

I d e n t i f i c a t i o n	Goals for 2021-2022	2021-2022	Goals for 2022-2023
	To monitor gifted identification data for equitable representation across subgroups. Local Plan Goal E	<b>Accomplishments:</b> <ul style="list-style-type: none"> <li>With the new talent development model, most students in Charlottesville City Schools are now identified as gifted. There is currently equitable representation across subgroups.</li> </ul>	To monitor gifted identification data for equitable representation across subgroups. Local Plan Goal E
To review the implementation of the gifted identification process at each school. Local Plan Goal A	<b>Accomplishments:</b> <ul style="list-style-type: none"> <li>We continue to have a gifted identification process that is similar across all schools.</li> <li>There are written procedures for the identification process including data analysis, and the identification meeting.</li> </ul>	To implement and strengthen the use of multiple criteria in screening and identification processes. Local Plan Goal A	

P r o f e s s i o n a l L e a r n i n g	Goals for 2021-2022	2021-2022	Goals for 2022-2023
	To have GRTs participate in monthly professional learning around the principles of talent development. Local Plan Goal D	<b>Accomplishments:</b> The program coordinator and gifted resource teachers met monthly with the following focus: <ul style="list-style-type: none"> <li>Gifted resource teachers reviewed the Charlottesville City Schools vision and reflected on how the role of the gifted resource teacher supports that vision.</li> <li>Gifted resource teachers participated in an EduClimber workshop to build data walls and look at data pertaining to their school and grade.</li> <li>Gifted resource teachers collaborated on lesson and unit plans in K-2, 3-4, and 5-8 groups.</li> <li>Gifted resource teachers reviewed and refined the gifted identification procedures.</li> </ul> <b>Challenges:</b> <ul style="list-style-type: none"> <li>Some professional development days were moved to a virtual setting, which affected the work accomplished.</li> <li>The final professional development day was canceled due to snow day make ups.</li> </ul>	To have GRTs provide classroom teachers with professional learning around the principles of differentiation. Local Plan Goal D  To monitor the frequency of the collaboration between GRTs and classroom teachers. Local Plan Goal D

	<p>To have GRTs, at least monthly, provide classroom teachers with professional learning around the principles of differentiation. Local Plan Goal D</p> <p>To monitor the frequency of the collaboration between GRTs and classroom teachers. Local Plan Goal D</p>	<p><b>Accomplishments:</b></p> <ul style="list-style-type: none"> <li>• The gifted resource teachers supported teachers through participation in grade level meetings such as professional learning communities, collaboration during workdays, and sharing resources with classroom teachers.</li> <li>• Gifted resource teachers provided reading and math extension resources for classroom teachers.</li> </ul> <p><b>Challenges:</b></p> <ul style="list-style-type: none"> <li>• Elementary school schedules varied, and some gifted resource teachers were not able to attend grade-level professional learning communities.</li> <li>• Staff shortages resulted in gifted resource teachers being pulled to provide coverage for classes when substitutes were not available.</li> </ul>	
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E	Goals for 2021-2022	2021-2022	Goals for 2022-2023
l e m e n t a r y / U	<p>To continue to design and/or refine curricula that are differentiated for a range of learners. Local Plan Goal C</p>	<p><b>Accomplishments:</b></p> <ul style="list-style-type: none"> <li>• Gifted resource teachers continued to design and refine lesson and unit plans building on the core math and literacy curriculum.</li> <li>• The Walker gifted resource teachers supported classroom teachers through extension and enrichment curriculum that was available to math and language arts teachers.</li> <li>• Student average reading and math scores continue to improve as measured by the MAP assessment.</li> </ul>	<p>To continue to design and/or refine curricula that are differentiated for a range of learners. Local Plan Goal C</p>
p p e r E l e m e n t a r	<p>To regularly assist classroom teachers with instructional planning and implementation that focuses on rigorous learning. Local Plan Goal B &amp; C</p>	<p><b>Accomplishments:</b></p> <ul style="list-style-type: none"> <li>• The gifted resource teachers supported teachers through participation in grade level meetings such as professional learning communities, collaboration during workdays, and sharing resources with classroom teachers.</li> <li>• The gifted resource teachers supported education extensions through various different school-based activities such as Genius Hour, Hive time, WIN (What I Need) time, enrichment time, and others.</li> </ul> <p><b>Challenges:</b></p> <ul style="list-style-type: none"> <li>• Elementary school schedules varied, and some gifted resource teachers were not able to attend grade-level professional learning communities.</li> <li>• Staff shortages resulted in gifted resource teachers being pulled to provide coverage for classes when substitutes were not available.</li> </ul>	<p>To gather input from teachers, students and parents to measure the success of K-6 gifted services. Local Plan Goal B &amp; F</p> <p>To share information with elementary and upper elementary students, teachers and parents that articulates the components of a talent development framework. Local Plan Goal C &amp; F</p>

y S e r v i c e s ( K - 6 )	To gather input from teachers, students and parents to measure the success of K–6 gifted services. Local Plan Goal B & F	<p><b>Accomplishments:</b></p> <ul style="list-style-type: none"> <li>Forty percent of parents surveyed feel that the gifted program has positively influenced their child’s attitude toward learning.</li> <li>Eighty-five percent of students surveyed enjoy somewhat challenging and challenging lessons</li> <li>Forty percent of parents surveyed have a positive or very positive perception of the gifted program.</li> </ul> <p><b>Challenges:</b></p> <ul style="list-style-type: none"> <li>Sixteen percent of parents surveyed have a negative or very negative perception of the gifted program.</li> <li>Thirty-five percent of parents surveyed did not know who to contact if they had questions about gifted programming</li> </ul>	
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	Goals for 2021-2022	2021-2022	Goals for 2022-2023
S e c o n d a r y S e r v i c e s ( 7 - 1 2 )	To implement gifted education services at Buford that respond to school needs and support talent development. Local Plan Goal B & C	<p><b>Accomplishments:</b></p> <ul style="list-style-type: none"> <li>The gifted program coordinator worked with the administration at Buford Middle School to continue to design gifted education services for 7th and 8th graders that support a talent development framework.</li> <li>A gifted resource teacher position was filled for math.</li> <li>Forty-six percent of students reported that their math and language arts classes were just the right amount of challenge.</li> </ul> <p><b>Challenges:</b></p> <ul style="list-style-type: none"> <li>This program is still growing in implementation. For the SY 21-23 there was not a designated gifted resource teacher for Language Arts.</li> <li>Fifty-eight percent of parents and thirty-one percent of students surveyed reported that math and language arts class were not challenging enough.</li> </ul>	To implement gifted education services at Buford that respond to school needs and support talent development. Local Plan Goal B & C  To share information with Buford students, teachers and parents that articulates the components of a talent development framework. Local Plan Goal C & F
	To share information with Buford students, teachers and parents that articulates the components of a talent development framework. Local Plan Goal C & F	<p><b>Accomplishments:</b></p> <ul style="list-style-type: none"> <li>The gifted resource teacher was able to provide extension and enrichment support to students in the pre-algebra 7 and 8 classrooms.</li> <li>The gifted resource teacher created quarterly blurbs sharing information with regards to gifted programming at Buford.</li> <li>The Buford gifted resource teacher supported pre-algebra 7 and 8, math PLCs, gifted identification, and school-level content collaboration.</li> </ul> <p><b>Challenges:</b></p> <ul style="list-style-type: none"> <li>There is still a sense of confusion within the community about what the new pathway for gifted is and its goal.</li> <li>Ninety percent of parents surveyed did not know who to contact if they had</li> </ul>	To assist content teachers with planning instruction that is differentiated for a range of learners and supports talent development. Local Plan Goal C

		<p>questions about the gifted program.</p>	
	<p>To assist content teachers with planning instruction that is differentiated for a range of learners and supports talent development. Local Plan Goal C</p>	<p><b>Accomplishments:</b></p> <ul style="list-style-type: none"> <li>● The Buford gifted resource teacher supported pre-algebra 7 and 8, math professional learning communities, gifted identification, and school-level content collaboration.</li> <li>● The Buford gifted resource teacher met regularly with math colleagues to review the curriculum and discuss ways to embed differentiated instructional strategies.</li> <li>● The CHS gifted resource teacher identified struggling students, engaged them in academic coaching, and when appropriate, in consultation with the school counselor, referred them for additional support.</li> <li>● The CHS gifted resource teacher was the point person for the academic Summer Residential Governor’s School and World Language Academy programs and oversaw the application process. For Summer 2022 nine CHS students applied, which is an increase in four applicants from last year. Seven CHS students were accepted.</li> </ul> <p><b>Challenges:</b></p> <ul style="list-style-type: none"> <li>● Buford was unable to have a designated gifted resource teacher for language arts.</li> <li>● Staff shortages resulted in gifted resource teachers being pulled to provide coverage for classes when substitutes were not available.</li> </ul>	