

Portland Public School District
Talented and Gifted Education Plan 2019-2022

TAG students will become collaborative learners who have the skills necessary to positively impact the world around them.

PPS has five major goals for providing comprehensive TAG services across the district:

1. **TAG identification improvement-** improve universal screening practices to automate identification and to increase identification of historically underserved students.
2. **Professional development for staff-** train TAG facilitators, teachers, and administrators in rate and level, depth of knowledge, classroom look fors, and using formative assessments to inform instruction.
3. **Curriculum development-** include in-depth DOK/TAG extensions and differentiated lessons, activities, opportunities, and projects into each GVC unit written in the new common core curriculum documents.
4. **Use formative assessment to inform instruction-** use MAP assessment results/RIT scores to provide personalized learning opportunities for each student.
5. **Create individual instructional plans** - work with campus committees that include teachers, TAG facilitators, and parents to create individual instructional plans to identify learning goals and identify classroom practices that would meet individual TAG students learning needs.

ELEMENT 2: ORS 343.397 (2) and OAR 581-022-1330 (1) - (3) (b)

**AN ASSESSMENT OF CURRENT SPECIAL PROGRAMS AND SERVICES
PROVIDED BY THE DISTRICT FOR TALENTED AND GIFTED CHILDREN**

Talented and gifted education is a needs-based program emanating from the student's identified need for TAG services. Once identification is established, the student should receive instruction aligned to her/his area(s) of identified need(s) or strength(s). Current services in PPS vary by campus and classroom.

2A: TAG SERVICE - IDENTIFICATION: Identification, Instruments, Body of Evidence, Cumulative Record File, Transfer Students

Currently Portland Public School District uses the CogAT 7 for intelligential identification in grades K-12, ITBS K-2 for academic identification in Math and/or Reading and the SBAC spring scores for grades 3-12. All 2nd grade students are screened using the CogAT 7 Screener in the fall for possible TAG identification. For the school year 2018-2019 the TAG Department identified 1,183 2nd graders who met the threshold of 75% or higher to be nominated for full CogAT test for intellectual giftedness. Eighty two percent of the students identified in the screener applied for further testing in order to be potentially identified. Portland Public School District currently has 2,654 students identified under the category of General Intellectual, 2,447 identified as Academic in Math, 2,979 identified as Academic in Reading and 1,983 as Potential to Perform. Some of these students identified may have

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qualified in more than one area and have been counted more than once. Presently, the body of evidence used to identify students for TAG services includes: TAG Nomination and Identification Forms, students work samples, nationally and locally normed test results, and parent and teacher surveys. The TAG eligibility team consists of the schools' TAG Facilitator, and/or school administration, the child's classroom teacher(s) and a TAG TOSA (teacher on special assignment). The TAG Department verifies accuracy and confirms identification.

In an attempt to increase the identification and services provided to historically underserved students, PPS will be creating a systematic identification process which will be designed in the 2019 spring semester for implementation in the fall of 2019. Starting in the 2019-2020 school year, PPS will use the Naglieri 3 for intellectual identification and spring SBAC and NWEA MAP (nationally and locally normed test results) assessments for identification of talented and gifted in the areas of Math and Reading in Grades 3-12. Universal testing will be done in the fall for 2nd grade using the Naglieri 3 and the MAP assessment. Teacher and parent checklists and work samples may also be used for secondary evidence of identification. PPS will take a systematic approach to identifying students with a barrier free identification process by using an opt-out process for parents as opposed to an opt-in through application.

Once a student is identified as TAG, PPS will create a digitized cumulative folder with the identification letter, nomination form, parent letter, parent communication, and records of participation. If a student transfers from another school district in Oregon and was previously identified at a gifted student they are not automatically identified in PPS as TAG but may demonstrate evidence through school records. Assessments and criteria used for identification will be evaluated for final determination. There is no time limit for this process and may occur at any time. If a child transfers from another state the same process applies.

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2B: SPECIAL PROGRAMS: INSTRUCTION FOR TAG STUDENTS: What instructional services are provided to identified Talented and Gifted Students at the elementary, middle, and high school levels? [OAR 581-022-1330 (4)]

<u>Elementary</u>	<u>Middle School</u>	<u>High School</u>
Flexible Grouping (Teacher Discretion)		
Strategies to address Depth & Complexity- (To be included in PPS Common Core Curriculum)		
Talented and Gifted Identification K-12 – (97th-99th percentile)		
Potential Talented and Gifted K-12- (Potential to Perform)		
ACCESS Academy 1-8 (99th% and Demonstrated Need)		
<ul style="list-style-type: none"> ● IBPYP - selected schools 	<ul style="list-style-type: none"> ● IBMYP- selected schools ● Compacted Math Cy1 and Cy2 (by examination) 	<ul style="list-style-type: none"> ● IB- selected schools ● AP- selected schools ● CTE ● Dual Credit
Single Subject Acceleration: Math grades 2-7 (by examination)		<ul style="list-style-type: none"> ● Middle College- Jefferson High
Whole Grade Acceleration (by examination and committee decision)		

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1. GROUPING & PLACEMENT

Differentiating in four foundation areas (reading/language arts, math, science, social studies) through flexible grouping:

Currently there is not a system-wide approach to flexible grouping across Portland Public Schools. Flexible grouping is a fluid classroom approach of clustering within the classroom. Students working at the same rate and level so they can progress at a deeper or accelerated level. This instructional practice varies by campus and teacher. With the implementation of the NWEA MAP exams, we will begin training teachers to use student rate and level reports to provide flexible grouping opportunities across the system.

Training to begin in 2019-2020 to be able to offer the following system wide:

K-5: Opportunities to participate in flexible grouping within their campus classrooms.

6-8: Opportunities to participate in flexible grouping, curricular acceleration, cross-curricular projects and projects and IB MYP courses at IB MYP schools.

9-12: Opportunities to participate in AP, IB or dual credit courses in at least two foundation areas, work with a professional mentor to produce high level products based on interest and possible career path.

2. INSTRUCTIONAL CORE

Differentiating in four foundation areas (reading/language arts, math, science, social studies) through the addition of the dimensions of depth and complexity:

Currently there is not a system-wide approach to the incorporation of the dimensions of depth and complexity across Portland Public Schools. This instructional practice varies by campus and teacher. With the creation of a guaranteed and viable curriculum and common core curriculum across the district, PPS will include the following DOK dimensions in units available to teachers in math and ELA as developed. The following skills and knowledge will be included in extension options for meeting rate and level within the written curriculum:

K-2: Identifies and defines dimensions, e.g. recall, infer, predict, hypothesize, critique, analyze, prove, synthesize, of depth and complexity and relates them to the foundation areas.

3-5: Identifies keywords that define the dimensions, e.g. recall, infer, predict, hypothesize, critique, analyze, prove, synthesize of depth and complexity; uses the dimensions as prompts to form questions and/or answers.

6-8: Integrates the dimensions, e.g. recall, infer, predict, hypothesize, critique, analyze, prove, synthesize of depth and complexity with the content imperatives in courses.

9-12: Integrates the dimensions, e.g. recall, infer, predict, hypothesize, critique, analyze, prove, synthesize of depth and complexity with the content imperatives in AP, IB or dual

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credit courses, conducts interdisciplinary studies, and makes decisions based on reasoned arguments using dimensions of depth and complexity and content imperatives as substantiation.

☒ 2 B 2: SPECIAL PROGRAM INSTRUCTION: Optional Instructional Formats:
Please list any other instructional formats that are available at elementary, middle or high school levels? **Jefferson Middle College, IBPYP, IBMYP, Virtual Scholars, Portland Evening Scholars, Summer Scholars, Dual Credit**

☒ 2 B 3: SPECIAL PROGRAMS INSTRUCTION: Advanced Placement Course Offerings: Our district offers 27 Advanced Placement courses. These Advanced Placement courses are available to all students at non-IB schools:

Biology, Calculus AB, English Language & Composition

Advanced Placement course offerings for the 2018-2019 school year that are offered at selected schools:

US History, US Government & Politics, World History, European History, Human Geography, Psychology, Psychology, Macroeconomics, Microeconomics, Studio Art 2D Design, Studio Art 3D Design, Studio Art Drawing, Music Theory, Calculus AB, Calculus BC, Statistics,, English Literature & Composition, Chemistry, Physics 1: Algebra-based, Physics 2, Physics C: Electricity and Magnetism, Physics C: Mechanics, Environmental Science, Spanish Language & Culture, Spanish Literature and Culture, Chinese Language & Culture, Japanese Language & Culture, and Seminar

☒ 2 B 4: SPECIAL PROGRAMS: International Baccalaureate Offerings:

(A) Does the district offer International Baccalaureate instruction? **Yes**

(B) How many schools and students participate in IB? **6**

PYP: MLK (K-5), Sabin (K-5), Skyline (K-5), Vernon (K-5)

MYP: Skyline (6-8), Vernon (6-8)

DP: Cleveland (11-12), Lincoln (11-12)

(C) Is an International Baccalaureate Diploma available to students? **Yes**

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2 C: SPECIAL PROGRAMS INSTRUCTION: Teacher’s Knowledge of Students in Class:

Every campus in PPS has a designated TAG facilitator who is paid an extended responsibility stipend to manage TAG identification & nomination, parent communication and teacher TAG training on campus. The TAG Facilitator has access to student identifiers and is able to print out a class list of students for each teacher with TAG identified student names on a report. Teachers can also identify TAG students when viewing the student data page in Synergy. An alert symbol indicates TAG on the identified students. Classroom teachers are also able to view their students who are identified as TAG in Dashboard- a district-wide student information system.

PPS is starting to formatively assess students using the NWEA MAP assessment in the 2018-2019 school year in math grades 3-9 and as a reading pilot in some 2nd grade classrooms. As the district rolls out professional development to campuses on how to read and use the MAP results/RIT scores to inform instruction, teachers will be able to access MAP student reports to identify each student’s rate and level in tested MAP areas.

2 D: SPECIAL PROGRAMS: TAG Students Instructional Plans:

Currently in PPS, written TAG Instructional Personal Learning Plans are not required for the individual student unless requested by the parent. If a parent requests a TAG Instructional Learning Plan for their student, teachers are responsible for writing the plan and reviewing the plan with the parent(s) within 30 days of the request. *Attachment Element 2D1.*

Every campus in PPS has a campus TAG plan that is unique to their school and their programs. These campus TAG plans are posted on the district website and will be updated annually with input from TAG facilitators, campus administration, and the district TAG department.

PPS has the goal to **create individual instructional plans**. We are dedicated to working with campus committees that include teachers, TAG facilitators, and parents to create individual instructional plans to identify learning goals and identify classroom practices that would meet individual TAG students learning needs.

2 E: OPTIONAL INSTRUCTIONAL FORMATS: MAGNET / CHOICE SCHOOLS and TAG ENRICHMENT

Portland Public School District offers highly gifted student choice school transfer through an alternative program, ACCESS Academy, which serves students in 1st- 8th grade. Students must score at the 99th percentile on one or more intellectual or academic assessment and meet the school’s other alternative education criteria. Students who meet the criteria (99th

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percentile and demonstrated need for an alternative educational placement) and apply are placed into a lottery. The enrollment goals for the 2019-2020 school year is 344 students.

TAG students who attend ACCESS Academy as well as other neighborhood schools and choice schools participate in various enrichment programs both during the day and afterschool. Some examples of enrichment include and vary from campus to campus: Science Fair, Oregon Writing Festival, Robotics Club, Chess Club, Saturday Academy, Reed Scholars Program, and mentorships, SUN After-School Program, Speech and Debate, Drama, Mock Trial, Honor Society, Battle of the Books, OATAG Spelling Bee, Model United Nations, Mathletics, and Coding Club.

2 F: PROFESSIONAL DEVELOPMENT- INSTRUCTIONAL

2018-2019 school year:

- Rate and Level Training
- Formative Assessment/MAP Training
- OATAG State Conference (optional)

2019-2020

- Rate and Level Training
- Depth and Complexity Training
- Formative Assessment/MAP Training
- Implementing Common Core Curriculum (GVC)
- Creating Individual Instructional Plans
- Identifying Underserved Talented and Gifted Students
- OATAG State Conference (optional)

2020-2021

- Rate and Level Training
- Formative Assessment/MAP Training
- Creating Individual Instructional Plans
- Implementing Common Core Curriculum (GVC)
- Strategies to address depth and complexity
- Flexible Grouping
- Administrator Training- Classroom look fors
- OATAG (optional)

2021-2022

- Rate and Level Training
- Using Formative Instruction to Personalize Learning
- Creating Individual Instructional Plans

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- Implementing Common Core Curriculum (GVC)
- Administrator Training- Classroom look fors
- Strategies to address depth and complexity
- Flexible Grouping
- OATAG (optional)

2 G: COMMUNICATION WITH PARENTS: What are the district procedures for communicating with parents during the following timeframes? [OAR 581-022-1320]

☒ 2 G 1: Prior to testing for TAG Placement – **School TAG bulletin board, school newsletter, PPS TAG website, TAG Facilitators, Fall Back to School Night, TAG PowerPoint, 2nd Grade Universal Testing Letter to parents**

☒ 2 G 2: Notification of results of testing for TAG Placement – **Letter sent home to parents from the TAG Department. TAG Facilitator and Principal receive list of student results.**

☒ 2 G 3: Explanations of the TAG services available to identified students – **TAG Facilitator, Back to School Night TAG presentation, PPS TAG website, parent/teacher conferences**

☒ 2 G 4: Explanations of the TAG learning plan, (TAG PEP), if available – **TAG Facilitator, TAG TOSAs, PPS TAG website, parent/teacher conferences**

☒ 2 G 5: Opportunities for parent input into the TAG Learning Plans – **Meeting with TAG Facilitator and classroom teacher(s).**

☒ 2 G 6: Explanations of “what TAG identification means” to parents of newly identified students – **TAG PowerPoint during Fall Back to School Night, PPS TAG website, TAG Facilitator, parent/teacher conferences**

☒ 2 G 7: Transition of TAG students from elementary to middle – **elementary/middle school counselors**

☒ 2 G 8: Transition of TAG students from middle to high – **middle/high school counselors**

☒ 2 G 9: Notification to parents of option to request withdrawal a student from TAG services – **TAG Facilitator, parent/teacher conferences, TAG Department, Letter to parents from the TAG Department and copied to digitized student cumulative folder**

☒ 2 G 10: Notification of right to file a complaint concerning TAG programs or services beginning with the district’s own complaint process. – **PPS District website, PPS TAG website, TAG Department, TAG Facilitator, Building Administrator**

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ELEMENT 3: ORS 343.397(3) and OAR 581-02201330 (1) – (3) (c)

**A STATEMENT OF DISTRICT GOALS FOR PROVIDING COMPREHENSIVE
SPECIAL PROGRAMS AND SERVICES AND OVER WHAT SPAN OF TIME THE
GOALS WILL BE ACHIEVED**

The Department of Talented and Gifted in Portland Public Schools is committed to overseeing, supporting, and monitoring (in collaboration with other departments and regional cohorts and school-based staff) programs and services for talented and gifted students district-wide. We are committed to evaluating our processes, system, guidelines, policies, philosophies and innovation in order to better meet the needs of our students and guide the present work in a more meaningful and sustainable manner.

PPS has five major goals for providing comprehensive TAG services across the district:

1. **TAG identification improvement-** improve universal screening practices to automate identification and to increase identification of historically underserved students.
2. **Professional development for staff-** train TAG facilitators, teachers, and administrators in rate and level, depth of knowledge, classroom look fors, and using formative assessments to inform instruction.
3. **Curriculum development-** include in-depth DOK/TAG extensions and differentiated lessons, activities, opportunities, and projects into each GVC unit written in the new common core curriculum documents.
4. **Use formative assessment to inform instruction-** use MAP assessment results/ RIT scores to provide personalized learning opportunities for each student.
5. **Create individual instructional plans -** work with campus committees that include teachers, TAG facilitators, and parents to create individual instructional plans to identify learning goals and identify classroom practices that would meet individual TAG students learning needs.

The following actions will be taken by PPS to meet these goals:

Year One: January 2019- June 2020

- Examine and evaluate the current process of identification.
- Examine and evaluate the current testing instruments.
- Create a positive and transparent narrative for TAG. Use a variety of media to promote, communicate and teach the community the characteristics of a TAG student and how TAG services at the school level will be able to serve each student.

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- Foster positive and transparent communication with all stakeholders about processes, rules, statues, procedures and policies.
- Assist TAG Facilitators in evaluating and updating building TAG plans for each campus.
- Provide campus specific TAG services & implementation ideas to each principal for incorporation into the campus TAG plans
- Develop relational capacity between the TAG department and schools.
- Build relationships with TAG Facilitators for optimal professional development and solicit feedback for next steps and support.
- Provide professional development for TAG Facilitators and teachers on rate and level.
- Create professional development for TAG Facilitators and teachers related to depth and complexity.
- Create professional development for TAG Facilitators and teachers on identification of under-represented, ELL and twice-exceptional talented and gifted students.
- Collaborate with English as a Second Language Department to inform ESL communities about TAG identification and services.
- Communicate with school leaders and communities of underrepresented students to increase engagement and identification practices.
- Collaborate with the Math Department and schools to monitor and evaluate the process and procedures for Single Subject Acceleration in Math.
- Collaborate with the Math Department on TAG services in DLI schools.
- Encourage parents of color and under-represented communities to attend TAGAC.
- Collaborate with TAGAC regarding policies and processes.
- Develop a series of parent information nights regarding the gifted child.
- Manage and adjust TAG budget to meet the needs of TAG students.
- Participate and provide input on curriculum development to ensure the incorporation of depth and complexity into the district units in the PPS standard core curriculum.
- Provide formative assessment professional development.
- Examine and evaluate the ACCESS academy admission cycle for the year 2018-2019.

Year Two – June 2020- June 2021

- Examine, evaluate and modify (if needed) the current process of identification.
- Examine and evaluate the current testing instruments for identification.
- Continue to create a positive and transparent narrative for TAG. Use a variety of media to promote, communicate and teach the community the characteristics of a TAG student and how TAG services at the school level will be able to serve each student.
- Continue to foster positive and transparent communication with all stakeholders about processes, rules, statues, procedures and policies.

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- Provide quarterly full day professional development to TAG Facilitators on identification, rate and level, depth of knowledge, and individual instructional plans.
- Assist TAG Facilitators in evaluating and updating building TAG plans for each campus.
- Provide training and guidance on the creation of individual instructional plans.
- Provide building administrators “look fors” to ensure TAG strategies are being implemented in the classroom.
- Continue to develop relational capacity between the TAG department and schools.
- Continue to build relationships with TAG Facilitators for optimal professional development and solicit feedback for next steps and support.
- Continue to create professional development for TAG Facilitators and teachers related to depth and complexity and evaluate effectiveness and implementation.
- Evaluate and provide continued professional development for TAG Facilitators and teachers on identification of under-represented, ELL and twice-exceptional talented and gifted students.
- Continue to collaborate with English as a Second Language Department to inform and encourage ESL communities about TAG identification and services.
- Continue to communicate with school leaders and communities of underrepresented students to increase engagement and identification.
- Collaborate with the Math Department on TAG services in DLI schools.
- Examine and evaluate ACCESS admission cycle for the year 2019-2020.
- Continue to collaborate with the Math Department and schools to monitor and evaluate the process and procedures for Single Subject Acceleration in Math and using MAP/RIT scores for personalized learning opportunities.
- Continue to encourage parents of color and underrepresented communities to attend TAGAC.
- Continue to collaborate with TAGAC regarding district policies, processes, and implementation.
- Continue to develop a series of parent information nights regarding the gifted child.
- Manage and adjust TAG budget to meet the needs of TAG students.
- Continue to collaborate and provide input on core curriculum development and PPS core curriculum standards

Year Three – June 2021-June 2022

- Examine, evaluate and modify (if needed) the current process of identification.
- Examine and evaluate the current testing instruments for identification. Use demographic data over time to evaluate the increase of identification of historically underserved students.
- Continue to create a positive and transparent narrative for TAG. Use a variety of media to promote, communicate and teach the community the characteristics of a

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- TAG student and how TAG services at the school level will be able to serve each student.
- Continue to foster positive and transparent communication with all stakeholders about processes, rules, statues, procedures and policies.
 - Assist TAG Facilitators in evaluating and updating building TAG plans for each campus.
 - Provide guidance and training on writing and implementing individual instructional plans.
 - Provide building administrators “look fors” to ensure TAG strategies are being implemented in the classroom.
 - Continue to develop relational capacity between the TAG department and schools.
 - Continue to build relationships with TAG Facilitators for optimal professional development and solicit feedback for next steps and support.
 - Provide quarterly professional development for TAG Facilitators based on needs assessments.
 - Evaluate and provide continued professional development for TAG Facilitators and teachers on identification of under-represented, ELL and twice-exceptional talented and gifted students related to rigor and depth and complexity.
 - Continue to collaborate with English as a Second Language Department to inform and encourage ESL communities about TAG identification and services.
 - Continue to communicate with school leaders and communities of underrepresented students to increase personalized learning opportunities for students.
 - Continue to collaborate with the Math Department and schools to monitor and evaluate the process, implementation and procedures for using formative assessment to inform instructional practices in the classrooms.
 - Continue to encourage parents of color and underrepresented communities to attend TAGAC.
 - Continue to collaborate with TAGAC regarding evaluation of programming and services.
 - Continue to develop a series of parent information nights regarding the gifted child.
 - Manage and adjust TAG budget to meet the needs of TAG students.
 - Continue to collaborate and provide input on core curriculum units in the PPS core curriculum standards
 - Examine and evaluate ACCESS admission cycle for the year 2021-2022.

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ELEMENT 4: ORS 343.397 (4) and OAR 581-022-1330 (1) - (3) (d)

A DESCRIPTION OF THE NATURE OF THE SPECIAL PROGRAMS AND SERVICES WHICH WILL BE PROVIDED TO ACCOMPLISH THE GOALS

For example, if the district has determined that it is not identifying underrepresented students at a percentage that is commensurate with the district's outlined race and ethnicity, what could the district do to improve this disparity? What special programs and/or services could be improved or enhanced to address this inequity?

The Department of Talented and Gifted will evaluate the 2nd grade screening process using demographic data of students identified as potential TAG candidates. TAG Facilitators will receive professional development on the Culturally Linguistically, and Economically Diverse Learner Teacher Rating Scale to identify potentially gifted students who have been historically underserved. By establishing local norms at the school level, we have the opportunity to engage students in talented and gifted education directly with an equity focus.

Collaboration with TAGAC and other stakeholders will provide the district with input regarding services and programs that are meeting the needs of our talented and gifted students. The TAG Department will communicate directly with schools that have large historically underserved populations by teaming with other departments in the district to engage parents in identifying our unserved TAG students. The TAG Department will provide communication to parents of historically underserved students regarding options for talented and gifted programs available to our students who test in the 99th percentile. The district will use data to evaluate the effectiveness of advanced course offerings at the secondary level and adjust as necessary.

In an attempt to increase the identification and services provided to historically underserved students, PPS will be creating a systematic identification process which will be designed in the 2019 spring semester for implementation in the Fall of 2019. Starting in the 2019-2020 school year, PPS will use the Naglieri 3 for intellectual identification and spring SBAC and NWEA MAP (nationally and locally normed test results) assessments for identification of talented and gifted in the areas of Math and Reading in Grades 3-12. Universal testing will be done in the Fall for 2nd grade using the Naglieri 3 and the MAP assessment. Teacher and parent checklists and work samples may also be used for secondary evidence of identification. PPS will take a systematic approach to identifying students with a barrier free identification process by using an opt out process for parents as opposed to an opt in through application.

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ELEMENT 5: ORS 343.397 (5) and OAR 581-022-1330 (1) - (3) (e)

**A PLAN FOR EVALUATING PROGRESS ON THE DISTRICT PLAN INCLUDING
EACH COMPONENT PROGRAM AND SERVICE**

The Department of Talented and Gifted will evaluate its progress on TAG district goals based on feedback from:

- Monthly and annual TAG Team Evaluations
- Monthly communications with schools
- Talented and Gifted Advisory Committee (TAGAC) feedback
- Professional Development surveys from TAG Facilitators meetings
- District and state assessments of TAG students
- Annual ACCESS admission cycle review
- Student outcomes including MAP growth, SBAC scores, AP/IB exam scores
- Demographic data of identified students

Attachments:

Element 2 D- Attachment 2D1: Blank TAG Personal Educational Plan



**Portland Public Schools
K-12 Individual Instructional Plan
2018-2019**

Date: _____

Student's Full Name		Student ID Number	
Current School		Current Grade Level	Birthdate
Homeroom Teacher		TAG Facilitator	

Why is the student being considered for an individual plan? Please explain. (Parent and/or School)

What specific instructional practices have been implemented to meet the student's rate and level? (School Only)

Additional Notes:

Student Data <i>(School)</i>						
Intellectual assessment/s	CogAT7:	Date:	Other:	Date:	Other:	Date:
Reading assessment/s	IOWA:	Date:	SBAC:	Date:	Other:	Date:
Math assessment/s	IOWA:	Date:	SBAC:	Date:	Other:	Date:
Grades						
Observations and/or Oral responses						
Possible Content Areas for Instructional Planning <i>(Complete at Least One Content Area)</i>						
Rate of Learning	SP: Slow pace, EP: Expected Pace, RP: Rapid Pace					
Level of Learning	1: Beginning, 2: Developing, 3: Proficient, 4: Advanced					
Content Area #1: _____	Rate:		Level:			
Academic Goal						
Instructional Strategies						
Content Area #2: _____	Rate:		Level:			
Academic Goal						
Instructional Strategies						
Content Area #3: _____	Rate:		Level:			
Academic Goal						
Instructional Strategies						

Possible Instructional Strategies/Best Practice

- Implement appropriate placement based on data and need
- Single Subject Acceleration in Math (*Spring*)
- Whole Grade Acceleration
- Cluster Grouping
- Flexible Grouping
- Compacting
- Independent Study/Projects
- Tiered Assignments
- Student judges or evaluates situations, problems, or issues.
- Student compares and contrasts ideas (e.g. analyze generated ideas).
- Student generalized from concrete data or information to the abstract.
- Student makes connections among carried and multiple attributes centered on one concept.
- Student proves with evidence, judge with criteria, and/or argue.
- Student shares original thoughts about issues or ideas in context.
- Student explores diverse points of view to reframe ideas.
- Student develops and elaborates on their ideas.
- Student adds to, combines, minimizes/maximizes, and/or substitutes.
- When higher-level thinking skills are embedded in the total school experience, students learn to apply and use these skills in other areas of their lives as well. Critical thinking, reasoning, reflecting, discussing, and applying new ideas are essential to characteristics of a climate of learning that encourages students to think on a higher level, challenge existing ideas, and entertain new possibilities for the future.
- Student employs brainstorming techniques.
- Student engages in problem identification and definition.
- Student engages in solution-finding activities and comprehensive solution articulation.
- Student gathers evidence from multiple sources through research-based techniques (e.g. print, non-print, internet, self0investigation via surveys, interviews, etc.).
- Student analyzes data and represents it in appropriate charts, graphs, or tables.
- Student make inferences from data and drawing conclusions.
- Student determines implications and consequences.
- Student communicates research study findings to relevant audiences in a formal report and/or presentation.

	Signatures (<i>Minimum 3</i>)	Agree	Disagree	Initial Date	Follow-Up Date
Parent/Guardian					
Parent/Guardian					
Current Teacher					
TAG Facilitator					
Principal					
Other					
Other					