

Crook County School District
Secondary Talented and Gifted Instructional Plan

Department: Math	Year: 2026-27
Guidelines	
Board Policy IGBB states that all required written course statements shall identify the academic instructional programs and strategies used to address the levels of learning and the accelerated rates of learning for the TAG students. Classroom instruction is based on assessment data, and modifications should be documented in lesson plans and grade books.	
Step I: Pre-Assessments to Determine Level and Rate of Learning	
<i>The following assessments will be used to determine placement</i> • State/District Assessment data • Pre - Assessments • Teacher Observation	
Step II: Differentiated Instruction	
<i>Describe what and how differentiation will take place in this course.</i> Students will be offered tiered assignments that may or may not include challenge work. These challenge assignments extend students' learning beyond what is expected of a student working at a proficient level. Students have the opportunity to participate in an advanced math class. Some advanced classes are two years ahead of where an on-level student would be and many TAG students are in these classes. Questions and activities in class often allow students to use reason to work out at levels that are appropriate for them. Problems are open-ended and students are encouraged to explain their reasoning and then use that reasoning to solve other problems.	
Step III: Post-Assessment	
• Classroom observations	

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- Summative assessments
- Student reflection of learning
- Work Samples