

Charlottesville City Schools Gifted Education Program Annual Review- Spring 2025

IDENTIFICATION	
Goals for 2024-2025	2024-2025
<p>Local Plan Goal A:</p> <p>Review annually with a lens of equity the materials and process used for identification in each school to monitor for the consistent use of evidence and analysis.</p> <p>Continue to implement and strengthen the use of multiple criteria in screening and identification processes including alternative data and evidence of critical and creative thinking.</p>	<p>Accomplishments:</p> <ul style="list-style-type: none"> • We continue to have a gifted identification process that is uniform across all schools. • There are written procedures for the identification process including data analysis and the identification meeting to promote continuity. • We have updated data points to align with division assessments.
<p>Local Plan Goal E:</p> <p>Implement talent development learning experiences in order to observe and foster the potential of all students.</p> <p>Monitor the equitable representation of students identified and served by gifted resource teachers.</p>	<p>Accomplishments:</p> <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 student membership groups.

PROFESSIONAL LEARNING	
Goals for 2024-2025	2024-2025
<p>Local Plan Goal D:</p> <p>Continue to provide ongoing professional development around the principles of differentiated instruction and talent development for a broad range of learners.</p> <p>Promote collaboration between gifted resource teachers and classroom teachers, including the sharing</p>	<p>Accomplishments:</p> <ul style="list-style-type: none"> • The gifted resource teachers provided 12 professional learning sessions supporting differentiation during two conference style division PL days to classroom teachers and other division staff. • According to the Gifted Program Classroom Teacher Survey, 78% percent of responding classroom teachers noted they have utilized division professional learning opportunities on differentiation. • Gifted resource teachers provided just-in-time support during professional learning community meetings to address differentiation and supporting teachers as

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<p>of best practices and differentiated instructional strategies, in order to develop challenging learning experiences.</p>	<p>they work to provide rigorous Tier 1 learning experiences for all students. This was evident in the Gifted Program Classroom Teacher Survey which noted that 91% percent of responding classroom teachers utilized this opportunity. In qualitative feedback from responding teachers, “collaboration” also emerged as a common trend among responses when asked what’s working or going well with the gifted program.</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. Some examples include: <ul style="list-style-type: none"> ○ HMH and Investigations aligned menus are being created by gifted resource teachers and being utilized by classroom teachers. ○ Literature circle modeling and support to promote student time in authentic texts ○ Creating math and literacy game challenge bins to support differentiated learning experiences and engagement. ○ Differentiated options embedded into new novel study units at Walker. ○ This or That boards at Walker aligned to instructional standards, as well as introducing the use of menus during math WIN time in fifth grade ○ Supporting the creation of modeling the implementation of Breakout Box extensions in literacy and math at multiple sites ● The gifted resource teachers supported the development of rigorous Tier 1 ELA at Walker. ● Along with classroom teachers, K-8 gifted resource teachers completed the Virginia Literacy Act training to support the implementation of best practices of the science of reading. <p>Challenges:</p> <ul style="list-style-type: none"> ● In some cases, gifted resource teachers were unable to attend weekly PLC meetings at sites and/or monthly K-4 gifted resource teacher program meetings due to scheduling constraints or long term subbing needs at sites.
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ELEMENTARY SERVICES (K-6)		
Goals for 2024-2025	2024-2025	

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<p>Local Plan Goal B</p> <p>Design and deliver services based on research of effective practices that develop a talent development framework.</p> <p>Continue to provide appropriate evidence based enrichment offerings for all identified students.</p>	<p>Accomplishments:</p> <ul style="list-style-type: none"> ● K-4 Gifted resource teachers continued to design and refine lesson and unit plans building on the core Investigations (math) and HMH (literacy) curriculums. <ul style="list-style-type: none"> ○ The elementary gifted resource teachers continue to refine HMH inquiry research projects to encompass the 5 C's of learning. ○ The elementary gifted resource teachers have facilitated shared enrichment experiences aligned to the HMH units of study and Inquiry and Research projects. These experiences included the Charlottesville Cardinals Adaptive Basketball Team, (4th), Charlottesville Creatives Showcase (4th), Rockfish Wildlife Sanctuary Animal Adaptation Ambassadors (3rd), CHS Urban Farming Field Trip (3rd), Travis Koshko Meteorology Guest Speaker (2nd), and the CHS Public Speaking Class Storytelling Workshop (2nd). ● K-4 Gifted resource teachers were able to participate in monthly team collaborative planning time to allow for the workshopping and refining of common gifted curriculum lessons. ● The Walker gifted resource teachers designed lessons that aligned with and extended the math SOLS using embedded best practice resources, including the roll out of the algebra-readiness program, Hands on Equations. ● The Walker gifted resource teachers began using HMH research inquiry projects to encompass the 5Cs of learning for fifth grade and used literacy-focused content-related units from the Strategic Education Research Partnership (SERP) for sixth grade. ● At Walker, students were offered the opportunity to participate in the Math League Contest, Scripps Spelling Bee, and the Girls Excelling in Math Tournament. ● On the 24-25 Gifted Program Teacher Survey given to classroom teachers in grades K-8, more than 70 percent of respondents identified the following characteristics as being evident in gifted lessons and enrichment experiences in CCS: inquiry research or problem based learning, critical thinking, collaboration, student centered/inclusive, creativity, aligned to core Tier 1 instruction, and engagement. In their qualitative feedback, when asked what's working or going well with the gifted program, "aligned with core instruction/tier one" and "engaging/fun" emerged as trends among responding teachers as well.
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<p>Local Plan Goal C</p> <p>Collaborate with classroom teachers on instructional planning and delivery that focuses on appropriate extension and rigor and that help students think and understand deeply.</p> <p>Continue to design and/or refine differentiated curriculum that attends to student needs.</p> <p>Monitor and advocate for supports and structures that facilitate co-planning and co-teaching between classroom</p>	<p>Accomplishments:</p> <ul style="list-style-type: none"> • The gifted resource teachers spent time weekly supporting teachers during PLCs and/or collaborative planning time across the sites. • For math, gifted resource teachers continued to help design and implement low floor, high ceiling experiences that promote rigor. • For literacy, gifted resource teachers implemented project based learning that utilized inquiry and research. • For literacy, the gifted resource teacher at Walker has been planning with the 5th grade team on increasing rigor during Tier 1 instruction. • 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"> • The nationwide teacher staffing shortage continued to impact gifted staffing and programming. Staffing impacts this year included: <ul style="list-style-type: none"> ○ Summit did not have a designated K-2 gifted resource teacher for the 24-25 school year. ○ Burnley-Moran, Johnson, Trailblazer, and Jackson-Via each experienced a disruption in the consistency of services due to gifted resource teachers serving as long-term substitutes in classrooms.
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SECONDARY SERVICES (7-12)	
Goals for 2024-2025	2024-2025
<p>Local Plan Goal B</p> <p>Design and deliver services based on research of effective practices that develop a talent development framework.</p> <p>Continue to provide appropriate evidence based enrichment offerings for all identified students.</p>	<p>Accomplishments:</p> <ul style="list-style-type: none"> • Classroom teachers continue to provide differentiated instruction within their individual classrooms with support from the Buford gifted resource teacher. • The CCS Program of Studies provides opportunities for differentiated coursework for students at both Buford and CHS. • At Buford, the gifted resource teacher pushed into classrooms to model the use of Breakout EDU as an instructional resource in English and math. • At Buford, the gifted resource teacher pushed into seventh grade ELA and pre-algebra classes to support Tier 1 instruction.

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	<ul style="list-style-type: none"> ● On the 24-25 Gifted Program Teacher Survey given to classroom teachers in grades K-8, more than 70 percent of respondents identified the following characteristics as being evident in gifted lessons and enrichment experiences in CCS: inquiry research or problem based learning, critical thinking, collaboration, student centered/inclusive, creativity, aligned to core Tier 1 instruction, and engagement. In their qualitative feedback, when asked what's working or going well with the gifted program, "aligned with core instruction/tier one" and "engaging/fun" emerged as trends among responding teachers as well. ● The CHS gifted resource teacher supervised nine students undertaking year-long independent studies. ● The CHS gifted resource teacher provided support to the AVID program, which included giving lessons with the 11th grade students on how to prepare for their senior year and college, and assisting 12th grade students with college essays and financial aid award letters. The CHS gifted resource teacher supported 32 students with college application essays.
<p>Local Plan Goal C</p> <p>Collaborate with classroom teachers on instructional planning and delivery that focuses on appropriate extension and rigor and that help students think and understand deeply.</p> <p>Continue to design and/or refine differentiated curriculum that attends to student needs.</p> <p>Monitor and advocate for supports and structures that facilitate co-planning and co-teaching between classroom teachers and gifted resource teachers.</p>	<p>Accomplishments:</p> <ul style="list-style-type: none"> ● At Buford, the gifted resource teacher designed a Gifted Resource Hub with links to various tools to support differentiation and engagement in classrooms. ● At Buford, the gifted resource teacher collaborated with ELA teachers to provide the opportunity for students to participate in the Scripps Spelling Bee. ● At Buford, the gifted resource teacher collaborated with the Math teachers to create a Girls Excelling in Math and Math Counts teams. ● At Buford, the gifted resource teacher pushed into classrooms to model the use of Breakout EDU as an instructional resource in English and math. ● At Buford, the gifted resource teacher also pushed into seventh grade ELA and pre-algebra classes to support Tier 1 instruction. ● At Buford, the gifted resource teacher has participated in the seventh and eighth grade PLCs to support instructional planning. Feedback on the Gifted Program Classroom Teacher Survey indicated 91% percent of responding K-8 classroom teachers utilized this opportunity for collaboration relating to differentiation in PLCs. In qualitative feedback from responding teachers, "collaboration" also emerged as a common trend among responses when asked what's working or going well with the gifted program.

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	<ul style="list-style-type: none"> • At Buford, the gifted resource teacher supported ELA and math teachers with the creation and implementation of enrichment games and tasks for their classes. • The CHS gifted resource teacher maintained a website of resources and enrichment opportunities as well as services available at CHS. This was highlighted at GAC meetings and on the CCS website. • 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. Nine students were selected as participants and three students were selected as alternates. • The CHS gifted resource teacher supervised nine students undertaking year-long independent studies. • The CHS gifted resource teacher provided support to the AVID program, which included giving lessons with the 11th grade students on how to prepare for their senior year and college, and assisting 12th grade students with college essays and financial aid award letters. The CHS gifted resource teacher supported 32 students with college application essays. • The CHS gifted resource teacher supported students needing additional academic and organizational assistance.
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PARENT AND COMMUNITY INVOLVEMENT	
<p>Local Plan Goal F</p> <p>Continue to cultivate an effective working relationship with the Gifted Advisory Committee.</p> <p>Use multiple forms of communication, including the division Gifted Education website, to keep parents and community members informed of the processes used to identify and serve students in a talent development framework and solicit feedback.</p>	<p>Accomplishments:</p> <ul style="list-style-type: none"> • The Gifted Advisory Committee continued to meet on a quarterly basis. Meetings this year included showcases of professional learning and gifted services including a carousel showcase of instructional tools, resources, and learning experiences happening through the gifted program at Walker and Buford schools. Meetings also included a feedback session on communication and a review of the program. • The K-8 gifted resource teachers sent quarterly Gifted Gazette newsletters to all families via hardcopy and/or Parentsquare with general gifted programming information as well as specific

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	<p>school-based service showcases including projects and collaborations.</p> <p>Challenges:</p> <ul style="list-style-type: none">• The unique structure of Charlottesville City Schools’ gifted model can be confusing when families first try to understand it. We continued to work on better ways to spread the word about gifted programming.
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Continued Focus Areas for 2025-2026

- **Enhancing Differentiation:** Continue to deepen our use of differentiated instruction to effectively support the diverse needs of all learners, ensuring every student is meaningfully engaged, appropriately challenged with rigor, and supported to reach their full potential.
- **Grade Level Reconfiguration Planning:** As we plan for the return of 5th grade to elementary schools and the transition of 6th grade to middle school, we will carefully prepare for a smooth process that ensures strong instructional support and continuity of services within our talent development model. This will involve ongoing collaboration with a variety of stakeholders to ensure that both students and educators have the necessary resources and support for success.
- **Ongoing Collaboration for Talent Development and Rigorous Tier 1 Instruction:** Continue to collaborate with teachers, content coordinators, and building leaders to ensure seamless integration of talent development lessons within the broader curriculum.
- **Professional Learning for Gifted Resource Teachers:** Prioritize ongoing professional learning opportunities for Gifted Resource Teachers to further develop their toolbox of instructional strategies and resources. This will focus on strategies for “teaching up” to challenge and engage all students through authentic, responsive instruction, ensuring gifted resource teachers are equipped to best support classroom teachers and effectively implement the talent development model.