

	<b>Goals for 2020–2021</b>	<b>Accomplishments for 2020–2021</b>	<b>Goals for 2021–2022</b>
<b>Local Plan for Education of the Gifted</b>	1. To monitor the implementation of division initiatives related to identifying and serving gifted students. Local Plan Goals A & B	1. The program coordinator and gifted resource teachers (GRTs) met monthly to: <ul style="list-style-type: none"> <li>• Plan the steps for a new, inclusive process for identifying giftedness,</li> <li>• Share strategies for planning instruction with classroom teachers,</li> <li>• Discuss instructional initiatives such as the GRT Enrichment Boards,</li> <li>• Share lessons that were differentiated for a range of learners, and</li> <li>• Revise the division’s Local Plan for the Education of the Gifted 2019–2024.</li> </ul>	A. To monitor gifted identification data for equitable representation across subgroups. Local Plan Goal E
	2. To revise the Local Plan for the Education of the Gifted 2019–2024 to reflect program changes. Local Plan Goals A–F	2. The gifted program coordinator and gifted resource teachers worked in collaboration with the Gifted Advisory Committee to revise the division’s Local Plan for the Education of the Gifted 2019–2024. Significant revisions were made to the majority of the document.  The committee plans to present the plan to the School Board in June 2021.	B. To review the implementation of the gifted identification process at each school. Local Plan Goal A  C. To use multiple approaches to gather feedback on gifted services from teachers, students and parents. Local Plan Goal F

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<b>Professional Learning</b>	1. To continue to meet regularly with classroom/content teachers to review assessment data and share differentiated instructional strategies that challenge gifted learners. Local Plan Goal D	1. Working in a virtual environment for the majority of the school year made professional collaboration challenging. Gifted resource teachers, however, made themselves available for grade level planning as schedules allowed. Typically this happened on Fridays, the asynchronous learning day for students.	A. To have GRTs participate in monthly professional learning around the principles of talent development. Local Plan Goal D
	2. To respond to new division initiatives regarding the equitable representation of students. Local Plan Goal E	2. The Gifted Advisory Committee, at its December and March meetings, received information about and gave feedback on a new, inclusive process for identifying giftedness across the division.  On March 4, 2021 the gifted program coordinator presented the new gifted identification process to the School Board.  <i>At a division professional learning event in March, three GRTs led the session, <i>Changing the Lens</i>. The 62 attendees learned specific strategies that support differentiation and encourage equitable opportunities for all students.</i>	B. To have GRTs, at least monthly, provide classroom teachers with professional learning around the principles of differentiation. Local Plan Goal D
	3. To work collaboratively with UVA to offer the courses required for the add-on gifted endorsement. Local Plan Goal D	3. A cohort of seventeen CCS classroom teachers and gifted resource teachers enrolled in the courses required for the add-on endorsement in gifted education. Fifteen teachers have now completed the requirements and two teachers have one course remaining.	C. To monitor the frequency of the collaboration between GRTs and classroom teachers. Local Plan Goal D

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<b>Elementary / Upper Elementary Services (K-6)</b>	1. To have a depository of differentiated lesson plans that enrich and extend English and math curriculum for K–6 students. Local Plan Goal C	1. To support students who worked virtually, gifted resource teachers created a monthly enrichment board that contained six challenges. The activities were tied to English and math content as well as critical and creative thinking. GRT regularly gave students feedback on their responses to the activities.	A. To continue to design and/or refine curricula that is differentiated for a range of learners. Local Plan Goal C
	2. To continue to work collaboratively with classroom teachers on strategies for differentiating curriculum and instruction. Local Plan Goal C	2. Gifted resource teachers met regularly with their English and math colleagues to review the curriculum planned by CCS Content Squads and discuss ways to embed differentiated instructional strategies.  Gifted resource teachers, as requested by the division math team, designed and taught lessons that covered the geometry and measurement standards for each grade level. These lessons were shared across schools.	B. To regularly assist classroom teachers with instructional planning and implementation that focuses on rigorous learning. Local Plan Goal B & C
	3. To gather input from teachers, students and parents when measuring the success of K–6 gifted services. Local Plan Goals B, C & F	3. With the majority of the school year being virtual and gifted resource teachers being asked to assume new and different responsibilities this year, the gifted program coordinator postponed addressing this goal until the 2021-2022 school year.	C. To gather input from teachers, students and parents to measure the success of K–6 gifted services. Local Plan Goal B & F

	<b>Goals for 2020–2021</b>	<b>Accomplishments for 2020–2021</b>	<b>Goals for 2021–2022</b>
<b>Secondary Services (7-12)</b>	1. To design gifted education services for Buford School that respond to school needs and support division initiatives. Local Plan Goals A & B	1. The gifted program coordinator continued to work with gifted resource teachers and the administration at Buford Middle School to design gifted education services for 7 <sup>th</sup> and 8 <sup>th</sup> graders that support a talent development framework and can be implemented during the 2021-2022 school year.	A. To implement gifted education services at Buford School that respond to school needs and support talent development. Local Plan Goal B & C
	2. To continue to work collaboratively with English and math teachers on strategies for differentiating curriculum and instruction. Local Plan Goal C	2. Buford gifted resource teachers met regularly with their English and math colleagues to review the curriculum planned by CCS Content Squads and discuss ways to embed differentiated instructional strategies.  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 through Region X and/or special education.	B. To share information with Buford students, teachers and parents that articulates the components of a talent development framework. Local Plan Goal C & F
	3. To continue to increase high school student interest in and applications to academically challenging summer programs such as the academic Summer Residential Governor’s School. Local Plan Goal F	3. The CHS gifted resource teacher was the point person for the academic Summer Residential Governor’s School programs and oversaw the application process. For Summer 2021 five CHS students applied, which was an increase of two applicants from last year. The virtual environment made the process challenging.  The CHS gifted resource teacher supported two AVID students in applying to the UVA Summer Enrichment Program. Both students received full scholarships.	C. To assist content teachers with planning instruction that is differentiated for a range of learners and supports talent development. Local Plan Goal C