

# Corvallis School District 509J

## Plan for Talented and Gifted Education

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## Section 1: Introduction

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

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

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

### ***Key Terminology***

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

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

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

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

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

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

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

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## 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 Programs - IGBB](#)

[Talented and Gifted Students - Identification - IGABA](#)

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

Corvallis School District believes in a high-quality, well-rounded educational experience that is rigorous, culturally relevant, engaging and healthful. It incorporates new technology and new approaches to instruction and learning. It nurtures the whole child, with opportunities for music and world languages and hands-on learning. It requires high quality, effective teachers, administrators and support staff. It builds on strong relationships and shared responsibility with students, family and community.

The Corvallis School District is committed to an educational program that recognizes the unique needs and talents of TAG students with an equity lens. It is critical that the instruction received by the TAG students are designed to meet the needs of the academically talented and intellectually gifted.

The district is committed to an educational program that recognizes, identifies and serves the unique needs of talented and gifted students. Talented and gifted students are those who have been identified as academically talented and/or intellectually gifted. The following plan identifies how students would be found eligible for TAG services and what programming is available to students.

**Mission for TAG Programs:** The Corvallis School District is committed to ensure the growth and achievement of students eligible for TAG services through systems of support, programming and advocacy.

**Vision for TAG Program:** All students who are eligible for TAG services will accomplish challenging post-secondary goals, become productive and creative citizens, and succeed in their areas of strength.

**Supporting artifacts:**

- [Corvallis Strategic Path](#)
- Graduate Profile Information
  - [Corvallis High School](#)
  - [Crescent Valley High School](#)
- [Universal Design for Learning Framework](#)

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## 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**

| <p style="text-align: center;"><b>Identification Practices<br/>(OAR 581-022-2500)</b></p>   | <p style="text-align: center;"><b>Evidence and Explanation of Identification Practices</b></p>  |
|---|---|
| <p><b>TAG Identification Process Overview</b><br/> <i>Aligned to OAR <a href="#">581-022-2325 (1)</a></i></p>   | <p>A student can be referred for a TAG evaluation by a staff member, parent referral, or students may refer themselves. Once a student is referred, a case study will be conducted using cumulative records/file search, behavioral information, and learning and/or performance information. All of the information in the case study will be looked at with a strengths and needs-based lens with the goal of making a case for receiving instructional services. If the quantitative and qualitative data suggest that the student has gifted characteristics and/or is performing at a rate and level above grade level peers, the student will move forward in the eligibility process. At this point, the TAG facilitator will reach out to the student’s parents to explore eligibility for their child.</p> <p>If the student performs at the 95th percentile or greater on the standardized assessment, and has supporting qualitative evidence, this automatically qualifies them as TAG. If the student doesn’t perform at that percentile or higher on the standardized assessment, but scores in the top 10% of their grade level peers at the school, the case study will be reviewed along with the standardized assessment results. At this point, the team will either identify the student and move forward with a personalized education plan highlighting differentiated instructional practices that foster growth or if the student is not identified the team will provide evidence that shows current instructional materials and practices are meeting their current rate and level.</p> <p><a href="#">TAG Eligibility Process Flowchart</a><br/> <a href="#">TAG Eligibility Process Explanation</a></p> |
| <p><b>Multiple modes and methods of data collection used in the identification process.</b><br/> <i>Aligned to OAR <a href="#">581-022-2325 (2)(b)(c)</a></i></p> | <p>The preponderance of evidence that must be considered in identification includes standardized, nationally normed tests of mental ability and/or academic achievement score, cumulative records/file search, behavioral information, learning and/or performance information.</p> <ul style="list-style-type: none"> <li>● Nationally normed assessment composite scores</li> <li>● Parent/teacher/student referrals &amp; input</li> </ul>   |

| <b>Identification Practices<br/>(OAR 581-022-2500)</b>   | <b>Evidence and Explanation of Identification Practices</b>  |
|--|--|
|  | <ul style="list-style-type: none"> <li>● Classroom assessments</li> <li>● Work samples</li> </ul> <p><a href="#">CSD TAG Testing Chart</a><br/> <a href="#">CSD Identification Data</a></p>  |
| <p><b>Culturally responsive practices specific to identification.</b><br/> <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>● Multiple measures used to identify students through screening</li> <li>● Kingore Observation Inventory designed to recognize high ability behaviors in culturally, linguistically, and economically diverse populations</li> <li>● Eligibility process includes a team meeting to discuss multiple measures. Team meeting facilitated by a staff member who has participated in additional training to recognize and surface implicit bias.</li> <li>● Locally normed OSAS and KOI scores represent a student's high ability relative to peers in local context.</li> </ul> |
| <p><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></p> | <ul style="list-style-type: none"> <li>● NNAT 3</li> <li>● Kingore Observation Inventory</li> <li>● Locally normed OSAS and KOI scores</li> </ul>  |
| <p><b>Methods and practices that minimize or seek to eliminate the effects of bias in assessment and identification practices</b></p>  | <ul style="list-style-type: none"> <li>● Eligibility determination based on team review of multiple measures</li> <li>● Eligibility determination team discussion facilitated by educator trained in facilitating equity centered discussion using district developed equity lens questions designed to identify implicit bias</li> <li>● Locally normed OSAS and KOI scores</li> <li>● Universal screening through both achievement assessments and classroom observations</li> </ul>   |

| <b>Identification Practices<br/>(OAR 581-022-2500)</b>   | <b>Evidence and Explanation of Identification Practices</b>  |
|--|--|
|  | <ul style="list-style-type: none"> <li>● For the first year of implementation, the Building TAG eligibility determination team will share all eligibility determinations with the District TAG team. The district TAG team will review eligibility determinations with the intent of informing the eligibility process. The team will use knowledge gained to refine the process to improve equitable identification practices.</li> </ul>   |
| <b>Universal Screening/Inclusive considerations</b>  | <ul style="list-style-type: none"> <li>● KOI, NNAT 3, and locally normed OSAS used as screening tools</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 data will be locally normed to determine if a student's rate and level of learning is exceptional relative to the rate and level of learning of school peers.</li> <li>● KOI data will be locally normed to determine if a student's demonstration of high ability behaviors is exceptional relative to school peers.</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>● KOI used to screen all 1st grade students.</li> <li>● Classroom performance and teacher observations are reviewed by the eligibility determination team.</li> <li>● KOI attributes reviewed by the eligibility determination team.</li> </ul>   |
| <b>A tool or method for determining a threshold of when preponderance of evidence is met.</b>                                      | <ul style="list-style-type: none"> <li>● A student should demonstrate an accelerated rate and level of learning through two or more measures. The team will determine if there is evidence through the following:                             <ul style="list-style-type: none"> <li>○ NNAT3</li> <li>○ OSAS</li> <li>○ KOI</li> <li>○ Classroom Evidence</li> </ul> </li> <li>● <a href="#">CSD TAG Eligibility Determination Form</a></li> <li>● <a href="#">Eligibility Determination Meeting Facilitation Guide</a></li> </ul> |
| <b>TAG Eligibility Team</b>  | <ul style="list-style-type: none"> <li>● Building principal, building TAG liaison (classroom teacher with expertise in recognizing and teaching to high ability), classroom teacher, and other specialists</li> </ul>  |



| <b>Identification Practices<br/>(OAR 581-022-2500)</b>   | <b>Evidence and Explanation of Identification Practices</b>   |
|--|---|
|  | who work with the student (language specialist, Special Education case manager, counselor, etc.)  |
| <b>Documents that are included in the students' cumulative record file regarding TAG identification and the eligibility teams' process to determine identification</b> | <ul style="list-style-type: none"> <li>● Determination of eligibility for TAG services letter</li> <li>● Current personal education plan</li> </ul> |

**B. Universal Screening/Inclusive Considerations**

| <b>Key Questions</b>   | <b>District Procedure</b>   |
|--|---|
| <b>Is a universal screening instrument used at a specific grade level?</b>   | <ul style="list-style-type: none"> <li>● Students are universally screened with NNAT3 in 2nd and 4th grade</li> <li>● Students are universally screened with Kingore Observation Inventory in 1st grade.</li> </ul>   |
| <b>What is the broad screening instrument and at what grade level is it administered?</b>  | <ul style="list-style-type: none"> <li>● Students are screened using OSAS language arts and math assessments at the 3rd - 8th grade level</li> </ul>  |
| <b>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)?</b> | <ul style="list-style-type: none"> <li>● NNAT3 - Nationally normed - 95th%ile</li> <li>● KOI - District norm - 90%ile</li> <li>● OSAS - District based norms - 95th%ile</li> <li>● Any student who is identified as possibly eligible for TAG services through a screener is discussed with the TAG eligibility team and a body of evidence is discussed</li> <li>● Screener thresholds are set to direct schools to examine the performance of a variety of students. The TAG eligibility team will determine if there is a</li> </ul> |

| Key Questions | District Procedure  |
|---------------|---|
|               | <p>preponderance of evidence to support that this student should be eligible for TAG services.</p> <ul style="list-style-type: none"> <li>Students can be referred to the TAG eligibility team by any school staff, student or parent.</li> </ul> |

**C. Portability of TAG Identification**

| Key Questions  | District Policy and Practices   |
|--|---|
| <p><b>Does your district accept TAG identification from other districts in Oregon?</b></p>                   | <ul style="list-style-type: none"> <li>Corvallis School District will accept the TAG eligibility determination from other districts in Oregon</li> <li>As with all students who are identified as eligible for TAG services in the Corvallis School District, teachers will use eligibility determination information and classroom performance to develop a personal education plan or instructional plan that will meet the needs of the student based on their exceptional rate and level of learning as compared to their peers in the district’s educational environment.</li> </ul> |
| <p><b>Does your district accept TAG identification from other states?</b></p>                                | <ul style="list-style-type: none"> <li>Corvallis School District will accept the TAG eligibility determination from other states.</li> <li>As with all students who are identified as eligible for TAG services in the Corvallis School District, teachers will use eligibility determination information and classroom performance to develop a personal education plan or instructional plan that will meet the needs of the student based on their exceptional rate and level of learning as compared to their peers in the district’s educational environment.</li> </ul>             |
| <p><b>Do local norms influence the decision to honor identification from other districts and states?</b></p> | <ul style="list-style-type: none"> <li>Local norms will influence the design of the personal education plan to design instruction that will meet the student’s need in the local educational environment but will not affect identification from other districts or states.</li> </ul>  |

## Section 4: Instructional Services and Approaches



### A. Instructional Programs and Services for TAG Students

| Instructional Programs and Services<br>(OAR 581-022-2500)          | Evidence and Explanation of Implementation:<br>Grade Level and Content Area  |
|--|--|
| Flexible Readiness Grouping  | K-5 (language arts and math) all elementary school campuses  |
| Formative Assessment as a Process                                  | Training and consistent implementation will be implemented through out the next three years  |
| Differentiated Instruction involving tiers of depth and complexity | K-8 (math, language arts, social science and science courses) all elementary and middle campuses   |
| Scaffolding or Tiered Instruction                                  | K-8 (math, language arts, social science and science courses) all elementary and middle campuses   |
| Choice Assignments with depth and complexity                       | K-8 (math, language arts, social science and science courses) all elementary and middle campuses   |
| Subject acceleration (above grade level)                           | Beginning at 8th grade, students can take advanced grade coursework in Math. Beginning in 9th grade, students can take advanced grade coursework in Science. At the high school level students can take honors level courses in language arts, science and math. Available |

| Instructional Programs and Services<br>(OAR 581-022-2500)                              | Evidence and Explanation of Implementation:<br>Grade Level and Content Area |
|--|---|
| coursework)  | at all secondary campuses.  |
| Advanced Placement (AP) with differentiation of instruction based on learning evidence | See course options in section below.  |

**B. Advanced Placement (AP) Course Offerings**

| Name of AP Course                  | Schools and Grade Levels Offered  |
|------------------------------------|---|
| English Language and Composition   | Crescent Valley High School and Corvallis High School - 12th Grade                |
| English Literature and Composition | Crescent Valley High School and Corvallis High School - 12th Grade                |
| AP Precalculus                     | Crescent Valley High School and Corvallis High School - 11th and 12th Grade       |
| Calculus AB                        | Crescent Valley High School and Corvallis High School - 11th and 12th Grade       |
| Statistics                         | Crescent Valley High School and Corvallis High School - 11th and 12th Grade       |
| Calculus BC                        | Crescent Valley High School and Corvallis High School - 11th and 12th Grade       |
| Biology                            | Crescent Valley High School and Corvallis High School - 10th, 11th and 12th Grade |
| Chemistry                          | Crescent Valley High School and Corvallis High School - 10th, 11th and 12th Grade |

| Name of AP Course            | Schools and Grade Levels Offered  |
|------------------------------|---|
| Environmental Science        | Crescent Valley High School and Corvallis High School - 10th, 11th and 12th Grade |
| Physics C: Mechanics         | Crescent Valley High School and Corvallis High School - 11th, 12th Grade          |
| Psychology                   | Crescent Valley High School and Corvallis High School - 12th Grade                |
| US History                   | Corvallis High School and Crescent Valley High School - 11th grade                |
| US Government and Politics   | Crescent Valley High School and Corvallis High School - 12th Grade                |
| Computer Science Principles  | Crescent Valley High School and Corvallis High School - 11th and 12th Grade       |
| Computer Science A           | Crescent Valley High School and Corvallis High School - 11th and 12th Grade       |
| Art and Design               | Crescent Valley High School and Corvallis High School - 11th and 12th Grade       |
| Spanish Language and Culture | Crescent Valley High School and Corvallis High School - 11th and 12th Grade       |
| German Language and Culture  | Crescent Valley High School and Corvallis High School                             |

**C. Dual Credit Course Offerings (AP courses listed above are not repeated here)**

| Name of Dual Credit Course | Schools and Grade Levels Offered                      |
|----------------------------|---|
| Contemporary Fiction       | Corvallis High School and Crescent Valley High School |
| Physics                    | Corvallis High School and Crescent Valley High School |
| Health 2                   | Corvallis High School and Crescent Valley High School |

| Name of Dual Credit Course           | Schools and Grade Levels Offered                      |
|--------------------------------------|---|
| Spanish 3                            | Corvallis High School and Crescent Valley High School |
| Spanish 4                            | Corvallis High School and Crescent Valley High School |
| Spanish 5                            | Corvallis High School and Crescent Valley High School |
| Historia y geografía                 | Corvallis High School and Crescent Valley High School |
| College Algebra                      | Corvallis High School and Crescent Valley High School |
| Differential Calculus                | Corvallis High School and Crescent Valley High School |
| Child Development                    | Corvallis High School and Crescent Valley High School |
| Honors American Literature           | Corvallis High School and Crescent Valley High School |
| College Algebra                      | Corvallis High School and Crescent Valley High School |
| Honors Algebra:Alg.2/College Algebra | Corvallis High School and Crescent Valley High School |
| Honors Pre Calculus                  | Corvallis High School and Crescent Valley High School |
| Pre Calculus                         | Corvallis High School and Crescent Valley High School |
| Differential Calculus                | Corvallis High School and Crescent Valley High School |
| DI Historia y Cultura                | Corvallis High School and Crescent Valley High School |
| DI Curso Culminate                   | Corvallis High School and Crescent Valley High School |
| Spanish Lit & Film Honors            | Corvallis High School and Crescent Valley High School |

**D. International Baccalaureate (IB) Course Offerings**

| Name of IB Course | Schools and Grade Levels Offered |
|-------------------|----------------------------------|
| NA                | NA                               |

**E. Teacher’s Knowledge of TAG Students in Class**

| Key Questions  | District Procedure   |
|--|--|
| <p><b>What procedures are in place to ensure classroom teachers K – 12 know who the TAG identified students are in their classrooms?</b></p>                               | <ul style="list-style-type: none"> <li>● Documentation in Student Information System</li> <li>● Access to previous year’s PEP</li> <li>● Documentation in cumulative folder</li> </ul> |
| <p><b>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?</b></p> | <ul style="list-style-type: none"> <li>● TAG liaisons identified at each school</li> </ul>   |
| <p><b>How do teachers determine rate and level needs for students in their classrooms?</b></p>   | <ul style="list-style-type: none"> <li>● Diagnostic Assessments</li> <li>● Summative Assessments</li> <li>● Formative Assessment Practices</li> </ul>                                  |

**F. Instructional Plans for TAG Students**

| Key Questions   | District Procedure  |
|---|---|
| <p><b>Are Personal Education Plans (PEPs) required or optional? At which grade levels are PEPs required?</b></p>                  | <ul style="list-style-type: none"> <li>● PEPs are required for K-8 students                             <ul style="list-style-type: none"> <li>○ Personalized Education Plan Form 1</li> <li>○ Personalized Education Plan Form 2</li> <li>○ Personalized Education Plan Teacher Instructions</li> </ul> </li> </ul>  |
| <p><b>Are Instructional Plans required or optional? Which courses are required to have Instructional Plans?</b></p>               | <ul style="list-style-type: none"> <li>● Instructional Plans are optional</li> </ul>  |
| <p><b>How are families notified regarding the opportunity to discuss the PEP or IP designed for their student’s learning?</b></p> | <ul style="list-style-type: none"> <li>● Eligibility notification and annual notification letters notify families that they have the opportunity to discuss the PEP or IP designed for their student’s learning.<br/>Examples:                             <ul style="list-style-type: none"> <li>○ Eligibility Notification Letter</li> <li>○ Annual Notification Letter Elementary</li> <li>○ Annual Notification Letter Secondary</li> </ul> </li> <li>● PEP reviewed at the first conference after initial eligibility and then annually at fall conferences.</li> <li>● IP is included in course syllabus</li> </ul> |

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

Not applicable

**H. TAG Enrichment Opportunities**

Not applicable



## 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?   |
|---|---|--|---|---|
| <p>Improve equitable identification practices by implementing Kingore Observation Inventory as a universal screener, establishing building level eligibility determination teams and incorporating the use of district norms, by the end of the 2024-25 school year</p> | <p>Training 1st grade staff on the use of the Kingore Observation Inventory.</p> <p>Training of eligibility determination teams on facilitating equity centered conversations.</p> <p>Calculation of district norms for OSAS ELA and Math</p> | <p>Sept. 2024</p> <ul style="list-style-type: none"> <li>Establish threshold scores based on district norms for OSAS ELA and Math</li> </ul> <p>Fall 2024</p> <ul style="list-style-type: none"> <li>KOI training for 1st grade teachers</li> <li>Equity Centered Discourse training for Eligibility Determination Teams</li> </ul> <p>Winter 2025</p> | <p>District norms identified.</p> <p>Participation in training verified.</p> <p>Participation in training verified.</p> | <p>Implementation of the new TAG eligibility process will be reviewed by the Student Growth and Experience Team using Equity Centered Discourse.</p> <ul style="list-style-type: none"> <li>List of students found eligible disaggregated by race/ethnicity and special programs</li> <li>Compare list to previous years</li> <li>Compare list to district wide population</li> </ul> |

| 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?  |
|--|---|--|--|--|
|  | assessments and KOI.  | <ul style="list-style-type: none"> <li>• Screen all 1st graders using KOI</li> <li>• Establish threshold scores based on district norms for KOI</li> </ul>   | <p>Teacher screening data collected by MTSS specialists.</p> <p>District norms identified.</p> |  |
| <p>Increase community awareness and understanding of key TAG concepts.</p> | <p>Integrate TAG vision statement into school-wide information events.</p> <p>Update district and school website to increase the visibility of TAG Program information.</p> | <p>Fall 2023</p> <ul style="list-style-type: none"> <li>• TAG services talking points distributed to principals</li> </ul> <p>Fall 2023</p> <ul style="list-style-type: none"> <li>• District page of TAG Services information updated</li> <li>• Links on school pages updated</li> </ul> | <p>Meeting Agendas</p> <p>Website</p>  | <p>TAG community and family involvement plans will be reviewed by the district student growth and experience team.</p> <ul style="list-style-type: none"> <li>• Feedback from building administrators about conversations with families</li> <li>• Results from family survey</li> </ul> |

| 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?  |
|---|--|---|---|--|
|   | Conduct family information sessions.   | Spring 2025 <ul style="list-style-type: none"> <li>• District meeting about TAG plan</li> <li>• School meeting</li> </ul>   | Meeting Agendas and Participation Records   |  |
| Improve the services provided to students who are eligible for TAG services by improving staff knowledge of TAG characteristics and formative assessment practices and conducting needs assessment on Universal Design for Learning (UDL) implementation. | Train all elementary staff on TAG characteristics<br><br>Train cohort on formative assessment as a process.<br>Conduct UDL | Fall 2024 <ul style="list-style-type: none"> <li>• Train TAG liaisons on TAG characteristics</li> </ul> Winter 2024 <ul style="list-style-type: none"> <li>• Train elementary staff on TAG characteristics</li> </ul> Spring 2025 <ul style="list-style-type: none"> <li>• Train cohort on using Formative Assessment as a Process</li> </ul> Winter 2025 <ul style="list-style-type: none"> <li>• Site based observations</li> </ul> | Participation in training verified.<br><br>Participation in training verified.<br><br>Participation in training verified. | Collection of evidence from administrator’s observations and evaluation of SE3 on 5D Framework.<br><br>Growth of teacher practice as evidenced by evaluation of Assessment for Student Learning (A1-A5) on 5D Framework.<br><br>Collection of Evidence will be evaluated on UDL rubric and action plan will be created |

| 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? |
|----------------|---|---|-------------------------------------|-------------------------------|
|                | Implementation Needs Assessment with Student Growth and Experience Team     | <ul style="list-style-type: none"> <li>School based leadership team self assessments</li> </ul> | Checklist of Collection of Evidence |                               |

**B. Professional Development Plan: Identification**

| Who   | What                                     | Provided by                        | To Whom                                    | When   |
|---|--|------------------------------------|--|--|
| Staff person responsible for TAG identification in your district - Elem, Middle and High Coordinators | Required statewide training              | Oregon Department of Education     |  | Zoom Training - Part 1<br>Zoom Training - Part 2<br>In person training - April 20, 2023 LESD |
| All district licensed   | Understanding the Identification Process | Elem, Middle and High Coordinators | Building Leaders and Building TAG Liaisons | August   |

| Who  | What   | Provided by                        | To Whom  | When                        |
|--|--|------------------------------------|--|-----------------------------|
| educators who are responsible for identification                           | Implementing the Kingore Observation Protocol                      | Elem, Middle and High Coordinators | Building leaders, TAG liaisons, 1st grade teachers | November 2023               |
|  | Facilitating Equity Centered Discourse                             | District Equity Coordinator        | Building Eligibility Determination Teams           | September 2023              |
|  | Identifying Characteristics of High Ability in Diverse Populations | Elem, Middle and High Coordinators | Building Leaders and Building TAG liaisons         | December 2023               |
|  | Understanding the TAG Identification Process                       | School Based TAG liaisons          | Building Staff                                     | October                     |
|  | Identifying Characteristics of High Ability in Diverse Populations | School Based TAG liaisons          | Building Staff                                     | January 2024                |
| Staff who have already been trained in previous years (include if offered) | Refreshers will begin after the 2024-2025 school year              |                                    |  |                             |
|  | Understanding the Identification Process                           | Building TAG Liaison               | Building Staff                                     | September                   |
|  | Implementing the Kingore Observation Protocol                      | District TAG Coordinator           | 1st Grade Teachers                                 | November                    |
|  | Facilitating Equity Centered Discourse                             | District Equity Coordinator        | Eligibility Determination Teams                    | When team determines a need |
|  | Identifying Characteristics  | Building TAG Liaison               | Building Staff                                     | When building leader        |

| Who | What                                   | Provided by | To Whom | When              |
|-----|--|-------------|---------|-------------------|
|     | of High Ability in Diverse Populations |             |         | determines a need |

**C. Family Engagement**

| Comprehensive TAG Programs and Services                                   | Date and/or method of Communication  |
|---|--|
| Identification procedures (including referral process)                    | Posted on the District Website and available at school offices.  |
| Universal Screening/Testing grade levels                                  | Posted on the District Website and available at school offices.  |
| Individual and/or group testing dates                                     | Group testing windows posted on the district website.  |
| Explanation of TAG programs and services available to identified students | Posted on the District Website and available at school offices.<br>Eligibility Determination Letter - sent after eligibility determination<br>Annual Notification Letter - sent in the first 30 days of enrollment |

| <p><b>Comprehensive TAG Programs and Services</b></p>  | <p><b>Date and/or method of Communication</b></p>   |
|--|---|
| <p>Opportunities for families to provide input and discuss programs and services their student receives</p>  | <p>Teacher will ask for input either:</p> <ul style="list-style-type: none"> <li>● By email or phone</li> <li>● At annual conference (if PEP is discussed at that meeting, it will be a draft and family input will be incorporated before the plan is finalized)</li> </ul>  |
| <p>Explanation of the TAG learning plan (Personal Education Plans or Instructional Plans), if available</p>  | <p>Teacher will discuss PEP at conferences:</p> <ul style="list-style-type: none"> <li>● Fall conferences if the student has been found eligible before the fall conferences</li> <li>● Spring conferences if the student has been found eligible after Fall conferences but before Spring conferences</li> </ul> <p>Teacher will share the Instructional Plan in the course syllabus</p> |
| <p>TAG informational events (elementary) - where parents learn about TAG profiles, explanations of district and schools programs and services, etc.</p>  | <p>Fall 2023 - District TAG Information Event<br/>                     Fall 2023 - School Curriculum Nights<br/>                     Winter 2024 - School based TAG Information Event<br/>                     Spring 2024 - Kindergarten Open House</p>  |
| <p>TAG informational events (middle school) - where parents learn about TAG profiles, explanations of services and programs offered to TAG identified students, transition expectations from elementary to middle school, etc.</p> | <p>Fall 2023 - District TAG Information Event<br/>                     Fall 2023 - School Curriculum Nights<br/>                     Spring 2024 - Incoming 6th Grade Open House</p>  |

| Comprehensive TAG Programs and Services   | Date and/or method of Communication  |
|---|--|
| 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. | Fall 2023 - District TAG Information Event<br>Fall 2023 - School Curriculum Nights<br>Spring 2024 - Incoming 9th Grade Open House  |
| Notification to parents of their option to request withdrawal of a student from TAG services  | <ul style="list-style-type: none"> <li>● Included in initial notification of eligibility</li> <li>● Included in annual PEP</li> <li>● Included in annual notification</li> </ul> |
| Notification of the right to file a complaint concerning TAG programs or services, beginning with district-level complaint process  | Posted on the District Website with information available at school offices.   |
| Designated district or building contact to provide district-level TAG plans to families upon request  | See district and school TAG personnel below.   |

**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 Coordinators  | Amy Lesan<br>Kim Johnson<br>Nikki McFarland | <a href="mailto:amy.lesan@corvallis.k12.or.us">amy.lesan@corvallis.k12.or.us</a><br><a href="mailto:kim.johnson@corvallis.k12.or.us">kim.johnson@corvallis.k12.or.us</a><br><a href="mailto:nikki.mcfarland@corvallis.k12.or.us">nikki.mcfarland@corvallis.k12.or.us</a> | 541-757-5811 |
| Person responsible for updating contact information annually on your district website  | Megan Mahoney                               | <a href="mailto:megan.mahoney@corvallis.k12.or.us">megan.mahoney@corvallis.k12.or.us</a>   | 541-757-3865 |
| Person responsible for updating contact information annually on the Department   | Kim Johnson                                 | <a href="mailto:kim.johnson@corvallis.k12.or.us">kim.johnson@corvallis.k12.or.us</a>   | 541-757-5811 |
| Person responsible for sending copies of the district-level TAG plans to building-level personnel (TAG coordinators, principals, etc.) | Amy Lesan                                   | <a href="mailto:amy.lesan@corvallis.k12.or.us">amy.lesan@corvallis.k12.or.us</a>   | 541-757-5811 |
| TAG contact for Adams Elementary School  | Vanessa Boyer                               | <a href="mailto:vanessa.boyer@corvallis.k12.or.us">vanessa.boyer@corvallis.k12.or.us</a>   | 541-757-5838 |
| TAG contact for Bessie Coleman Elementary School   | Erin Ordeman                                | <a href="mailto:erin.ordeman@corvallis.k12.or.us">erin.ordeman@corvallis.k12.or.us</a>   | 541-757-5958 |
| TAG contact for Garfield Elementary School   | TBD   |  | 541-757-5941 |

| Contact Information for District and School TAG Personnel | Name of Contact    | Email Address  | Phone Number |
|---|--------------------|--|--------------|
| TAG contact for Kathryn Jones Elementary School           | Alison Green       | <a href="mailto:alison.green@corvallis.k12.or.us">alison.green@corvallis.k12.or.us</a>             | 541-757-5951 |
| TAG contact for Leticia Carson Elementary School          | Chris Young        | <a href="mailto:chris.young@corvallis.k12.or.us">chris.young@corvallis.k12.or.us</a>               | 541-757-5987 |
| TAG contact for Lincoln Elementary School                 | Amanda Pool        | <a href="mailto:amanda.pool@corvallis.k12.or.us">amanda.pool@corvallis.k12.or.us</a>               | 541-757-5955 |
| TAG contact for Franklin School                           | Michael Baker      | <a href="mailto:michael.baker@corvallis.k12.or.us">michael.baker@corvallis.k12.or.us</a>           | 541-757-5747 |
| TAG contact for Mt. View Elementary School                | Katherine Phillips | <a href="mailto:katherine.phillips@corvallis.k12.or.us">katherine.phillips@corvallis.k12.or.us</a> | 541-766-4760 |
| TAG contact for Linus Pauling Middle School               | Angela Wendlowsky  | <a href="mailto:angela.wendlowsky@corvallis.k12.or.us">angela.wendlowsky@corvallis.k12.or.us</a>   | 541-766-5961 |
| TAG contact for Cheldelin Middle School                   | Liz Wieland        | <a href="mailto:elizabeth.wieland@corvallis.k12.or.us">elizabeth.wieland@corvallis.k12.or.us</a>   | 541-766-5971 |
| TAG contact for Corvallis High School                     | TBD                |  | 541-766-5871 |
| TAG contact for Crescent Valley High School               | TBD                |  | 541-766-5801 |

| Contact Information for District and School TAG Personnel | Name of Contact | Email Address | Phone Number |
|---|-----------------|---------------|--------------|
| TAG contact for College Hill High School                  | TBD             |               | 541-766-5945 |

## 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  |

| Term   | Definition  |
|--|---|
|  | 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 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.  |
| <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</a> (DOK) and Bloom’s Taxonomy.  |
| <a href="#">Depth of Knowledge (DOK)</a>                                     | 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.  |
| <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. |

| Term  | Definition   |
|---|--|
| <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.  |

| Term                                     | Definition   |
|--|--|
| <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.   |
| <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 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.  |