TAG Personal Learning Plan

STUDENT: _____ ID #: _____ DATE: _____

SCHOOL: _____ GRADE: _____ TEACHER(S): _____

TAG Identification	
Area	**Supporting Services**

Student Interests	Student Strengths	Student Opportunities for growth

Parent Input:

DIFFERENTIATION Options

• Acceleration
• Compacting
• Complex/Abstract
  Concepts/Materials
• Enrichment Activities
• Flexible Pacing
	• Flexible Ability Grouping
	• Higher Order Questioning
	• Independent Study/Projects
	• Interdisciplinary Curriculum
	  Connections
	• Advanced Placement
		• Interest-Area Emphasis
		• Learning-Modality
		  Emphasis
		• Tiered Lessons/
		  Assignments
			• Cluster Grouping
			• Dual Credit
			• Curriculum compacting
			• Honors classes
			• Online options

Subject-Area	List specific pre-assessments administered to determine rate and level of learning.	Based on pre-assessment data, specifically indicate how you differentiated curriculum/instruction to meet the student's academic needs.	*RATE* of Learning
READING / WRITING Teacher:			
MATH Teacher:			
SOCIAL STUDIES Teacher:			
SCIENCE Teacher:			
Other:			

Indicate the subject(s) where the student would benefit from cluster grouping:

Language Arts   Mathematics   Social Studies   Science

Social Emotional Supports: *What additional supports will be in place to help students socially and emotionally to cultivate effective academic behaviors, such as:* Cooperation, Responsibility, Respect, Attentiveness, Work Ethic, Persistence, Thinking Flexibly, Taking Responsible Risks, Striving for Accuracy, Thinking Interdependently, etc.*?*

I have reviewed and agree with the instructional plans outlined in this form.

_____   _____
Parent/Guardian Signature and Printed Name   Date (Fall)

_____   _____
Home Room Teacher Signature and Printed Name   Date (Fall)

_____   _____
Parent/Guardian Signature and Printed Name   Date (Spring)

_____   _____
Home Room Teacher Signature and Printed Name   Date (Spring)

TAG Coordinator, please copy this document and distribute it to the student file, teacher(s), parent.

K E Y S	LEVEL of Learning	RATE of Learning
	1. **NY** - Not Yet Meeting 2. **NM** – Nearly Meets 3. **M** - Meets 4. **E** - Exceeds	**SR**: Learns with **S**everal **R**epetitions **EP**: Learns at **E**xpected **P**ace **RL**: Learns at **R**apid **P**ace