

Charlottesville City Schools Gifted Education Program Annual Review- Spring 2026

Areas of Focus 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.

IDENTIFICATION	
Goals for 2025-2026	2025-2026
<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 process to promote continuity. ● We have updated data points to align with division assessments.

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<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.
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PROFESSIONAL LEARNING	
Goals for 2025-2026	2025-2026
<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 of best practices and differentiated instructional strategies, in order to develop challenging learning experiences.</p>	<p>Accomplishments:</p> <ul style="list-style-type: none"> • The gifted resource teachers provided 9 professional learning sessions supporting differentiation during two conference style division PL days to classroom teachers and other division staff. • The Gifted resource team participated in a “Teaching Up” professional learning series throughout the school year with Dr. Doubet from JMU as a follow-up to the team’s book study in 24-25. This series included three professional learning sessions with Dr. Doubet and multiple peer observations across sites to develop and refine the implementation of differentiation strategies. • Gifted resource teachers offered targeted, real-time support during professional learning community meetings, helping educators develop strategies for differentiation and delivering rigorous Tier 1 learning experiences for every student. On the gifted program survey, ninety percent of classroom teacher survey respondents in grades K-6 indicated they utilize PLCs or team planning sessions as a means for professional learning related to differentiation and all responding administrators also indicate teachers collaborate around differentiation during this time so collaboration during PLCs continues to feel productive for GRTs and classroom teachers. Some examples of collaboration during PLCs 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.

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	<ul style="list-style-type: none"> ○ Created differentiated resources aligned to the division Tier 1 novel studies in 3rd and 4th grade.
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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. GAC meeting agendas were often connected to the committee’s requests for a deeper dive into gifted services including a session in December focusing on “What is differentiation?”, a survey workshop session in March to provide committee members an opportunity to give feedback to support the development of the CCS Academic Rigor Survey, and a feedback session in May related to the Annual Review. ● The K-8 gifted resource teachers sent quarterly Gifted Gazette newsletters to all families via Parentsquare with specific school-based gifted service showcases including projects, collaborations, and enrichment tasks. ● To kick off the year, K-8 GRTs sent out an explanatory letter summarizing gifted services and introducing site based GRTs as points of contact. <p>Challenges:</p> <ul style="list-style-type: none"> ● Respondents on the CCS caregiver survey around academic rigor indicated they had limited understanding of the gifted program and gifted services. Respondents indicated additional communication about the program is desired. Discussions in the Gifted Advisory Committee about this topic focused on brainstorming possible creative communication next steps in the future for sharing more about gifted services with the CCS community.

ELEMENTARY SERVICES (K-6)	
Goals for 2025-2026	2025-2026

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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 Stories on Stage Field Trip (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. ● GRTs began curriculum planning for the division reconfiguration coming in 26-27. This includes previewing and aligning lessons to the HMH curriculum and the newly adopted math curriculum as well. Part of this process also entailed vertical conversations amongst elementary, Walker, and CMS GRTs to support intentional next steps. ● GRTs worked to revise lessons to include best practice SIOP strategies to ensure access for all learners. ● Of those who responded to the caregiver academic rigor survey (K-8), over 80% of parents felt their students were developing skills in collaboration at school. At the elementary K-4 level, over 70% of respondents also felt their child is developing skills in creative thinking, problem solving, and communication. ● The Walker gifted resource teachers continued to design 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 math gifted resource teacher designs lessons that spiral back to previously taught 5th/6th math skills. ● The Walker gifted resource teachers continued to implement HMH research inquiry projects to encompass the 5Cs of learning for fifth grade and used literacy-focused
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	<p>content-related units from the Strategic Education Research Partnership (SERP) for sixth grade.</p> <ul style="list-style-type: none"> ● At Walker, students were offered the opportunity to participate in the Math League Contest, Scripps Spelling Bee, and the Girls Excelling in Math Tournament.
<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. Ninety percent of teacher survey respondents in grades K-6 indicated they utilize PLCs or team planning sessions as a means for professional learning related to differentiation and all responding administrators also indicate teachers collaborate around differentiation during this time so collaboration during PLCs continues to feel productive for GRTs and classroom teachers. ● For math, the 5th/6th grade math gifted resource teacher provides extension choice boards that include acceleration of 7th and 8th grade math skills, low floor high ceiling activities, and real world application of math skills. ● 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 and supported with the implementation of the division Tier 1 novel studies in 3rd and 4th grades. ● In 5th and 6th grades, gifted resource teachers continued their support of division Tier I novel studies. Novel units were updated to include paired readings as well as strategies taken from <i>Differentiation in the Elementary Grades</i> and <i>Differentiation in Middle and High School</i>. ● In 6th grade, gifted resource teachers provided differentiated activities for the implementation of <i>Scholastic Scope</i>, which allowed teachers to support Tier I skills with a variety of engaging texts. ● In 5th grade ELA, the gifted resource teacher facilitated research projects connected to the essential questions of the tier 1 literacy units to deepen students’ understanding using a project based format. ● In 6th grade ELA, gifted resource teachers supported interdisciplinary learning using research-backed science & social studies units created by the SERP Institute. <p>Challenges:</p>

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	<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"> ○ Tall Oaks did not have a K-2 gifted resource teacher for the 25-26 school year. ● Respondents on the CCS caregiver survey around academic rigor indicated that many parents feel their child is not adequately challenged at school. Some parents who responded also indicated that the gifted program does not meet the needs of advanced learners. The gifted team is continuing to reflect on this feedback and refine gifted services as they work toward the goal of enhanced differentiation and rigorous learning opportunities.
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SECONDARY SERVICES (7-12)	
Goals for 2025-2026	2025-2026
<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"> ● At CMS, the gifted resource teacher pushed into classrooms to model the use of Breakout EDU as an instructional resource in English and math. ● At CMS, the gifted resource teacher pushed into seventh grade ELA and pre-algebra classes to support Tier 1 instruction. ● Of those who responded to the caregiver academic rigor survey (K-8), over 80% of parents felt their students were developing skills in collaboration at school. ● At CHS, the gifted resource teacher aimed to improve outreach to 12th grade English teachers and increase by at least 10% the number of seniors the gifted resource teacher supports with writing college essays. This goal was achieved with a 31% increase as 42 students were supported this school year as opposed to 32 students in the 24-25 school year. ● At CHS, the gifted resource teacher aimed to improve outreach and increase the number of students who: attend a Governor’s School information meeting; complete a Governor’s School application; are selected as a CHS nominee; are selected to attend the Summer Residential Academy. During the 2024-25 school year 31 students attended the initial information session, 16 students completed applications, 15 students were nominated by CHS, and 9 students were selected to attend the Summer Residential Program. During the 2025-26 school year 60 students attended the initial information session (93% increase), 26 students completed applications (62% increase), and 18 students were nominated by

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	<p>CHS (20% increase). This year 16 of the 18 nominees for Governor’s School were accepted.</p> <ul style="list-style-type: none"> ● CHS earned AP School Honor Roll recognition of a silver designation (overall) with the sub-categories including college culture (silver), college credit (gold), and college optimization (platinum). With this data we maintained a silver status like the previous year, but each sub-category showed improvement.
<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> <p>At CMS, the gifted resource teacher</p> <ul style="list-style-type: none"> ● designed a Gifted Resource Hub with links to various tools to support differentiation and engagement in classrooms. ● collaborated with ELA teachers to provide the opportunity for students to participate in the Scripps Spelling Bee. ● collaborated with the Math teachers to create a Girls Excelling in Math and Math Counts teams. The GRT and math teachers administered the Math League contest to 7th grade algebra and 8th grade geometry students. ● pushed into classrooms to model the use of Breakout EDU as an instructional resource in English and math. ● also pushed into seventh grade ELA and pre-algebra classes to support Tier 1 instruction. ● participated in the seventh and eighth grade PLCs to support instructional planning. ● supported ELA and math teachers with the creation and implementation of enrichment games and tasks for their classes. <p>Challenges:</p> <ul style="list-style-type: none"> ● The academic rigor survey administered to parents indicated that many parents feel their child is not adequately challenged. Parents who responded also indicated that the gifted program does not meet the needs of advanced learners. The gifted team is continuing to reflect on this feedback and refine gifted services as they work toward the goal of enhanced differentiation and rigorous learning opportunities.

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Continued Focus Areas for 2026-2027

- **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 Implementation:** With the return of 5th grade to elementary schools and the transition of 6th grade to middle school, we will carefully implement 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.
- **Applying and Integrating Professional Learning:** Gifted Resource Teachers will apply their learning from 25-26 PL learning and focus on utilizing 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.