

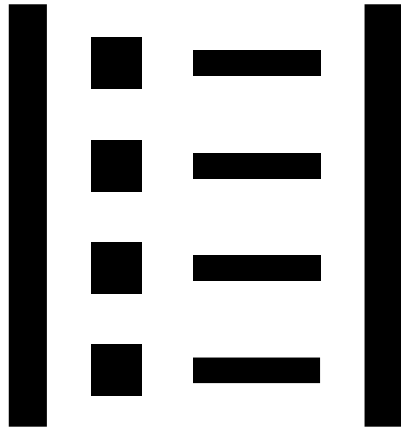
# Talented and Gifted Updates and Local Plan

School Board Meeting  
January 19, 2023

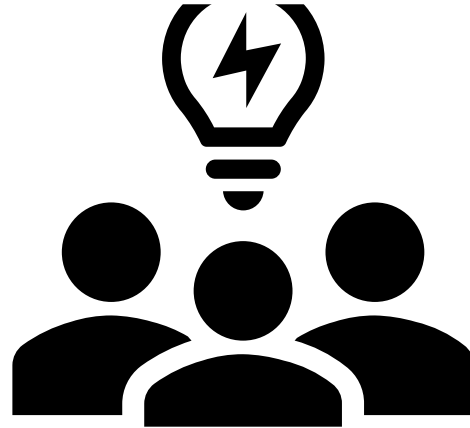




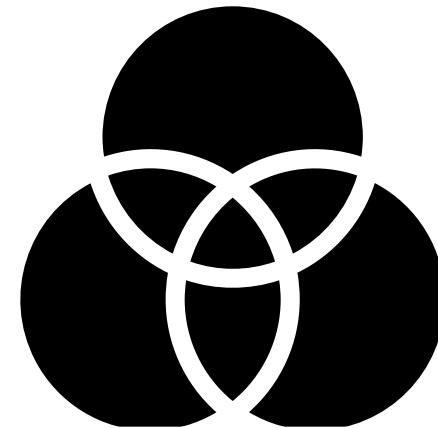
# Essential Questions



What updates were implemented based on recommendations from the FY 22 End-of-Year Report from TAGAC?



What are the new recommendations for the Local Plan for the Gifted



What policy and regulations overlap with the Local Plan for the Gifted?



# TAGAC Recommendations: Identification



Recommendation 1

Identification of Underrepresented Groups



Recommendation 2

Communication Plan



Recommendation 3

Community Outreach



# ACPS Updates: Identification

Expanded automatic referrals

Using a more inclusive HOPE Scale

Used growth indicators for screening

Implemented an oversight committee

In progress- hiring vacant Young Scholars/Elementary Specialist position

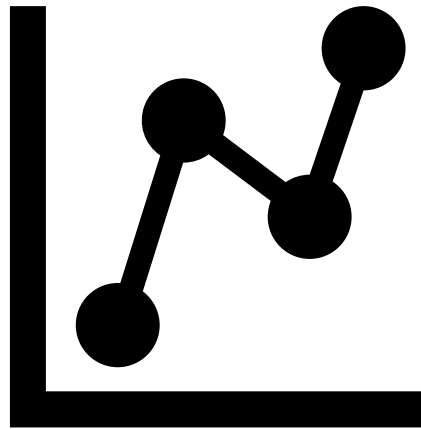
Developing a community outreach plan for the 2023-2024 school year

All referrals, permission forms, and communications were in Spanish, Arabic, Amharic, and Dari

Use of ParentSquare, newsletters, website, and emails to families for communication

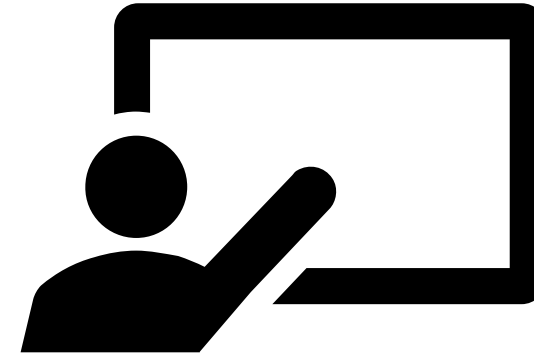


# TAGAC Recommendations: Staffing



Recommendation 1

Provide a Data Analyst



Recommendation 2

Hire a Secondary TAG Specialist



# ACPS Updates: Staffing

A secondary TAG specialist FTE request was placed in for FY 23, and it was not approved

A secondary TAG specialist FTE request was placed for FY 24, and the approval is ongoing

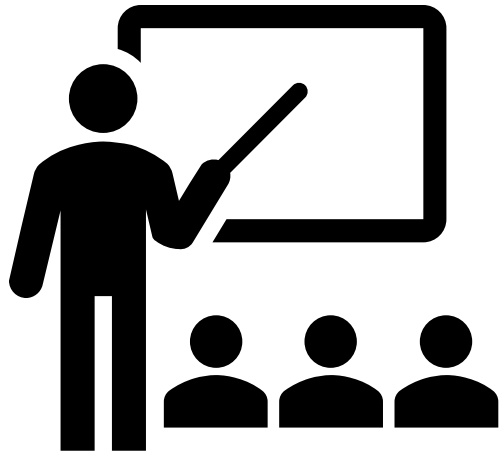
The Office of Instructional Support is working to get a data analyst to support the needs of the office, including TAG

The TAG office continues to advocate for a database system to increase the reliability and efficiency of data tracking and analysis

The TAG director works with Technology Services and the Accountability offices with data-related tracking and analysis

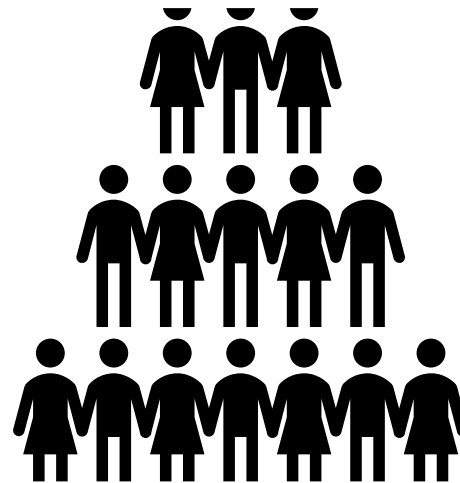


# TAGAC : Curriculum and Instruction



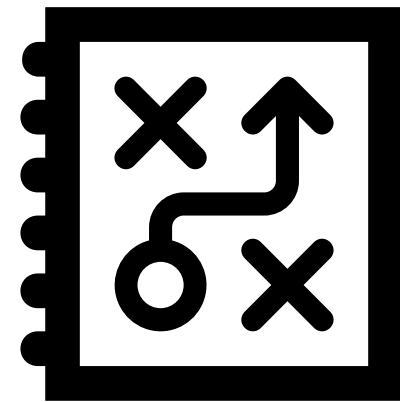
Recommendation 1

Provide Consistent Training



Recommendation 2

Adopt High-Quality Tier 1 Instruction



Recommendation 3

Expand Differentiated Education Plans (DEPs) to students in Young Scholars (YS).



# ACPS Updates: Curriculum and Instruction

TLL is working on increasing the rigor in Tier 1 instruction

Developed a Curriculum Resource board aligned with grade-level objectives at the K-5 level

All ES and MS TAG teachers are trained in the Math Workshop Model

All ES TAG teachers are trained in Document-Based Questions

Teaching, Learning, and Leadership is working to align curriculum to include gifted recommendations





# TAGAC Recommendations and ACPS Updates: Local Plan

Work in-progress with steering committees, policy work, central office staff, administrators, teachers, parents, and TAGAC to update the Local Plan for the Gifted

A phased in-approach will be incorporated into the plan

Pre-work has been implemented with TAG teachers, screening leads, and Young Scholar leads

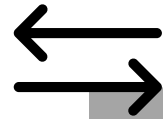


# Review of Recommendations from 2021-2022



Recommendation 1

- Change Program Name to Advanced Academic Services



Recommendation 2

- Develop a Continuum of Services Model Similar to the Multi-Tiered System of Support (MTSS)



Recommendation 3

- Access to Rigor for All Through Tier 1 Instruction



Recommendation 4

- Align the Local Plan with ACPS Initiatives



# Recommendation 5: Update Gifted and Acceleration Policies

## IGBB: Programs for Gifted Students

- Update Policy to Support the Intended Purpose on the Local Plan

## IKEB: Acceleration Policy & Regulation

- Move Needs-Based Acceleration Procedures to the Local Plan for the Gifted



# Steering Committees: Suggested Goals within the Updated Local Plan

Identification

Delivery of Services

Curriculum and Instruction

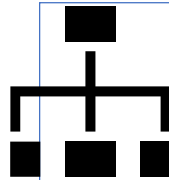
Professional Development

Equitable Representation of Students

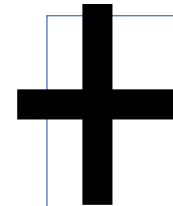
Parent and Community Involvement



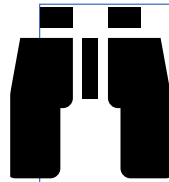
# Suggested Identification Goals within the Updated Local Plan



Establish consistent implementation of screening and identification procedures across schools



Continue to implement and strengthen the use of multiple criteria in screening and identification processes



Continue to use the curriculum as evidence of talent and potential through observations, anecdotal records, and student work samples



Continue to increase access to critical and creative thinking instruction to ALL students as an avenue to observe gifted behaviors to inform screening



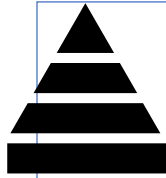
Continue to increase access to critical and creative thinking instruction to ALL students as an avenue to collect evidence through work samples



Develop a plan for the identification of students who are new to ACPS



# Suggested Delivery of Services Goals within the Updated Local Plan



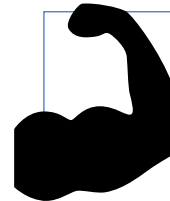
Develop a Continuum of Services Model Similar to the Multi-Tiered System of Support (MTSS)



Provide access to rigor for all through Tier 1 instruction using Critical and Creative Thinking Strategies (CCTS), problem and project-based learning, and the use of gifted curriculum resources across all core subject areas



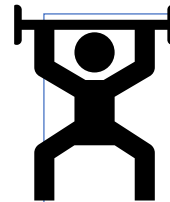
Expand Young Scholars across all elementary schools to include screening in grades K-5.



Strengthen and expand the delivery of advanced academic services to underrepresented groups through implementing the Young Scholars model at the elementary level and open access at the secondary level.



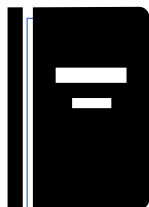
Develop standardized, concrete methods to ensure TAG services are delivered



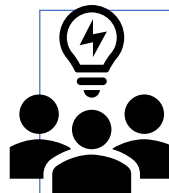
Strengthen the gifted program at the middle and high school levels



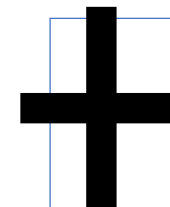
# Suggested Curriculum and Instruction Goals within the Updated Local Plan



Find, develop, and implement curriculum based on an instructional philosophy that addresses need of gifted students



The TAG office will work collaboratively with the content area offices to provide alternate pathways to learning standards for gifted learners using curricular resources written for gifted learners



Hire a secondary gifted specialist to support and work collaboratively with the secondary content area offices to provide alternate pathways to learning standards for advanced learners using curricular resources written for advanced learners.



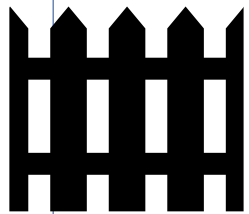
Continue to update and develop the K-12 Critical and Creative Thinking Strategies (CCTS) to support teachers' implementation to raise the rigor for all students in ACPS.



Identify authentic performance-based assessments to measure the growth of gifted learners and work with schools to implement them successfully



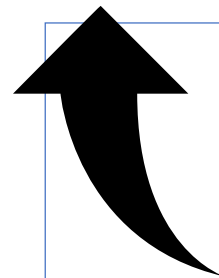
# Suggested Equitable Representation Goals within the Updated Local Plan



Strive to identify and eliminate barriers that have prevented the full participation of some groups



Continue to expand the identification of students from historically underrepresented populations to include students of low socioeconomic status, twice-exceptional learners, and students from diverse cultural, linguistic, and ethnic backgrounds through the Young Scholars model

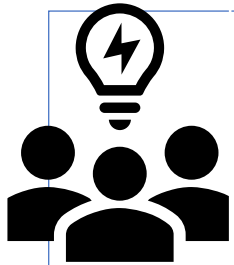


Continue to increase the identification of students from historically underrepresented populations to include students of low socioeconomic status, twice-exceptional learners, and students from diverse cultural, linguistic, and ethnic backgrounds through higher levels of advanced academic services

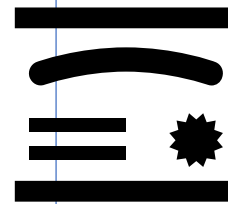




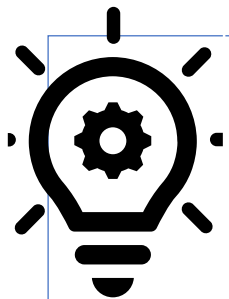
# Suggested Professional Development Goals within the Updated Local Plan



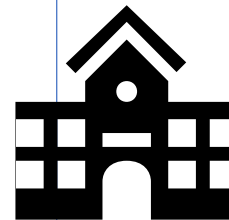
Continue to provide ongoing professional development in differentiating curriculum and instruction for a broad range of advanced learners K – 12 to include twice exceptional learners, EL students, and students from diverse linguistic, cultural, and/or ethnic backgrounds



Continue the gifted endorsement program to increase the number of teachers who earn the Virginia endorsement in Gifted Education.



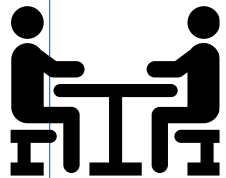
Make sure all school-based and central office-based administrators and teachers are trained in the advanced academic instructional philosophy



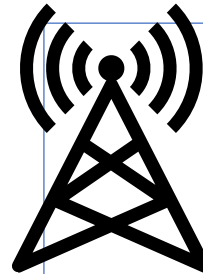
On-board new staff members to present the vision, mission, and goals of advanced services in ACPS



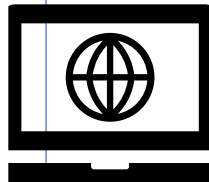
# Suggested Parent and Community Involvement Goals within the Updated Local Plan



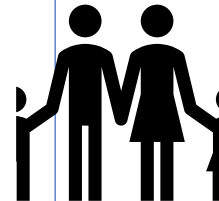
Continue strengthening family and community involvement in the Advanced Academic Programs (AAP) through parent outreach at every elementary, middle, and high school.



Increase communication and vertical articulation of K-12 advanced academic services to all administrators, teachers, parents, and community members.



Continually update the Advanced Academic Services website and social media to inform parents and community members of the most current information regarding advanced academic programs and services.



Help new parents and community members not involved in schools to understand the basics of gifted education and services in ACPS



# Recommendation 7: Staff Central Office and Schools to Support Rigorous Instruction

## Phase 1

Staff **two** Advanced Academic teachers/coaches at each Elementary School and K-8 School

Provide a Secondary Advanced Academic Specialist to support secondary needs

## Phase 2

Provide a TAG coach at Minnie Howard

Provide a TAG coach at ACHS



# Next Steps: School Board Guidance

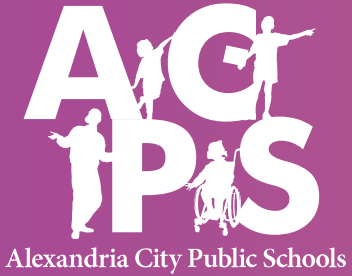
Determine ultimate priority of the direction of TAG services



Make decisions on services based on student needs



Make decisions on the implementation of services based on staffing supports



# Questions?

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