meetings -All communications available in home language
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.	-Yearly - August District Back to School Night - TAG informational meeting -Yearly - Information mailed home in Welcome Back Packets for fall registration -Transition Planning - Yearly during TAG PEP Review Meetings -All communications available in home language
Notification to parents of their option to request withdrawal of a student from TAG services	-Ongoing - Posted to District Website and in Family Handbook - <a href="#">LINK</a> -All communications available in home language
Notification of the right to file a complaint concerning TAG programs or services, beginning with district-level complaint process	-Ongoing - Posted to District Website and in Family Handbook - <a href="#">LINK</a> -All communications available in home language
Designated district or building contact to provide district-level TAG plans to families upon request	-Ongoing - Posted to District Website and in Family Handbook - <a href="#">LINK</a> -All communications available in home language



## 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	Desiree Kiesel	desiree.kiesel@nmarion.k12.or.us	503-678-7126
Person responsible for updating contact information annually on your district website	Desiree Kiesel	desiree.kiesel@nmarion.k12.or.us	503-678-7126
Person responsible for updating contact information annually on the Department	Desiree Kiesel	desiree.kiesel@nmarion.k12.or.us	503-678-7126
Person responsible for sending copies of the district-level TAG plans to building-level personnel (TAG coordinators, principals, etc.)	Desiree Kiesel	desiree.kiesel@nmarion.k12.or.us	503-678-7126
TAG contact for North Marion High School	Tully Wagner	tully.wagner@nmarion.k12.or.us	503-678-7123
TAG contact for North Marion Middle School	Anneka Millbrook	anneka.millbrook@nmarion.k12.or.us	503-678-7119
TAG contact for North Marion Intermediate and Primary School	Desiree Kiesel	desiree.kiesel@nmarion.k12.or.us	503-678-7126



## Appendix: Glossary

Term	Definition
<b>Acceleration (subject)</b>	Above grade-level standards and coursework. For example, a student who takes an advanced high school art class during middle school.
<b>Acceleration (whole-grade)</b>	Grade skipping. For example, a student who moves from 1st grade to 3rd grade (skips the 2nd grade).
<b>Acceleration (standards)</b>	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.
<b>Advanced Placement (AP)</b>	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.
<b>Choice Assignments</b>	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.
<b>Cluster Grouping</b>	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.
<b>Credit by Examination</b>	Students receives 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.
<b>Curriculum Compacting (sometimes referred to as Compacted Curriculum)</b>	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.
<b>Depth and Complexity</b>	A general framework to assess level of rigor specific to cognitive demand. Common frameworks include <a href="#">Webb's Depth Of Knowledge (DOK)</a> and Bloom's Taxonomy.
<b><a href="#">Depth of Knowledge (DOK)</a></b>	A framework developed by Dr. Norman Webb to assess the level of rigor for standards, projects, assignments, and exams.
<b>Differentiated Instruction (involving tiers of depth and complexity)</b>	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.



Term	Definition
<b>Flexible Readiness Grouping</b>	A strategic strategy designed to group students according to best fit instructional needs and student discourse opportunities.
<b>Formative Assessment as a Process</b>	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.
<b>Independent Learning Contracts</b>	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)
<b>Instructional Plans (IPs)</b>	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.
<b>International Baccalaureate (IB)</b>	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.
<b>Kaplan's Icons of Depth and Complexity</b>	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.
<b>Level of Learning</b>	<p>In reference to OAR 581-022-2500(3): The instruction provided to identified students shall be designed to accommodate their assessed <b>levels of learning</b> 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>
<b>Option Schools</b>	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.
<b>Oregon Administrative Rule (OAR)</b>	Rules adopted by the State Board of Education to support statutes (ORS).
<b>Oregon Revised Statute (ORS)</b>	Oregon laws passed by the State Legislature.

Term	Definition
<b>Personal Education Plans (PEPs)</b>	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.
<b>Pull-Out Programs</b>	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.
<b>Rate of Learning</b>	<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 <b>rates of learning</b>.</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 the subject, interest, level of difficulty, and point in the learning process.</p>
<b>Scaffolding or Tiered Instruction</b>	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.