

2017-2018

RECOMMENDATION

Hire a K-3 Coordinator for improved consistency of TAG services across ACPS
Better Communication and transition processes for TAG students new to ACPS and transitioning from Elementary to Middle to High
Educate teachers on the availability of resources provided by the gifted office
Provide a differentiated curriculum that aligns with Gen Ed, SOL's and benchmarks
Changing the deadline for TAG applications
Continue the SAA program for Language Arts in 4th and 5th grade
Provide Curriculum goals for SAA LA in 4th and 5th grade, same at all elementary schools
Provide curriculum for SAA Social Studies and Science for 4th and 5th grade
Provide a Young Scholars program at every elementary school
Improve TAG communication to parents district wide
Better identification of underserved students
Improve Middle School Honors program including:

- provide a TAG based core curriculum beginning with LA
- better placement of TAG students in LA based Lexile scores
- remove the requirement that all middle school teachers teach an honors class
- increase flexibility for students to take higher level classes in earlier grades
- provide support and credit for online classes ie. Thru John Hopkins Center for Talented Youth

Increase rigor in 9th grade classes
Clarify mission and goal of STEM Academy
Increased communication about opportunities for TAG students in Middle and High School
Districtwide coordination of TAG information sessions, deadlines, etc. possibly thru partnership with th

2018-2019

RECOMMENDATION

Develop a GIA program based on advanced content to K-3 students, delivered to student clusters in the
Revamp the middle school TAG program, specifically by providing opportunities for acceleration in LA, Science and Social Studies
Continue the SAA program for Language Arts in 4th and 5th grade
Complete Roll-Out of Young Scholars to all Elementary Schools
Improve training for General Education teachers on gifted learners and on teaching a differentiated curriculum
Implement a universal testing/screening in 5th grade
Partnership between Gifted & Counseling Departments to address the unique social and emotional needs
Devise a rigorous assessment plan to measure the effectiveness of gifted instruction

2019-2020

RECOMMENDATION

Recommendations were not submitted at the end of the year due to COVID disruptions, however the following were focus areas which were carried over to 2020-2021 for which recommendations

Advocating for the update of the TAG Local Plan

Examine delivery, academic rigor and accountability of TAG services at the elementary, middle and high

Examine identification policies for selecting TAG students with specific focus on underrepresented groups

Focus on social and emotional needs of TAG students.

2020-2021

RECOMMENDATION

Review work on a new TAG Local Plan.

Use identification procedures that are culturally, linguistically and economically unbiased.

Create a continuum of advanced and rigorous services for all students including those identified as gifted

Prioritize improving communication.

2021-2022

RECOMMENDATION

Improve identification strategies for underrepresented groups including lower cutoff scores & more over

Incorporate research based checklist items that promote recognition of giftedness in cultural, racial and

Continue use of current screening tools (Naglieri and CogAT)

Train teachers annually on characteristics of gifted learners

Develop LA and Social Studies curricula for students from underrepresented groups, including

accomplishments of minority individuals and practice for higher-level thinking

Adopt a robust Tier 1 curriculum for all students

Implement a phased in approach on newly adopted Local Plan

Improve rigor of curriculum across all grades

Promote and implement project-based learning

Develop and provide consistent district wide training for teachers on characteristics of TAG students

Hire TAG specialists for highschools

Utilize Community Outreach to better tap in to underrepresented groups

Expand translation services

Recruit and train advocates across all subgroups to speak to the benefits of TAG (teachers, parents, alu

Enable a TAG data liaison

Include effectiveness of differentiation in measures of staff effectiveness

STATUS

Implemented

Implemented

Implemented

Implemented

Implemented

Implemented

Implemented

Ongoing

STATUS

in classroom

Ongoing

Implemented

Curriculum

Ongoing

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NOTES

staff person was hired beginning in 2018 (need to check when Tiana's position started)

teacher participation in certification programs thru William & Mary was increasing every year, although allowed qualified students to access services earlier in the academic year

Gifted Curriculum was purchased to accommodate the needs of these students

TAGAC's lobbying of the School Board resulted in this program being funded and rolled out to all elementary schools

in Academic Year 2020-2021 a shift to a portfolio approach began, with the goal of showcasing a student's strengths

the consultant's report found kids reading on a 3rd grade level and 11th grade level in the same Honor: Roll

The Face Center, TAGAC and Gifted Department staff met in February 2021

TAGAC's lobbying of the School Board resulted in this program being funded and rolled out to all elementary schools

The Gifted Department has attended several TAGAC meetings and listened to our concerns

Dr. Temple-Milner to respond here

Dr. Temple Milner to respond here

ACPS website is updated frequently and reflects current information about TAG

Dr. Temple Milner to respond here

Dr. Temple Milner to respond here

Over the last several years TAG information has become available in Spanish, Amharic, Arabic, Urdu and

requires budget

ents actual work along with traditional methods of identification

