Lake County School District #7
Plan for Talented and Gifted Education

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Section 1: Introduction

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

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

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

Key Terminology

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

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

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

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

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

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

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

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

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

A. Local School Board Policies

Lake County School District's TAG policies can be found on our district website: Lakeview.k12.or.us.

1. Click on the MENU button in the upper right corner.
2. Select DISTRICT OFFICE.
3. Pick SCHOOL BOARD from the drop down menu.
4. Select SCHOOL BOARD POLICIES. At this point you will be redirected to Oregon School Board Association's (OSBA) policy website where our policies are stored. Follow the redirect.
5. Our TAG policies are found under the INSTRUCTION tab in the left hand menu. Click INSTRUCTION.
6. The policies are listed in alphabetical order. There are two TAG policies and three administrative rules (AR). Click on each policy individually: IGBB, IBBBA, IGBBA-AR(1), IGBBA-AR(2), and IGBBA-AR(3).

If you are viewing this document digitally, you can click on each HERE to go directly to our OSBA page.

B. Implementation of Talented & Gifted Education Programs and Services

VISION: Preparing Today for a Successful Tomorrow

MISSION: It is the mission of Lake County School District #7, using the highest educational and ethical standards, to engage all students in meaningful programs in a safe, motivating, and challenging school environment that will build skills for future success in academic and personal excellence, resulting in lifelong learners and productive citizens.

Talented & Gifted Philosophy: We aim to challenge our high-ability students in ways that are unique and meaningful to the individual. Differentiation, enrichment, acceleration, collaboration, and talent development are ways we believe can support students in achieving their best potential.

Differentiation: The TAG program recognizes that high-ability students have unique needs that differ from those of their peers. Differentiation is a key philosophy of the TAG program, as it aims to provide instruction and learning experiences that are tailored to the individual needs and abilities of each student.

Enrichment: The TAG program emphasizes enrichment activities, which are designed to challenge and engage high-ability students beyond the regular curriculum. Enrichment activities may include independent research projects, advanced coursework, or specialized classes in areas such as music, art, or technology.

Acceleration: The TAG program recognizes that some high-ability students may need to accelerate their learning to reach their full potential. Acceleration can take many forms.

Collaboration: The TAG program recognizes that high-ability students benefit from collaboration with peers who share their interests and abilities. Collaboration may involve group projects, peer mentoring, or opportunities to work with professionals in fields related to the student's interests.

Talent Development: The TAG program is focused on identifying and developing the talents and gifts of high-ability students. This may involve providing opportunities for students to explore their interests and passions, and to develop their skills in areas such as leadership, creativity, and problem-solving.

Lakeview Graduate Profile:

LAKEVIEW SENIOR HIGH SCHOOL
GRADUATE PROFILE

CAREER RELATED LEARNING EXPERIENCE

Each student will develop a post secondary plan aligned with academic and career goals in conjunction with personal interests and passion.

GLOBAL CITIZEN

All students will engage in meaningful programs in a safe, motivating, and challenging school environment that will build skills for future success in academic and personal excellence, resulting in lifelong learners and productive citizens to contribute to society through open dialogue regarding diverse issues that impact their community and world.

PERSONAL/ SOCIAL EMOTIONAL

Graduates will have the competencies and resiliency necessary to be able to make self-directed, realistic, and responsible decisions, and to overcome obstacles while recognizing the need for continued growth and perseverance.

EDUCATIONAL

Graduates will gain critical thinking skills to reason through, weigh evidence in order to make complex decisions. They will have effective communication skills through reading, writing, listening and speaking. Students will complete personalized learning and credit requirements as outlined by the state.

LAKE COUNTY SCHOOL DISTRICT NO. 7
1341 SOUTH 1ST STREET
LAKEVIEW, OR 97630
541-947-3347
WWW.LAKEVIEW.K12.OR.US

A copy of our Graduate Profile can be found HERE or requested from our District TAG Coordinator (contact information provided on page 33).

Section 3: Identification of TAG-Eligible Students

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

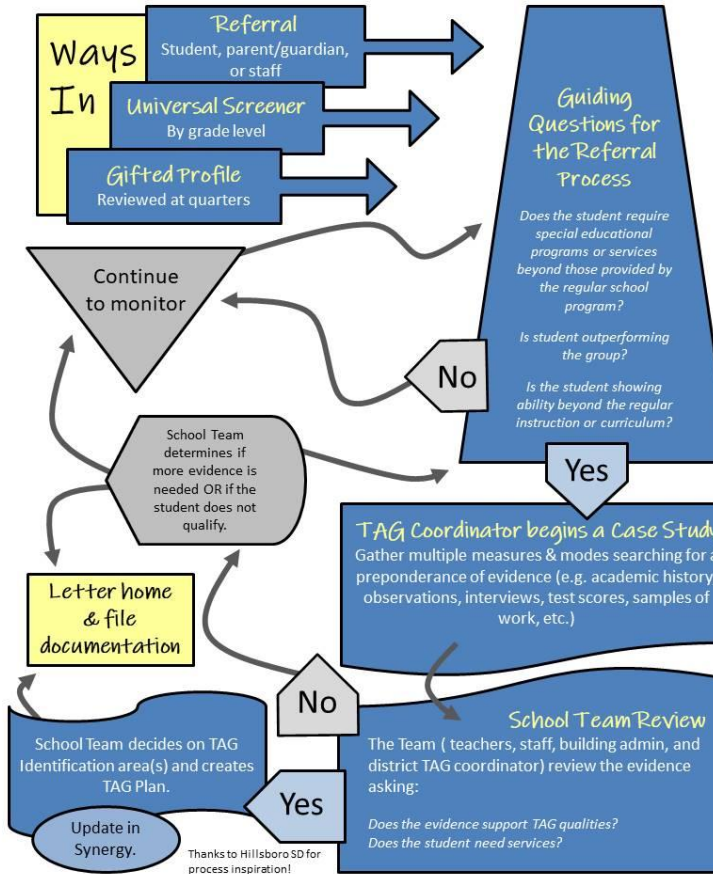## A. District TAG Identification Practices

Identification Practices (OAR 581-022-2500)	Evidence and Explanation of Identification Practices
TAG Identification Process Overview *Aligned to OAR 581-022-2325 (1)*	There are three ways into our TAG Process: ● Referral by student, parents/guardians, or staff ● Universal screeners done yearly at specific grade levels ● Gifted Profiles assessed by teachers at quarter grading periods Guiding questions for the referral process: ● Does the student require special educational programs or services beyond those provided by the regular school program? ● Is the student outperforming their group? ● Is the student showing ability beyond the regular instruction or curriculum? If yes is the answer to any of these questions, the TAG Coordinator begins a Case Study by gathering multiple measures and modes searching for a preponderance of evidence (e.g. academic history, observations, interviews, test scores, samples of work, etc.) If no is the answer to these three questions, we will continue to monitor the student. Once the Case Study has been built, the school team (teacher(s), building administrator, specialists, and district TAG coordinator) will review the evidence asking: ● Does the evidence support TAG qualities? ● Does the student need services?

Identification Practices (OAR 581-022-2500)	Evidence and Explanation of Identification Practices
	The team will use the district's *Preponderance of Evidence* form to work through identification. If the team decides on a TAG Identification in one or more areas, a plan is created. A letter is sent home and all documentation is filed. Updates to the student's Synergy record are made. TAG plans are revisited and updated in the fall of each school year. If the team determines the student is not eligible for TAG services, we can either search for more evidence or continue to monitor. Either way, a letter is sent home and all documentation is filed.

Identification Practices (OAR 581-022-2500)	Evidence and Explanation of Identification Practices
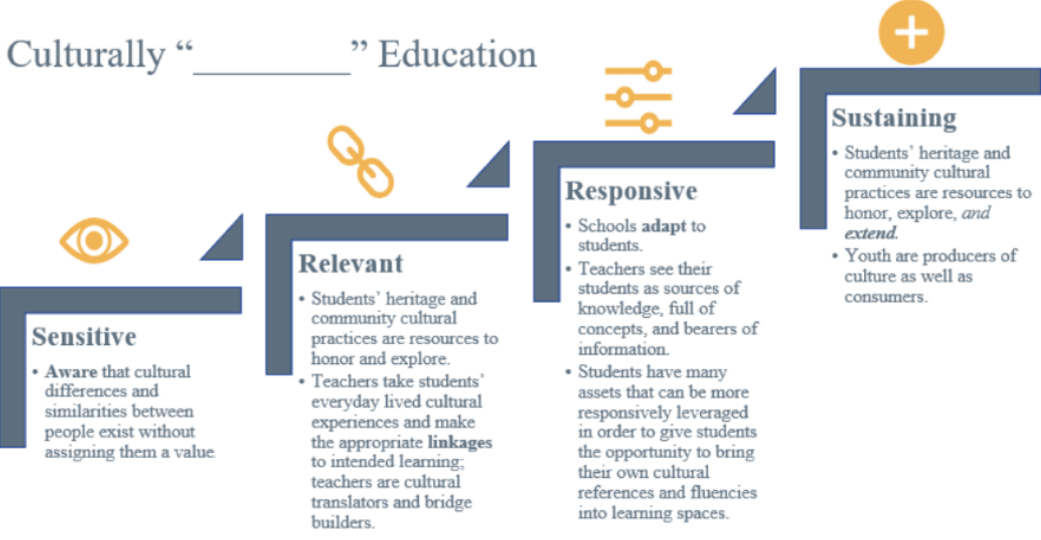
Lake County School District TAG Identification Process

A copy of our TAG Identification Process can be found HERE or requested from our District TAG Coordinator (contact information provided on page 33). |

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

Multiple modes and methods of data collection used in the identification process.
Aligned to OAR 581-022-2325 (2)(b)(c)
	LCDS#7 uses multiple modes and methods of data collection - both qualitative and quantitate - in our identification process. Our methods and practices seek to eliminate the effects of bias in assessment and identification of students from historically underrepresented populations. Our identification process seeks to find evidence of talents and gifts in our students, not reasons to exclude. Additionally, we incorporate assessment tools and procedures that help to inform the creation of an appropriate plan of instruction for students who are identified as TAG. For example, our universal screener, CogAT, provides us with reports that include strengths and weaknesses of students and suggestions of instructional practices that may best support the student. All data collected is documented and kept as part of their permanent record. Below is a list of possible modes and methods of data collection. This is not an exhaustive list:
	● Current and past academic records
	● Student Portfolios
	● Student Profiles
	● Classroom observations
	● Student, parent, and staff anecdotal records, observations, and experiences
	● Local assessments and norms
	● Progress Monitoring
	  ○ K-6 EasyCBM
	  ○ 7-12 STAR
	● Universal Screeners
	  ○ K - State Kindergarten Assessment
	  ○ 2 CogAT
	  ○ 3 - 8, 11(12) OSAS SBAC
	  ○ 5, 8, 11 OSAS OSA
	  ○ 9 CogAT
	● IQ tests
	● PSAT/SAT/ACT/ASVAB
	● Other tests administered by other eligibility programs

Identification Practices (OAR 581-022-2500)	Evidence and Explanation of Identification Practices
Culturally responsive practices specific to identification. *Aligned to OAR* 581-022-2325 (1)(a), (2)(d)(A-E)	There are three ways into our TAG Identification process with the intent of being culturally responsive in our identification of students. This is to support different ways of viewing students. We honor local talent and strive to identify students who are excelling in areas that are unique to Lake County - mechanics, welding, woodworking, as a few examples. We have three checks within our identification process for being culturally responsive and diminishing bias. 1. We ask teachers to look at ALL students in their care using the Gifted Profiles three times each year (fall, winter, and spring grade days). We ask them to specifically consider students who are typically underrepresented in our community (African American, Asian, Latinx, Native American, and SPED). 2. The questions that guide our process are OR, not AND. If YES is the response to any of the guiding questions, the process continues. 3. All universal screener results are reviewed by the classroom teacher, our TAG Coordinator, and at least one other TAG Team member with specific consideration given to our typically underrepresented populations in our community - as identified above. 4. In our TAG Training with ALL staff each fall, we discuss cultural sensitivity and review the *Culturally "_____" Education* document from Center for Assessment as a means of reminding staff of the relationship between culture, curriculum, instruction, and assessment. Our aim is to give value to students' heritage and their cultural uniqueness so that we can honor those in our local context with respect to TAG.

Identification Practices (OAR 581-022-2500)	Evidence and Explanation of Identification Practices
	Credit for *Culturally "___" Education* given to the Center for Assessment. A copy of Center for Assessment's *Culturally "_____" Education* can be found HERE or requested from our District TAG Coordinator (contact information provided on page 33).
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	CogAT - Provides reliable, valid, and accurate data for all students, regardless of language, ethnic background, and socioeconomic status. This test provides detailed information on students' Verbal, Quantitative, and Figural reasoning through multiple, engaging measures that reflect students' potential for learning. Additionally, Riverside Insights, the creator of the CogAT received the 2022 Excellence in Equity Award from the American Council on Education. OSAS - Oregon State's Assessment System uses Smarter Balance testing for English Language Arts and Math. Smarter Balance's core principle is accessibility for students who take the test. Smarter Balance ensures equitable access for students with diverse needs

Identification Practices (OAR 581-022-2500)	Evidence and Explanation of Identification Practices
	and preferences. OSAS uses the Oregon Science Assessment which is aligned to the Next Generation Science Standards.
Methods and practices that minimize or seek to eliminate the effects of bias in assessment and identification practices	Assessment: Our universal screener (CogAT) is given to all students in the 2nd and 9th grade level bands. Additionally, because our opt-out-rate is historically very low - 1.5% in 2022 - We can also use OSAS's SBAC as a universal screener. The CoGAT and OSAS tests are disaggregated to local percentiles. We can also look at data across student population groups, so here in Lakeview, we can look at our traditionally underrepresented students separately and compared to our majority populations. We also remove student names as we look at data to lower bias in decision making.
Universal Screening/Inclusive considerations	Our universal screeners (CogAT and SBAC) are given to all students in a grade level band. The only years missing a universal screener of some sort are 1st, 10th, and 12th grades, but these grades still have two other ways into the TAG identification process. Additionally, as part of our process, we disaggregate our universal screening data by population group so we can focus on students who are traditionally underrepresented. Our goal is to seek and find our high ability students and support teachers in supporting our TAG students.
Assessment data, specifically addressing the use of national norms, local norms, or both in identification data collection	CogAT and OSAS data both use national and local norms in their data collection process. We are able to look at our students in both contexts.
Qualitative data (teacher, parent, and student checklists, observational data, portfolios, and classroom performance, etc.)	*Current and past academic records* - A collection of student's academic records from their Cumulative file will be considered. *Student Portfolios* - Any collection of evidence from the students school or personal work may be considered.

Identification Practices (OAR 581-022-2500)	Evidence and Explanation of Identification Practices
	Gifted Profile Checklists - These profiles specifically ask teachers to look at all of their students three times yearly through the lens of six student profiles, which outline student characteristics that are typically not identified as TAG (Betts & Neihart, 2010, Revised Profiles of the Gifted & Talented): ● The Successful ● The Autonomous Learner ● The Creative ● The Underground ● The Twice-Exceptional ● The At-Risk # Gifted Profiles Oregon Department of Education

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

A copy of ODE's Gifted Profiles can be found HERE or requested from our District TAG Coordinator (contact information provided on page 33).

Student observations data - We may take observation data of the student in various settings.

Student, parent, and staff anecdotal records, observations, and experiences - We will consider anecdotal, observations, and experiences of the student, parent, and staff. Our goal is to gather evidence from those who know the student best. |

Identification Practices (OAR 581-022-2500)	Evidence and Explanation of Identification Practices
A tool or method for determining a threshold of when preponderance of evidence is met.	LCSD#7 will use the *TAG Identification Eligibility Determination - Preponderance of Evidence form* modeled after the Colorado Department of Education's form of the same name to determine if a threshold is met.
TAG Eligibility Team	*Elementary Team:* District TAG Coordinator (or District TAG Team Member), building administrator, classroom teacher, and/or specials teachers (music, STEAM, PE, Special Education, ELL, etc.).* Middle & High School Teams: District TAG Coordinator (or District TAG Team Member), administrator, content teachers, electives teachers, and/or academic or mental health counselor.* *The district Special Education Director may be included on the team if the student is receiving or is being considered for special education services.
Documents that are included in the students' cumulative record file regarding TAG identification and the eligibility teams' process to determine identification	Request for Evaluation form (If used) TAG Identification Consideration Letter Permission to Evaluate for TAG Program form TAG Identification Eligibility Determination - Preponderance of EvidenceThe following documents from the student's cumulative records may be included. This is not an exhaustive list: ● Past grades/report cards ● Portfolio artifacts ● Behavior records (as they support a student's TAG profile) ● Past TAG referrals or documents considered in a TAG identification process ● Evidence of skipping a grade level ● Testing for other qualifying prog

B. Universal Screening/Inclusive Considerations

Key Questions	District Procedure
Is a universal screening instrument used at a specific grade level?	Yes
What is the broad screening instrument and at what grade level is it administered?	CoGAT - 2nd and 9th grades OSAS (KA & SBACK) - K, 3rd-8th, and 11th
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)?	Universal screeners are one way into the process. They are also used in the case study portion of the identification process. We do not have thresholds, but rather consider students' scores as evidence FOR eligibility, not against.

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
Acceleration	Subject: 7th-12th grades (7th-8th guidelines are being written for 2023-24 school year) Whole-grade: K-12th grades as per district policy
Advanced Placement (AP)	11th-12th (See AP section below)
Choice Assignments with depth and complexity	7th-12th in some content areas - as per *Instructional Plans*
Credit by Examination	7th-12th in accordance with school handbook
Cluster Grouping	K-6th in classes with multiple TAG students - in accordance with *Personal Education Plans* 7th-12th in classes with multiple TAG students - in accordance with Instructional Plans
Curriculum Compacting	7th-12th in accordance with school handbook
Differentiated Instruction involving tiers of depth and complexity	K-6th in accordance with *Personal Education Plans* 7th-12th in accordance with *Instructional Plans*
Independent Learning Contracts	K-12th as needed
Honors Courses	9th-12th - currently available for Spanish and English
College Now Courses	9th-12th - Online courses available through KCC, any class in their course catalog provided the student has the prerequisite or has tested out of the prerequisite

Instructional Programs and Services (OAR 581-022-2500)	Evidence and Explanation of Implementation: Grade Level and Content Area
AS Degree by Graduation	10th-12th - We work with KCC to support students in earning their Associates alongside their high school diploma
Dual Credit Program	10th-12th students can earn college credit in a variety of college classes. Please reach out to the Student Services or Counseling office for a current list of courses available for Dual Credit.

B. Advanced Placement (AP) Course Offerings

Name of AP Course	Schools and Grade Levels Offered
AP US History (APUSH)	Open to students in 10th-12th grades

C. International Baccalaureate (IB) Course Offerings

Name of IB Course	Schools and Grade Levels Offered

D. Teacher's Knowledge of TAG Students in Class

Key Questions	District Procedure
What procedures are in place to ensure classroom teachers K – 12 know who the TAG identified students are in their classrooms?	LCSD currently uses LBL's Student Information System. Beginning in the 2023-2024 school year, LCSD will move to Synergy. There is a feature in both systems that allows us to mark students who are identified as TAG. This appears in the teacher's view of their student information page. Additionally, as part of our August Inservice ALL Staff Training each year, teachers will be shown or reminded of this feature. Our District TAG Coordinator or a member of the TAG Team will reach out to teachers with TAG identified students in the fall to make sure that they know how to access and use the information in the district's system.
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?	LCSD provides PD during our August Inservice schedule each year for review of the TAG Process and explanation of the TAG services offered in our district. Our District TAG Coordinator also sends out regular communication to all staff reminding them of upcoming TAG work and events - i.e. time to review our Gifted Profiles for all students in your classes at each academic quarter.
How do teachers determine rate and level needs for students in their classrooms?	Our district uses progress monitoring through EasyCBM (K-6th) and STAR (7th-12th) to determine rate and level in English and Math.

E. Instructional Plans for TAG Students

Key Questions	District Procedure
Are Personal Education Plans (PEPs) required or optional? At which grade levels are PEPs required?	K-6th grade - required 7th-12th grade - may be required if Instructional Plan is not meeting specific needs of student(s)

Key Questions	District Procedure
	A copy of our PEP can be found HERE or requested from our District TAG Coordinator (contact information provided on page 33).
Are Instructional Plans required or optional? Which courses are required to have Instructional Plans?	Instructional Plans (IP) are required for all 7th-12th grade courses. A copy of our IP can be found HERE or requested from our District TAG Coordinator (contact information provided on page 33).
How are families notified regarding the opportunity to discuss the PEP or IP designed for their student's learning?	We invite all students (and their parents) who are currently identified as TAG to meet with our TAG coordinator at the beginning of each school year (August- September). The TAG coordinator, staff (for elementary), student, and parents/guardians review the most recent PEPs/IPs. Student and parent/guardian input is used to make changes to PEPs. IPs are reviewed and classes that may need additional support are identified. As the first term progresses, our TAG Coordinator will follow up with students and classes where additional support may be necessary. Support will be given to classroom teachers to meet those needs. An ongoing invitation is offered for students or parents/guardians to reach out at any time if either are feeling the students needs or plan are not being met or honored. A mid-year meeting invitation is also sent to all families. Additionally, our TAG Coordinator and TAG Team members are available during conferences to support TAG students and their families.

F. Option/Alternative Schools Designed for TAG Identified Students

We do not have such a program.

Program Elements	School Information
[Name of school]	
TAG qualifying criteria for attendance	

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

G. TAG Enrichment Opportunities

TAG Enrichment Opportunities *(Note: After school opportunities do not replace daily TAG instruction and services)*	Explanation of Opportunity

Section 5: Plan for Continuous Improvement

A. District Goals

2022-2023

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?
Establish a TAG Team composed of district administration, teachers, certified staff, special education, current and past students, parents, and community members to create an equitable process for identifying TAG students and advise in the creation of our district TAG plan using local data by January 31, 2023.	District TAG Coordinator will reach out district staff from each building, present and past students, parents, and community members seeking volunteers.	December 2022 to January 2023	Assembling of TAG Team by January 31, 2023	List of TAG Team members

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?
Create a district TAG plan that improves the equitable identification of TAG students and creates an equitable process for meeting the needs of all TAG identified students following all current guidelines and using the required template by May 1, 2023.	ODE Training for our district TAG Coordinator. Training for our TAG Team in new state requirements using ODE's three PowerPoints: Unpacking the Rules, TAG Essentials, and Different vs Differentiation . Current District TAG data. Research into Universal Screeners that will meet our local need.	January 2022 - District TAG Coordinator attends ODE Mandatory Trainings February 2023 - TAG Team members complete training. February to April 2023 TAG Team meets and uses Google Docs to gather information, make decisions, and contribute to the writing of our plan. February and May 2023 - Present TAG work at LCSD Board meetings. April 2023 - Present TAG Plan to	TAG Plan progress shared at February and May School Board meetings. TAG Plan shared with District Superintendent. TAG Plan approved by School Board.	TAG Plan submitted to ODE

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?
		Superintendent for approval. May 2023 - Present TAG Plan to LCSD School Board for approval. May 1, 2023 District TAG Coordinator submits plan to ODE.		
Meet with 100% of our current TAG identified students and their parents to review their current TAG Plans, establish anecdotal data on how our current TAG program is working, and inform them of our new District TAG Plan by July 2023.	Access to district TAG files. Support from District Administration	February to July, 2023	All TAG meetings will be scheduled on the District TAG Coordinator's Google Calendar. Anecdotal notes from each meeting will be kept in a Google folder.	Completion of meetings

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 the equitable identification of TAG students to more than 5 % of our student population by providing training of gifted student characteristics to all district staff who work with students and to district families incorporating the use of local norms level by the end of the 2023-2024 school year.	District TAG Coordinator will provide training to teachers, specialists, and certified staff on the identification of TAG students. District TAG Coordinator will offer TAG informational meetings for students and families.	June 2023 - Present TAG PD Plan to District Administration and add PD to August Inservice Schedule August 2023 - PD provided to all district staff who work with students September 2023-June 024 - Hold three TAG informational meetings for district families.	PD will be discussed and added to the District Inservice Schedule at June 2023 Administration meeting. PD will be completed during District Inservice in August 2023. TAG Informational meetings will be completed three times during the school year.	District TAG identification will increase to more than 5%

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 the equitable instruction of TAG students as measured by anecdotal and satisfaction survey data through the focus and training district wide on our TAG Philosophy: differentiation, enrichment, acceleration, collaboration, and talent development.	Training provided to classroom teachers on how to implement our five core TAG values. Workshops offered to teachers who want or need more support in our five core TAG values.	June 2023 - work with building administration to add trainings to Early Release Wednesday schedule in the fall of 2023 and workshops to the fall, winter, and spring calendars. Fall 2023 - present training for Early Release Wednesdays at each building. Fall, winter, and spring offer workshops for teachers who want or need more support.	Addition of trainings to Early Release Wednesday schedule and workshops to district calendar. Completion of Fall Early Release Wednesday trainings. Completion of Fall, Winter, and Spring workshops.	Improved instruction as measured through anecdotal comments taken at TAG Parent meetings and on satisfaction surveys taken by TAG students in the spring of 2024.
Improve communication with all district	A TAG page will be	August/September	Addition of TAG	Spring survey of district

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?
families about the new process for identifying students as TAG using four different engagement activities throughout the year.	added to our district website. A one-pager explanation and a visual of our TAG Identification Process will accompany the back-to-school information sent home. District TAG Team will set up and maintain tables at each school during Back to School Night. Two TAG information nights will take place throughout the year.	2023 - TAG page added to website August 2023 - One page explanation and TAG Identification Process added to back-to-school information September 2023 - Tables set up and maintained at Back to School Nights Fall 2023 and winter 2024 - TAG Information Nights, try to coordinate these with grade reporting periods	webpage TAG documents added to our back-to-school information Tables at Back to School Night Completion of two TAG Information Nights	families asking about TAG Communication in the past year compared to prior years.

B. Professional Development Plan: Identification

Who	What	Provided by	When
District TAG Coordinator: Jennifer Schulze	Required statewide training Other necessary support	Oregon Department of Education	January 25, 2023 TAG Essentials, Unpacking the Rules, and Different vs Differentiation - In Person January 30, 2023 TAG Essentials, Unpacking the Rules, and Different vs Differentiation - Virtual February 15, 2023 Meeting with Angela Allen regarding Lakeview's TAG Program specifically - Virtual Other training as required, and or as needed - Attend virtually or in-person as feasible
District TAG Coordinator: Jennifer Schulze	OATAG membership and conference attendance	OATAG	Membership - yearly Conference - yearly in October
District TAG Coordinator: Jennifer Schulze AND Building Level Contacts: Brandi Harris Shannon Smith Deb Watts Aleah Elliott Michelle Lee	Training on Identification	District TAG Coordinator	August

Who	What	Provided by	When
All Staff	Training on TAG Identification Process	District TAG Coordinator	August and as necessary
Teachers	Training on PEP and Instructional Planning	District TAG Coordinator	August/September and as necessary

C. Family Engagement

Comprehensive TAG Programs and Services	Date and/or method of Communication
Identification procedures (including referral process)	August & September 2023, January 2024 - District TAG Identification Process and brief one-page explanation of TAG program and how to refer. Provided to families with enrollment paperwork, at the beginning of the year, and in January with semester grades. Additionally, this information is posted on our website.
Universal Screening/Testing grade levels	August & September 2023, January 2024 - Included in our brief one-page explanation. Communicated as above.
Individual and/or group testing dates	CogAT - Fall 2023 SCAC - Spring 2024 Individual dates are communicated via a letter AND email to parents. Group testing dates are shared via Thrill Share and are included in our one-page explanation of TAG program.
Explanation of TAG programs and services available to identified students	August & September 2023, January 2024, and at individual TAG Plan meetings - District TAG Identification process and one-page explanation. Provided to families with enrollment paperwork, at the beginning of the year and in January with semester grades. Additionally, this information is posted on our website. Students and parents are also informed of services available to identified

Comprehensive TAG Programs and Services	Date and/or method of Communication
	students at individual TAG Plan meetings.
Opportunities for families to provide input and discuss programs and services their student receives	Fall 2023 & winter 2024 - Twice yearly at parent/guardian TAG meeting and ongoing invitation to communicate with District TAG Director.
Explanation of the TAG learning plan (Personal Education Plans or Instructional Plans), if available	Fall 2023 & winter 2024, and ongoing - Provided as part of individual TAG Identification meetings AND briefly reviewed at twice yearly parent/guardian TAG meetings.
TAG informational events (elementary) - where parents learn about TAG profiles, explanations of district and schools programs and services, etc.	Daly Days, June Back to School Night/Open House, September Conferences, October & April
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.	Daly Days, June Back to School Night/Open House, September Conferences, October & April
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.	Daly Days, June Back to School Night/Open House, September Conferences, October & April
Notification to parents of their option to request withdrawal of a student from TAG services	Provided at TAG Identification meeting and at yearly TAG Plan Review meeting
Notification of the right to file a complaint concerning TAG programs or services, beginning with district-level complaint process	Provided at TAG Identification meeting and at yearly TAG Plan Review meeting

Comprehensive TAG Programs and Services	Date and/or method of Communication
Designated district or building contact to provide district-level TAG plans to families upon request	District TAG Coordinator and building contact (See contacts 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 Coordinator/Administrator	Jennifer Schulze	schulze.jennifer@lakeview.k12.or.us	(541) 947-2287 ext 244
Person responsible for updating contact information annually on your district website	Jennifer Schulze	schulze.jennifer@lakeview.k12.or.us	(541) 947-2287 ext 244
Person responsible for updating contact information annually on the Department	Jennifer Schulze	schulze.jennifer@lakeview.k12.or.us	(541) 947-2287 ext 244
Person responsible for sending copies of the district-level TAG plans to building-level personnel	Jennifer Schulze	schulze.jennifer@lakeview.k12.or.us	(541) 947-2287 ext 244

Contact Information for District and School TAG Personnel	Name of Contact	Email Address	Phone Number
(TAG coordinators, principals, etc.)			
TAG contact for Lakeview High School	Brandi Harris	harrisb@lakeview.k12.or.us	(541) 947-2287 ext 239
TAG contact for Daly Middle School	Shannon Smith	smiths@lakeview.k12.or.us	(541) 947-2287 ext 106
TAG contact for AD Hay	Deb Watts	wattsd@lakeview.k12.or.us	(541) 947-2551 ext 416
TAG contact for Fremont	Aleah Elliott	elliott.aleah@lakeview.k12.or.us	(541) 947-2136 ext 414
TAG contact for Union	Michelle Lee	leem@lakeview.k12.or.us	(541) 947-2136 ext 412

Appendix: Glossary

Term	Definition
Acceleration (subject)	Above grade-level standards and coursework. For example, a student who takes an advanced high school art class during middle school.
Acceleration (whole-grade)	Grade skipping. For example, a student who moves from 1st grade to 3rd grade (skips

Term	Definition
	the 2nd grade).
Acceleration (standards)	Working ahead on grade-level standards (considerations include: pacing needs and demonstrated levels of mastery on certain grade-level standards). This often occurs within the grade-level course.
Advanced Placement (AP)	College-level coursework with common nationally-normed assessments. AP coursework alone does not meet the needs of all TAG identified students. Differentiated instruction is often implemented to ensure growth and appropriate cognitive demand.
Choice Assignments	A selection of standards-based learning options/projects based on student interest and/or development that includes depth and complexity to address both motivation to learn and cognitive demand.
Cluster Grouping	TAG identified students are intentionally placed together into mixed ability classrooms. The structure of this educational practice allows students to have peer-alike time together to address both academic and social-emotional needs.
Credit by Examination	Students receive high school or college credit based on mastery of prior learning as measured through end of course examinations. District policies, assessment formats, and requirements may vary. Please check your local district policy.
Curriculum Compacting (sometimes referred to as Compacted Curriculum)	Honoring prior learning, typically measured through pre-assessments, by allowing students to skip lessons/standards where mastery has been met and providing opportunities to focus on standards in the current unit/curriculum that have not been mastered yet.
Depth and Complexity	A general framework to assess level of rigor specific to cognitive demand. Common frameworks include Webb's Depth Of Knowledge (DOK) and Bloom's Taxonomy.
Depth of Knowledge (DOK)	A framework developed by Dr. Norman Webb to assess the level of rigor for standards, projects, assignments, and exams.

Term	Definition
Differentiated Instruction (involving tiers of depth and complexity)	Instruction and learning options designed to reflect the needs of students specific to current learning evidence/data that fosters academic growth. Educators may differentiate content, process, product, and environment to accommodate needs of learning.
Flexible Readiness Grouping	A strategic strategy designed to group students according to best fit instructional needs and student discourse opportunities.
Formative Assessment as a Process	Intentional teaching and learning practices in the classroom used by both teachers and students. Moment-by-moment evidence of student learning and thinking is used to inform and adjust teaching and learning. Descriptive feedback, established success criteria, and clear learning goals are essential.
Independent Learning Contracts	An agreement between student and teacher that outlines individual learning opportunities and outcomes for the student. This strategy is commonly used when a student has demonstrated mastery of a unit that is currently being taught (i.e. student has already read the novel that is being taught in a particular grade level)
Instructional Plans (IPs)	Communicates instructional strategies and services of how the teacher meets the needs of *all* TAG identified students in a particular course. Typically utilized at the secondary level.
International Baccalaureate(IB)	College level coursework with common internationally-normed assessments. IB coursework alone does not meet the needs of all TAG identified students. Differentiated instruction is often implemented to ensure growth and appropriate cognitive demand.
Kaplan's Icons of Depth and Complexity	Icons/tools used to provide a visual prompt that promotes thinking from various perspectives, designed to achieve in-depth learning opportunities. Often used as a schoolwide program where all teachers, classroom support staff, and students are taught how to interact with and use the icons.

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

Term	Definition
	through the curriculum after being placed at the appropriate level. A student's rate will vary depending on subject, interest, level of difficulty and point in the learning process.
Scaffolding or Tiered Instruction	An instructional method that varies the level of learning (depth and complexity) of the assignment to provide all students an opportunity to engage in productive struggle and find success in academic growth.