



Title 1 Updates





Title 1 Objective

Objective:

Explore the possibility of a transition from Targeted Assistance Title I to a School-wide Title I Program for Grades K-5



Title 1 – Objective: Action Steps

1.1 Review the protocol and requirements to become a Title I School-wide Program.

- Requirements of the VDOE Transition Process for moving from Targeted Assistance were reviewed in previous years and 2020-2021 was the first year all elementary schools were School Wide.

1.2 Identify School Districts similar to Prince George that currently provide School-Wide Services & 1.3 Determine appropriate schools from the identified school districts to visit.

- Neighboring school divisions have been identified and visits were conducted. In 2019-2020 it was determined to further study and develop a School Wide Plan for each elementary school. During the 2020-2021 school year each elementary school developed their School Wide Plan to be submitted to the VDOE.



Title 1 – Objective: Action Steps Cont.

1.4 . . . Instructional Team decided to move forward with the transition to School Wide during the 2020-2021 school year.

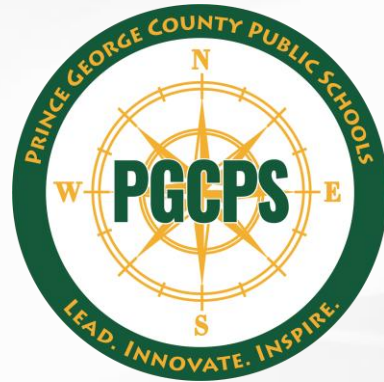
- School Wide Improvement Plans were developed by each Elementary School in January 2020 and completed in March 2020. Permission from the Virginia Department of Education was given to move forward and adjust at the start of the 2020-2021 school year. The 2020-2021 Identification of Title I Schools form was submitted on May 26, 2020, updating our status for each elementary school to be designated as School Wide Title I for the 2020-2021 and the 2021-2022 school year.



Title 1 – Objective: Action Steps Cont.

1.5 The Title I Reading Specialists and Reading Interventionists will support the continued development of the Balance Literacy Program at the elementary level.

- Title 1 Reading Specialists and Reading Interventionists continue to develop and implement the Balanced Literacy Program across all elementary schools. Work has been done to create planning documents and common assessments across all elementary schools. Title 1 and Reading Interventionists continue to collaborate on a regular basis to support the Balanced Literacy Program at the classroom level.



Gifted Updates





Gifted Objectives

Objective 1: Improve the instructional opportunities for building capacity for future success in Independent Study.

Objective 2: Explore other models of Gifted Education Instructional Delivery.



Gifted – Objective 1: Action Steps

1.1 Develop an elective course for students identified as Gifted in Grades 8 and 9 to build capacity for critical thinking and research skills

- For the 2020-21 school year, Clements adjusted gifted teachers schedules to allow pull-out services for in-person students and consultative zoom sessions for virtual students. For the 2021-22 school year, eighth grade gifted students will be provided comprehensive services during the Royal Block. Ninth grade students will continue to be serviced in the pull-out model.

1.2 Professional Development for the teachers of students identified as gifted

- Fine Arts and PAAS teachers were provided differentiated and timely professional development in August during the pre-service week. Additional professional development is offered as needed throughout the year as requested. “Gifted cluster” teachers are also provided differentiated professional development. The instruction department has partnered with GT-Ignite to provide year-round professional development for new teachers and veteran teachers wishing to sharpen their skills. GT-Ignite will continue to be utilized during the 2021-22 school year.



Gifted – Objective 2: Action Steps

2.1 Identify School Districts similar to Prince George that currently provide “Levels of Service Delivery”

- The previous Director of Gifted and Title 1 compared gifted programs of the following school divisions:
 - New Kent; Richmond City; Dinwiddie; Powhatan; Surry; Hopewell; Colonial Heights; Hanover; Charles City; Goochland; Henrico; Chesterfield; and Southampton
- The following components were compared:
 - Number of schools in the division; number of gifted resource teachers; types of gifted programs; teacher training and professional development
- A comprehensive analysis is currently being conducted to identify similarities and differences. This data will be used to help update our gifted plan.



Gifted – Objective 2: Action Steps Cont.

2.2 Determine appropriate schools from the identified school districts to review their Gifted Service Plans and coordinate visits

- The coordination of visits was halted during the 2020-21 school year due to COVID 19; however, visits to school districts will resume during the 2021-22 school year pending the allowance of visitors.

2.3 Provide overview of findings and recommendations to Gifted Staff, Gifted Advisory Committee, and Administration

- Collaboration between gifted staff continues to be strong. Teachers of the gifted at the elementary schools and J.E.J. Moore remained consistent. N. B. Clements has a new teacher of the gifted and Prince George High School is currently seeking a teacher of the gifted to coordinate independent study and AP courses. The Coordinator of Testing and Accountability is currently providing support for the AP courses and independent study sections at PGHS have been scheduled for second semester in anticipation of having a gifted coordinator in place. A committee is being formed to begin to revise and update the 2017-22 Local Plan for Gifted Education.

