



Plan for Talented and Gifted Education 2023-2025

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Section 1: Introduction



**Section 2:
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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's 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

Our Siuslaw School Board adopts and regularly reviews policies and procedures regarding TAG programs. The policies that define TAG for our district are linked below:

- [IGBB](#)
- [IGBB-AR](#)
- [IGBBA](#)
- [IGBBA-AR](#)
- [JECBD-AR](#)

B. Implementation of Talented & Gifted Education Programs and Services

The Siuslaw School District's Mission Statement is "Motivating and preparing all students to reach their greatest potential."

The guiding principles are:

- We believe that all children, through their unique strengths and talents, have value and can learn.
- We believe in high standards and expectations, and accountability for all.
- We believe in providing a safe, positive, and mutually respectful educational environment.
- We believe that involvement of the entire community is essential to our student's success.
- We believe that quality communication and collaboration are critical to the educational process.
- We believe in a highly trained and well qualified staff.

Strategic Directions:

- 1) All students are future ready
- 2) All students and staff are engaged and challenged in a safe environment of mutual respect and dignity
- 3) All families and community members actively participate in the education of our children
- 4) All students and staff will be included in a network of ongoing communication in order to provide relevant information.

Siuslaw School District 97J Talented and Gifted Program Vision:

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.

Talented and Gifted Educational Philosophy:

The Talented and Gifted Education Act was passed by the State of Oregon during the 1987 legislative session. It outlines the educational requirements for providing service to the needs of talented and gifted students. This law directs assessment, planning, and implementation/evaluation of TAG programs. The result is that an individualized plan is set up based on assessed strengths, and the regular classroom teacher differentiates for accelerated learning provided directly in the classroom. TAG is no longer a pull-out enrichment program; it is intended to set up acceleration within a General Education setting.

The heart of the TAG program within Siuslaw School District is the creation and case management of the student's TAG Plan. This plan allows for student confidentiality, and an individualized view of how to provide for the student's learning needs. The goal is a plan that can move seamlessly across the years, and updates can be made as needed. The philosophy is one of integration and a community of learners.

Section 3: Identification of TAG-Eligible Students



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

A. District TAG Identification Practices

Identification Practices (OAR 581-022-2500)	Evidence and Explanation of Identification Practices
<p>TAG Identification Process Overview Aligned to OAR 581-022-2325 (1)</p>	<p align="center">Siuslaw School District K-12 TAG Identification Process</p> <p align="center">The TAG evaluation process may be initiated by: a parent, school personnel, a high school student, or by scoring in the 90th percentile or higher using local norms on a state assessment or a cognitive ability test.</p> <p align="center">Options for Evidence:</p> <div style="display: flex; flex-wrap: wrap; justify-content: space-around;"> <div style="border: 1px solid #ccc; border-radius: 10px; padding: 5px; margin: 5px;">Classroom data, work samples, local assessments</div> <div style="border: 1px solid #ccc; border-radius: 10px; padding: 5px; margin: 5px;">Star Reading & Math</div> <div style="border: 1px solid #ccc; border-radius: 10px; padding: 5px; margin: 5px;">Easy CBM Reading & Math</div> <div style="border: 1px solid #ccc; border-radius: 10px; padding: 5px; margin: 5px;">Kingore Observation Inventory</div> <div style="border: 1px solid #ccc; border-radius: 10px; padding: 5px; margin: 5px;">Rating scale, Parent survey, Student interview</div> <div style="border: 1px solid #ccc; border-radius: 10px; padding: 5px; margin: 5px;">CogAT Screener, 3rd Grade 90th percentile Using local Norms</div> <div style="border: 1px solid #ccc; border-radius: 10px; padding: 5px; margin: 5px;">Smarter Balanced Assessment 90th percentile Using local Norms</div> <div style="border: 1px solid #ccc; border-radius: 10px; padding: 5px; margin: 5px;">KBIT2 with parent permission 97th percentile</div> <div style="border: 1px solid #ccc; border-radius: 10px; padding: 5px; margin: 5px;">Social Emotional Rating Scales</div> </div> <p align="center">Referral Process:</p> <div style="text-align: center;"> <p>Classroom teacher and TAG Coordinator build body of evidence. Multiple pieces are required for final TAG determination. No single test score will be the sole criteria for identification.</p> <p>TAG Review Team determines eligibility. This team consists of at least 3 of the following: Classroom teachers, TAG Coordinator, TAG Representative, Administrator, Director of Special Services</p> </div> <div style="display: flex; justify-content: space-around; margin-top: 10px;"> <div style="text-align: center;"> <p>Evidence does not support TAG identification at this time</p> <p>Parent notification Letter of Non-eligibility sent</p> </div> <div style="text-align: center;"> <p>Evidence supports TAG identification</p> <p>Parent notification Consent for services TAG plan meeting TAG plan and flag added to Synergy</p> </div> <div style="text-align: center;"> <p>Undecided - Additional information is needed to determine TAG eligibility.</p> <p>Parent Notification Timeline established to collect and review additional evidence</p> </div> </div>

Identification Practices (OAR 581-022-2500)	Evidence and Explanation of Identification Practices
	<p>TAG EVALUATION PROCESS:</p> <p>Step 1 - Screening/Referral for Evaluation</p> <ul style="list-style-type: none"> ● Based on local norms, students who score at the 90th percentile or higher on state benchmark tests or a cognitive ability test are screened for referral by the TAG Coordinator and teacher. ● A parent, school personnel, or a high school student can fill out a Referral for TAG Evaluation if there is a belief that the student displays characteristics of giftedness. These referral forms are posted on the Siuslaw School District TAG website along with a parent survey. <p>The teachers and TAG coordinator will provide evidence that will be considered as part of the evaluation process. The body of evidence collected may include the following options:</p> <ul style="list-style-type: none"> ● Classroom data (work samples, local assessments) ● Star Reading and Math scores ● Easy CBM scores ● Kingore Observation Inventory ● Rating scales, parent survey, student interview ● CogAT screener ● Scores from state benchmark tests (Smarter Balanced Assessments) ● KBIT2 (with parent permission) ● Social Emotional needs rating scales <p>Step 2 – Evaluation</p> <p>After all evidence is collected, the TAG coordinator will convene the TAG Eligibility Team to evaluate all the information available and determine eligibility. The team will consist of at least 3 of the following: classroom teachers, TAG Coordinator, TAG Representative, Administrator, and Director of Services. A record of the team's decision, and the data used by the team to make the decision will be recorded on the Siuslaw School District TAG Identification Eligibility Determination - Preponderance of Evidence form, and will become part of the educational record for each student considered.</p>

Identification Practices (OAR 581-022-2500)	Evidence and Explanation of Identification Practices
	<p>Step 3 - Identification Final identification as Academically Talented or as Intellectually Gifted will be based upon the combined evidence collected during the evaluation process. No single test score will be the sole criteria for identification. Parents will be notified of all decisions.</p> <p>Step 4 - TAG Plan Meeting If the student qualifies for TAG services, the TAG Coordinator will arrange a meeting to write an individualized TAG plan. Teachers, parents, and the student will be invited to attend this meeting and provide input. The TAG plan can be reviewed and updated as needed. It will be posted in Synergy.</p>
<p>Multiple modes and methods of data collection used in the identification process. <i>Aligned to OAR 581-022-2325 (2)(b)(c)</i></p>	<p>Data may be collected using the following modes and methods:</p> <ul style="list-style-type: none"> ● Classroom data (work samples, local assessments) ● Star Reading and Math scores ● Easy CBM scores ● Kingore Observation Inventory ● Rating scales, parent survey, student interview ● CogAT screener ● Scores from state benchmark tests (Smarter Balanced Assessments) ● KBIT2 (with parent permission) ● Social Emotional needs rating scales
<p>Culturally responsive practices specific to identification. <i>Aligned to OAR 581-022-2325 (1)(a), (2)(d)(A-E)</i></p>	<p>Minimize and/or eliminate bias by providing Universal Screening at grade level 3, multiple measures of identification, use local norms, and review of local data for significant disproportionality.</p>

Identification Practices (OAR 581-022-2500)	Evidence and Explanation of Identification Practices
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	Using local and national norms, the following tools and instruments will be utilized: <ul style="list-style-type: none"> ● Kingore Observation (grades K-2) ● Cognitive Abilities Test (CogAT), universal screening at grade 3 ● Smarter Balanced Assessment ● Easy CBM ● Renaissance Star Reading and Math assessments
Methods and practices that minimize or seek to eliminate the effects of bias in assessment and identification practices	Local norms, multiple measures, professional development in identification practice, annual review of local data for significant disproportionality
Universal Screening/Inclusive considerations	Cognitive Abilities Test (CogAT) Universal Screening Tool at grade 3
Assessment data, specifically addressing the use of national norms, local norms, or both in identification data collection	Using local and national norms, the following tools and instruments will be utilized: <ul style="list-style-type: none"> ● Kingore Observation (grades K-2) ● Cognitive Abilities Test (CogAT), universal screening at grade 3 ● Cognitive Intelligence Test (KBIT or Woodcock Johnson) ● Smarter Balanced Assessment ● Easy CBM ● Renaissance Star Reading and Math assessments
Qualitative data (teacher, parent, and student checklists, observational data, portfolios, and classroom performance, etc.)	Qualitative data may be collected through: teacher survey/checklist, parent survey/checklist, student interview, and student performance observation. This data will be stored in the student's TAG file/portfolio.

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.	<p>The purpose of this tool is to organize all the data collected during the identification process with the end goal of determining if the student shows a pattern of need, or preponderance of evidence, to receive instructional services or programs that foster academic growth and appropriate challenge.</p> <p>Siuslaw School District TAG Identification Eligibility Determination - Preponderance of Evidence</p>
TAG Eligibility Team	<p>The TAG Eligibility Team will consist of at least 3 of the following: classroom teachers, TAG Coordinator, TAG Representative, Administrator, and Director of Services</p>
Documents that are included in the students' cumulative record file regarding TAG identification and the eligibility teams' process to determine identification	<p>All documentation of referral, evaluation, and identification is maintained at the school level in the student's cumulative records. The TAG students cumulative record file includes, but is not limited to, the following:</p> <ul style="list-style-type: none"> Records of the body of evidence used to determine TAG identification Copies of any letters or communications sent to parents pertaining to TAG Copies of all TAG official forms about that student Copies of any official test scores collected Copies of the TAG Plan for each student

B. Universal Screening/Inclusive Considerations

Key Questions	District Procedure
<p>Is a universal screening instrument used at a specific grade level?</p>	<p>The CogAT Universal Screening Tool will be used at the third grade level. The Cognitive Abilities Test (CogAT) measures the development of reasoning abilities that are essential for success in school: verbal reasoning, quantitative (mathematical), and nonverbal (figural) reasoning. The results of the screener provide a composite score (total score for all three batteries), an age percentile rank (APR) which is a national normative sample, and a Local Percentile Rank (LPR).</p>
<p>What is the broad screening instrument and at what grade level is it administered?</p>	<p>The CogAT Universal Screening Tool will be used at the third grade level for all students.</p>
<p>How is the screener used in the identification process (i.e. what percentile threshold, if any, is used to initiate the eligibility process; and how are percentiles used to promote, rather than extinguish, eligibility)?</p>	<p>Results from the CogAT Screener will be reviewed by the TAG Coordinator for scores at/above 90th percentile, using the local percentile rank (LPR). At that point the TAG Coordinator will begin a case study for any student at/above the 90th LPR. If there is evidence to support a TAG identification, evidence will be collected and the TAG Review Team will meet to determine eligibility.</p>

C. Portability of TAG Identification

Key Questions	District Policy and Practices
<p>Does your district accept TAG identification from other districts in Oregon?</p>	<p>Students previously identified in other districts or states will be honored in the Siuslaw School District. However, the identification procedure must include multiple pieces of evidence that are recognizable as equivalent to Siuslaw procedures. Upon enrollment, the TAG coordinator will review the student’s file. If the student falls significantly below local norms, additional screening may happen. Although the evidence for identification from a prior district may not be present in the cumulative file, there must be written documentation which supports the identification as described in the OARs. If the parent has questions regarding missing pieces of evidence, he or she should consult with the school's principal and/or TAG Coordinator.</p>
<p>Does your district accept TAG identification from other states?</p>	<p>Students previously identified in other districts or states will be honored in the Siuslaw School District. However, the identification procedure must include multiple pieces of evidence that are recognizable as equivalent to Siuslaw procedures. Upon enrollment, the TAG coordinator will review the student’s file. If the student falls significantly below local norms, additional screening may happen. Although the evidence for identification from a prior district may not be present in the cumulative file, there must be written documentation which supports the identification as described in the OARs. If the parent has questions regarding missing pieces of evidence, he or she should consult with the school's principal and/or TAG Coordinator.</p>
<p>Do local norms influence the decision to honor identification from other districts and states?</p>	<p>Local norms may influence the decision to continue eligibility if the student’s scores are significantly below local norms.</p>

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
Differentiated Instruction involving tiers of depth and complexity	Differentiated instruction involving tiers of depth and complexity is a service that can be provided for TAG students at all grade levels, and in all content areas. Instruction and learning options are 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.
Scaffolding or Tiered Instruction	Scaffolding or Tiered Instruction is a service that can be provided for TAG students at all grade levels, and in all content areas. This method 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.
Subject acceleration	Subject acceleration is provided in the area of math beginning in 5th grade. Students are provided with above grade-level standards and coursework. Acceleration in other content areas and grade levels may also be written into a students TAG plan if needed.
Cluster Grouping	Cluster grouping may be used at any grade level and any content area. TAG identified students are intentionally placed together to allow students to have peer-alike time to address both academic and social-emotional needs.
Compacting of the curriculum	Compacting the curriculum can be written into a student’s TAG plan for any content area and any level. This honors prior learning, typically measured through pre-assessments, by allowing the student to skip lessons/standards where mastery has been met. The student is provided with opportunities to focus on standards in the current unit/curriculum that have not been mastered yet.

Instructional Programs and Services (OAR 581-022-2500)	Evidence and Explanation of Implementation: Grade Level and Content Area
Higher level questioning (Bloom’s taxonomy)	Higher level questioning can be used at any grade level and any content area. This requires the student’s answers that go beyond simple information, requiring more complex language and thinking.
Independent study, project, or choice assignment with depth and complexity	Independent study projects can be used at any grade level and any content area. These typically involve an independent learning contract 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.

B. Advanced Placement (AP) Course Offerings

Name of AP Course	Schools and Grade Levels Offered
AP Literature and Composition	Siuslaw High School, Grade 11

C. International Baccalaureate (IB) Course Offerings

Not applicable

D. Teacher’s Knowledge of TAG Students in Class

Key Questions	District Procedure
<p>What procedures are in place to ensure classroom teachers K – 12 know who the TAG identified students are in their classrooms?</p>	<p>Teachers are part of the team that creates TAG plans, and are typically involved in the full referral and eligibility process. For the following years, the plan is managed and shared by the TAG Coordinator. Teachers are expected to review and consult as needed on the individualized plans for all students in their classrooms who have specialized plans, and this includes TAG. Teachers can also identify TAG students when viewing the student data page in Synergy. An alert symbol indicates TAG on the identified students. By clicking on the symbol, staff members have access to the TAG plan, including suggestions for differentiation in the classroom.</p>
<p>What procedures are in place to ensure classroom teachers K – 12 know where they can get support if needed, specific to the TAG services the district offers?</p>	<p>Teachers K-12 can receive support from the TAG Coordinator and/or TAG representatives. At the elementary level, teachers K-2 and 3-5 have a designated TAG representative for support. Staff are notified which staff members are in these roles during In-service week through email and at the Welcome Back meeting in each building. The contact information for these staff members is also posted on the Siuslaw School District TAG website. https://www.siuslaw.k12.or.us/page/talented-and-gifted-tag</p>
<p>How do teachers determine rate and level needs for students in their classrooms?</p>	<p>Students are pre-assessed for rate and level needs using tools such as STAR Reading, STAR Math, Easy CBM, ALEKS, and pre-assessments that align with adopted curriculum. Teachers may also consult with previous teachers to gain insight on incoming rate and level needs, and how those needs were previously met.</p>

E. Instructional Plans for TAG Students

Key Questions	District Procedure
<p>Are Personal Education Plans (PEPs) required or optional? At which grade levels are PEPs required?</p>	<p>Personal Education Plans (PEPs) are required for all students identified as TAG, grades K-8. These students will have a PEP created by the school team (including parents) to best respond to their learning needs. TAG plans will be available to staff digitally via the Synergy database. Each plan will identify the student’s area of TAG qualification, the goal of TAG services, student strengths, and provide strategies and instructional accommodations or modifications that teachers can use to support the student.</p>
<p>Are Instructional Plans required or optional? Which courses are required to have Instructional Plans?</p>	<p>Instructional Plans (IPs) are optional. IPs communicate how the teacher meets the needs of all TAG identified students in a particular course. These are more typically utilized at the secondary level.</p>
<p>How are families notified regarding the opportunity to discuss the PEP or IP designed for their student’s learning?</p>	<p>Families of newly identified TAG students are invited to participate in the writing of the initial Personalized Education Plan. As a follow up, all families of TAG students will receive a Back to School letter from the TAG Coordinator in September of each year. This letter will have the dates of Fall conferences, which is an opportunity to provide input and discuss the personalized education plan, and services their student receives. The letter also suggests that parents reach out to teachers if they would like to have a meeting prior to conferences to discuss TAG services or updating the plan. The TAG Coordinator is available to attend these meetings on a first come first served basis.</p>

F. Option/Alternative Schools Designed for TAG Identified Students

Not applicable

G. TAG Enrichment Opportunities

TAG Enrichment Opportunities <i>(Note: After school opportunities do not replace daily TAG instruction and services)</i>	Explanation of Opportunity
Noetic Math Learning Contest	This math problem-solving contest is held twice annually during school hours for select students in grades 3-8. More information can be found at Noetic Math Learning Contest
Oregon Battle of the Books (OBOB)	Teams are formed at the elementary, middle, and high school level each Fall, and students compete in the Spring. Students meet during school hours. More information can be found at https://www.oregonbattleofthebooks.org/
Chess Club	Siuslaw Elementary, Middle, and High School all have a chess club for students to learn and practice their chess skills.
Library and Media Services Activities	Access free maker space activities, virtual field trips, and library resources at https://www.siuslaw.k12.or.us/page/library-media-services
Elementary Leadership Opportunities	Siuslaw Elementary School has a Viking Leader Program for 4th and 5th graders.
Middle School Leadership Opportunities	Siuslaw Middle School has the W.E.B. Program for 8th graders (Where Everyone Belongs).
High School Leadership Opportunities	Siuslaw High School Interact Club - Interact Clubs bring together young people ages 12 to 18 to develop leadership skills while discovering the power of Service Above Self. Interact clubs organize at least two projects every year. One that helps their school or community, and one that promotes international understanding. Rotary Club sponsors mentor and guide

TAG Enrichment Opportunities <i>(Note: After school opportunities do not replace daily TAG instruction and services)</i>	Explanation of Opportunity
	<p>Interactors as they carry out projects and develop leadership skills.</p> <p>Siuslaw High School Key Club - Key Club members around the world are learning how to lead and stand for what's right through service and volunteerism. In partnership with their local Kiwanis Club, high school students are making a positive impact as they serve others in their schools and communities.</p>
Theatre Club	Available for Middle School and High School students
Writing Contests	<p>Elks Club Essay Contest for 5th-8th graders.</p> <p>VFW Patriot's Pen essay for 6th-8th graders</p>
Builder's Club	Offered at the Middle School, sponsored by Kiwanis
Spanish Club	Offered to Middle School and High School students
Science Club	Offered at the Middle School, after school

TAG Enrichment Opportunities <i>(Note: After school opportunities do not replace daily TAG instruction and services)</i>	Explanation of Opportunity
American Sign Language Club	<p>This club is a place where High School students share the collective goal of learning and understanding the basics of American Sign Language. They meet to discuss the deaf culture, communicate with their hands, and have fun! There is also the ASL Google Classroom available for students or staff who want to practice or learn ASL at their own pace or use the games and videos in their classroom.</p>
Business of Art	<p>Offered to High School students, the emphasis is on the Business of Art; although, there is time to work on art projects, too.</p>
D20 (Tabletop Games)	<p>This High School after-school club is intended to provide a space for high school students to play and share various "tabletop" games as well as engage with others who share a passion for imagination, strategy, and friendly competition. While they might be including other games in the future, the focus is on checkers, chess, Dungeons and Dragons, Magic: The Gathering, and several board games.</p>
The GSA Club	<p>The GSA Club (<i>Gay Strait Alliance / Gender Sexualities Alliance</i>) at SHS is a student-led club that provides a safe and welcoming space for any student who wants to talk about issues related to sexual orientation or gender identity and expression. They do fun activities, watch movies, eat snacks, and talk about what's going on in their lives. Everyone is welcome to join regardless of identity.</p>

TAG Enrichment Opportunities <i>(Note: After school opportunities do not replace daily TAG instruction and services)</i>	Explanation of Opportunity
E-Sports	<p>Siuslaw High School's ESports' inaugural season was 2021-2022. They have two competing teams. The first is in Apex Legends. They compete in a weekly floating competitive platform with other schools west of the Rockies. The second team is a Super Smash Bros. team. They compete in a formal league on the PlayVS Platform.</p>
Knitting Club	<p>The Siuslaw High School Knitting Club makes knitted hats to donate to people in need in our community. Everyone is welcome to join. You do not need to know how to knit--they will teach you!</p>
The Nerd Squad	<p>The Siuslaw High School Nerd Squad began in 2019. Any Siuslaw student is welcome to come into the Business Tech Lab and check out, learn, and create any and everything tech.</p> <p>Activities may include digital graphic design, video gaming, digital filmmaking, 3-D printing in plastics and resin, garment printing, and many more maker space-type tech activities.</p>
National Honor Society (NHS)	<p>Students in grades 10–12 who meet the requirements for membership outlined by our school's chapter are eligible to be invited for membership. You can become a member through a local selection process that concludes with induction into the school's NHS chapter. Through exclusive resources, programs, and services, members have a unique</p>

TAG Enrichment Opportunities <i>(Note: After school opportunities do not replace daily TAG instruction and services)</i>	Explanation of Opportunity
	opportunity to prepare for college and career pursuits. Membership truly lays the groundwork for lifelong success.

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>By Fall 2023, we will improve our equitable TAG identification practices by establishing the local norms for Siuslaw School District based on Oregon State Benchmark testing, and will use those local norms to set the cut scores for our identification process.</p>	<p>The Special Programs Office will complete a full review of Siuslaw OSAS scores, setting of norms for cut scores, and publishing that out for TAG specialists and teachers to use in identification. This process will occur annually.</p>	<p>June/July 2023- Special Programs Office will gather Siuslaw OSAS data, and sort for local norms of the 90th percentile. These norms will then be translated into cut scores to use for TAG identification. Students who scored at or above the local norm for the 90th percentile will be referred to The District TAG Coordinator.</p>	<p>Completion of cut score norming by June/July 2023.</p> <p>List compiled and referred to TAG Coordinator by August 2023.</p> <p>Revising district documents specific to identification to include use of local norms.</p>	<p>TAG Coordinator will review previous years of identification, and compare that to the data from this year using local norms.</p>

Goal Statement	What special programs or services will be provided to accomplish the goals?	Implementation Timeline	How will progress be measured?	How will success be measured?
<p>By Spring 2024, we will improve equitable TAG identification strategies by implementing a universal screening tool and process at the third grade level for all students, using the Cognitive Abilities Test (CogAT).</p>	<p>Professional development from ODE for TAG Specialists on the identification process to be completed in February of each year.</p> <p>Professional development and training time for TAG Specialists in delivering the CogAT to students.</p> <p>Third Grade Team training on the implementation of the screening process delivered by the Siuslaw TAG team.</p>	<p>February 2023, TAG Specialists attend ODE training on identification, and schedule time to team lead professional development on the implementation of the screening.</p> <p>By October 2023, CogAT training completed.</p> <p>By September 2023 create a calendar of screening and activities.</p>	<p>Completion of third grade universal screening activities.</p>	<p>Identification at third grade level to the percentage of students expected to be achieving at or above the 97th percentile.</p>

Goal Statement	What special programs or services will be provided to accomplish the goals?	Implementation Timeline	How will progress be measured?	How will success be measured?
<p>By the end of SY 2023-24, we will improve our programs and services for TAG students by providing professional development to teachers, education specialists, and classroom support staff that increase their effective use of TAG instructional strategies.</p>	<p>TAG Specialists will identify key instructional strategies, and then provide training specific to instructional practices that promote and foster academic growth for students identified as TAG</p>	<p>August, October, or February 2023-24</p> <p>3 trainings presented during principal-led staff meetings across all buildings</p> <p>February 2023: Presentation of updated SY 2023-2025 TAG Plan to Siuslaw SD School Board for questions and feedback.</p>	<p>Completion of three trainings with staff sign-in for accountability</p>	<p>Classroom observations and walkthrough protocols note examples of instructional practices observed.</p> <p>Evaluation documents for annual teacher reviews includes instructional strategies for TAG.</p>

B. Professional Development Plan: Identification

Who	What	Provided by	When
TAG Coordinator	Required statewide training	Oregon Department of Education	9/29/2022 TAG Essentials, Zoom 10/4/2022 Different vs. Differentiation, Zoom 1/30/2023 Unpacking the Rules, Zoom
Elementary TAG Representatives	Training on Identification	Oregon Department of Education	February of each year
Staff who have already been trained in previous years (include if offered)	N/A		

C. Family Engagement

Comprehensive TAG Programs and Services	Date and/or method of Communication
<p>Describe district procedures for communicating with families.</p> <ol style="list-style-type: none"> 1. Does the district communicate with families in their home language? 2. What languages does the district routinely use translation services for to communicate with families? 	<ol style="list-style-type: none"> 1. Siuslaw SD provides translation for families via: Printed materials, Interpretation at meetings (live interpreter as available, digital interpretation for other needs) 2. Siuslaw routinely translates for our families who speak Spanish as their language of origin.
<p>Identification procedures (including referral process)</p>	<p>TAG identification procedures (including the referral process) are on the Siuslaw School District TAG website, and will be updated each Fall. In addition, the TAG coordinator will be available at school wide/district wide community events to provide information about TAG identification procedures to families attending (for example: Open House, Family Game Night, STEAM Fair).</p>
<p>Universal Screening/Testing grade levels</p>	<p>At the third grade level, a parent letter is sent home in the Fall to notify families of the CogAT screening. A follow up letter is sent home the week before testing.</p>
<p>Individual and/or group testing dates</p>	<p>Individual testing - When a student is referred for TAG evaluation the parent is notified with a phone call, and receives the Notification of TAG referral letter, and Permission to evaluate form. The individual testing date is set after return of the permission to evaluate form. This timeline is outlined in the Notification of TAG referral letter. The parent will also be notified after testing is complete, when the TAG Review Team is preparing to meet to consider eligibility.</p> <p>Group testing - At the third grade level a parent letter is sent home in October to notify</p>

Comprehensive TAG Programs and Services	Date and/or method of Communication
	families of the CogAT screening that will be given in November. A follow up letter is sent home the week before testing.
Explanation of TAG programs and services available to identified students	<p>TAG programs and services available are discussed at the initial TAG plan meeting with the parents, TAG Coordinator, teachers, and student.</p> <p>The TAG Coordinator will publish a TAG Newsletter in November, February, and May of each year. A digital copy will be emailed to families of TAG students and posted on the Siuslaw School District TAG website. Each TAG Newsletter will have an explanation of TAG programs, services, and enrichment opportunities available.</p> <p>In addition, the TAG coordinator will be available at school wide/district wide community events to provide information about TAG identification procedures to families attending (for example: Open House, Family Game Night, STEAM Fair).</p>
Opportunities for families to provide input and discuss programs and services their student receives	All families of TAG students will receive a Back to School letter from the TAG Coordinator in September. This letter will have the dates of Fall conferences, which is an opportunity to provide input and discuss programs and services their student receives. The letter also suggests that parents reach out to teachers if they would like to have a meeting prior to conferences to discuss TAG services or updating the TAG plan. The TAG Coordinator is available to attend these meetings on a first come first served basis.
Explanation of the TAG learning plan (Personal Education Plans or Instructional Plans)	The TAG learning plan is discussed at the initial TAG plan meeting with the parents, TAG Coordinator, teachers, and student.
TAG informational events (elementary) - where parents learn about TAG profiles, explanations of district and schools programs and services.	The TAG coordinator will be available at Siuslaw Elementary School family events to provide information about TAG profiles, and give explanations of district and school TAG services (for example: Open House, Family Game Night, Conferences).

Comprehensive TAG Programs and Services	Date and/or method of Communication
TAG informational events (middle school) - where parents learn about TAG profiles, explanations of services and programs offered to TAG identified students, transition expectations from elementary to middle school, etc.	The TAG coordinator will be available at Siuslaw Middle School family events to provide information about TAG profiles, and give explanations of district and school TAG services (for example: 6th grade Open House, Conferences, Family Game Night, STEAM Fair).
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.	The TAG coordinator will be available at Siuslaw High School family events to provide information about TAG profiles, and give explanations of district and school TAG services (for example: 9th grade Open House, Conferences, Financial Aid Night).
Notification to parents of their option to request withdrawal of a student from TAG services	When a student is identified as qualifying for TAG services, parents receive a “Notification of Eligibility Letter.” This letter includes the link to the Siuslaw School District TAG website, which has district policy and the TAG handbook. The TAG handbook includes information on requesting to withdraw a student from TAG services under Section 7: Parent Rights/Communication with Parents.
Notification of the right to file a complaint concerning TAG programs or services, beginning with district-level complaint process	At the completion of a TAG evaluation parents receive either a “Notification of Eligibility Letter” or a “Notification of Non-Eligibility” letter. Both of these letters include the link to the Siuslaw School District TAG website, which has district policy and the TAG handbook. The TAG handbook includes information on the right to file a complaint concerning TAG programs or services, beginning with the district-level complaint process, as well as outlines the TAG Appeal Procedure
Designated district or building contact to provide district-level TAG plans to families upon request	The TAG Coordinator will provide district-level TAG plans to families upon request.

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	Kelly Dotson, TAG Coordinator Lisa Utz, Special Services Director	kdotson@siuslaw.k12.or.us lutz@siuslaw.k12.or.us	541-997-8241 (ext. 6414) 541-997-5460
Person responsible for updating contact information annually on your district website	Kelly Dotson	kdotson@siuslaw.k12.or.us	541-997-8241 (ext. 6414)
Person responsible for updating contact information annually on the Department website	Kelly Dotson	kdotson@siuslaw.k12.or.us	541-997-8241 (ext. 6414)
Person responsible for sending copies of the district-level TAG plans to building-level personnel	Kelly Dotson	kdotson@siuslaw.k12.or.us	541-997-8241 (ext. 6414)
TAG contact for Siuslaw Elementary School	Natalie Gibson (grades K-2) Alyssa Cargill (grades 3-5)	ngibson@siuslaw.k12.or.us acargill@siuslaw.k12.or.us	541-997-2514 541-997-2514
TAG contact for Siuslaw Middle School	Kelly Dotson	kdotson@siuslaw.k12.or.us	541-997-8241 (ext. 6414)

Contact Information for District and School TAG Personnel	Name of Contact	Email Address	Phone Number
TAG contact for Siuslaw High School	Kelly Dotson	kdotson@siuslaw.k12.or.us	541-997-8241 (ext. 6414)

Appendix: Glossary



Term	Definition
Acceleration (subject)	Above grade-level standards and coursework. For example, a student who takes an advanced high school art class during middle school.
Acceleration (whole-grade)	Grade skipping. For example, a student who moves from 1st grade to 3rd grade (skips the 2nd grade).
Acceleration (standards)	Working ahead on grade-level standards (considerations include: pacing needs and demonstrated levels of mastery on certain grade-level standards). This often occurs within the grade-level course.
Advanced Placement (AP)	College-level coursework with common nationally-normed assessments. AP coursework alone does not meet the needs of all TAG identified students. Differentiated instruction is often implemented to ensure growth and appropriate cognitive demand.
Choice Assignments	A selection of standards-based learning options/projects based on student interest and/or development that includes depth and complexity to address both motivation to learn and cognitive demand.
Cluster Grouping	TAG identified students are intentionally placed together into mixed ability classrooms. The structure of this educational practice allows students to have peer-alike time together to address both academic and social-emotional needs.
Credit by Examination	Students receive high school or college credit based on mastery of prior learning as measured through end of course examinations. District policies, assessment formats, and requirements may vary. Please check your local district policy.

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

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

Term	Definition
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	<p>In reference to OAR 581-022-2500(3): The instruction provided to identified students shall be designed to accommodate their assessed levels of learning and accelerated rates of learning.</p> <p>Addresses the measure of the pace at which the student is successfully progressing through the curriculum after being placed at the appropriate level. A student's rate will vary depending on subject, interest, level of difficulty and point in the learning process.</p>
Scaffolding or Tiered Instruction	An instructional method that varies the level of learning (depth and complexity) of the assignment to provide all students an opportunity to engage in productive struggle and find success in academic growth.