

**Gifted Education Program
Annual Review
Spring 2023**

IDENTIFICATION		
Goals for 2022-2023	2022-2023	Goals for 2023-2024
To monitor gifted identification data for equitable representation across subgroups. Local Plan Goal E	Accomplishments: <ul style="list-style-type: none"> With the new talent development model, most students in Charlottesville City Schools are now identified as gifted. There is currently equitable representation across subgroups. 	To monitor gifted identification data for equitable representation across subgroups. Local Plan Goal E
To implement and strengthen the use of multiple criteria in screening and identification processes. Local Plan Goal A	Accomplishments: <ul style="list-style-type: none"> We continue to have a gifted identification process that is similar across all schools. There are written procedures for the identification process including data analysis and the identification meeting. We have added additional data points (SOL growth data, DIBELS data). 	To review annually, with a lens of equity, the materials used for identification in each school and to monitor for consistent use of evidence and analysis. Local Plan Goal A

PROFESSIONAL LEARNING		
Goals for 2022-2023	2022-2023	Goals for 2023-2024
To have gifted resource teachers provide classroom teachers with professional learning around the principles of differentiation. Local Plan Goal D	Accomplishments: The gifted resource teachers providing the following professional learning differentiated by content and readiness level to classroom teachers and other division staff. <ul style="list-style-type: none"> Introduction and intermediate: Literacy and math Just-in-time support during professional learning community meetings to address differentiation and supporting teachers as they work to challenge all students. Challenges: <ul style="list-style-type: none"> Not all gifted resource teachers were able to participate in professional learning community meetings due to master scheduling issues. Professional learning offerings were choice sessions and conflicted with other sessions that classroom teachers were also interested in. 	To have gifted resource teachers provide classroom teachers with professional learning around the principles of differentiation. Local Plan Goal D

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<p>To monitor the frequency of the collaboration between GRTs and classroom teachers. Local Plan Goal D</p>	<p>Accomplishments:</p> <ul style="list-style-type: none"> • 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. • Gifted resource teachers provided reading and math extension resources for classroom teachers both as collaborative teachers and as resources. <p>Challenges:</p> <ul style="list-style-type: none"> • Elementary school schedules varied, and some gifted resource teachers were not able to attend grade-level professional learning communities. • The Walker gifted resource team continued to have difficulty supporting all classroom teachers with two staff members as gifted resource teachers. 	<p>To promote collaboration among gifted resource teachers and with classroom teachers, including the sharing of best practices and differentiated instructional strategies, in order to develop challenging learning experiences. Local Plan Goal D</p>
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ELEMENTARY SERVICES (K-6)		
Goals for 2022-2023	2022-2023	Goals for 2023-2024
<p>To continue to design and/or refine curricula that are differentiated for a range of learners. Local Plan Goal C</p>	<p>Accomplishments:</p> <ul style="list-style-type: none"> • Gifted resource teachers continued to design and refine lesson and unit plans building on the core math and literacy curriculum. • The Walker gifted resource teachers supported classroom teachers through extension and enrichment curriculum that was available to math and language arts teachers. <p>Challenges</p> <ul style="list-style-type: none"> • Gifted resource teachers did not have time built into the school day for synchronous cross-school curriculum collaboration. • The nationwide teacher staffing shortage continued to negatively impact gifted programming. 	<p>To continue to design and/or refine curricula that are differentiated for a range of learners. Local Plan Goal C</p>

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<p>To gather input from teachers, students and parents to measure the success of K–6 gifted services. Local Plan Goal B & F</p>	<p>Accomplishments:</p> <ul style="list-style-type: none"> • The Gifted Advisory Committee continued to meet on a quarterly basis • Gifted resource teachers met in professional learning communities regularly to discuss differentiated lessons and reflect on their impact. • Gifted resource teachers collected informal feedback from students with regards to collaborative lessons within the math and reading classroom. <p>Challenges:</p> <ul style="list-style-type: none"> • In our current format, we did not have information to know how many families were accessing division and school gifted newsletters. 	<p>To assist classroom teachers with instructional planning practices that focus on appropriate extension and rigor and that help students think and understand deeply. Local Plan Goal C</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 & F</p>	<p>Accomplishments:</p> <ul style="list-style-type: none"> • The coordinator updated the Gifted Program page on Charlottesville City Schools webpage to better reflect the program and its goals. • The gifted resource teachers created and shared a quarterly newsletter with general gifted programming updates as well as specific school-based projects and collaborations. <p>Challenges:</p> <ul style="list-style-type: none"> • The unique structure of Charlottesville City Schools’ gifted model continues to be confusing when families first try to understand it. We continued to work on better ways to spread the word about gifted programming. 	<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 & F</p>

SECONDARY SERVICES (7-12)		
Goals for 2022-2023	2022-2023	Goals for 2023-2024
<p>To implement gifted education services at Buford that respond to school needs and support talent development. Local Plan Goal B & C</p>	<p>Accomplishments:</p> <ul style="list-style-type: none"> • Classroom teachers continued to provide differentiated instruction within their individual classrooms. • Several math teachers attended AVID training over the 2022 summer break, and brought back examples of differentiated instruction to use in the classroom. <p>Challenges:</p> <ul style="list-style-type: none"> • Buford was unable to have a designated gifted resource teacher for SY 22-23. • The nationwide teacher staffing shortage continued to negatively impact gifted programming. 	<p>To design services based on research of effective practices that develop a talent development framework at the secondary level. Local Plan Goal B</p>

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<p>To share information with Buford students, teachers and parents that articulates the components of a talent development framework. Local Plan Goal C & F</p>	<p>Accomplishments:</p> <ul style="list-style-type: none"> The coordinator updated the Gifted Program page on Charlottesville City Schools webpage to better reflect the program and its goals. <p>Challenges:</p> <ul style="list-style-type: none"> Buford was unable to have a designated gifted resource teacher for SY 22-23. 	<p>To share information with Buford and CHS students, teachers and parents that articulates the components of a talent development framework. Local Plan Goal C & F</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>Accomplishments:</p> <ul style="list-style-type: none"> 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. 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 2023 eleven CHS students applied, which is an increase in four applicants from last year. <p>Challenges:</p> <ul style="list-style-type: none"> Buford was unable to have a designated gifted resource teacher for SY 22-23. 	<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>