



The Commonwealth Governor's School

STRATEGIC PLAN

2025-2027

Mission

To provide gifted and highly motivated high school students a challenging, differentiated, and interdisciplinary academic program of study in the core subject areas of English, mathematics, science, and social studies using non-traditional activities supported by technology at their sites.

Goals

1. Student Achievement and Preparation

Ensure all students reach their full potential by providing rigorous, differentiated, and enriched learning opportunities that prepare them for college, careers, and leadership roles.

- AP scores
 - By May 2027, CGS will increase the percentage of gifted program students scoring a 4 or 5 on AP exams by implementing regional instructional supports, offering Saturday enrichment sessions, and providing data-driven intervention for students identified through practice assessments.
- College matriculation
 - By May 2027, CGS will meet or exceed the current percentage of graduating seniors who enroll in a college or university by expanding access to college counseling, hosting targeted workshops for students and families, and offering individualized college planning meetings throughout the academic year.

2. High Quality Instruction and Curriculum

Provide an innovative, research-based curriculum that challenges and engages gifted learners while addressing their unique academic and social-emotional needs.

- Broadcast Update
 - By May 2026, CGS will modernize the broadcast technology system with current industry-standard equipment. By May 2027, CGS will utilize the new technology to implement engaging instructional practices as measured by a student survey.

- Curriculum Review
 - By May 2027, CGS will conduct a comprehensive review of curriculum pathways in English, Science, and Social Studies to ensure vertical alignment, advanced learning opportunities, and integration of gifted education best practices. The outcome will include a detailed implementation plan, ensuring that 100% of revised pathways offer clearly defined enrichment, and interdisciplinary options.
- VALIN Participation
 - From August 2025 to June 2027, a CGS faculty team will participate in a two-year cohort with other school divisions focused on research-based high school design. The goal is to explore innovative models that enhance personalization, rigor, and real-world readiness for gifted and high-achieving students. By July 2027, the school will develop and present a comprehensive proposal with at least three implementable recommendations that reflect national best practices and local student needs.

3. Professional Growth and Development of Staff

Cultivate a highly skilled and motivated faculty through ongoing professional development focused on best practices for gifted education.

- Gifted endorsement for staff
 - By June 2026, at least 50% of core content teachers in the gifted/high-achieving program will complete or be actively enrolled in gifted education endorsement coursework. The school will provide financial support, coordinate with university partners, and promote cohort participation to ensure teachers have the training necessary to effectively support the unique learning needs of gifted students.

4. Safe and Supportive Environments:

Create a nurturing and inclusive school culture that promotes student well-being, belonging, and engagement.

- Retention
 - By June 2026, CGS will increase the retention rate of students in the gifted and high-achieving program from to at least 96% by implementing a multi-pronged retention strategy that includes early identification of at-risk students, personalized academic and counseling supports, peer mentorship, and increased student and family engagement opportunities.
- Diversity
 - By June 2027, CGS will increase the representation of underrepresented student populations in the Governor's School program by at least 10% over 2024–2025 levels, in accordance with VDOE diversity planning requirements. This will be achieved through early outreach, targeted support during the application process, and ongoing collaboration with school counselors, families, and community stakeholders.
- School counseling program
 - By June 2026, the school will develop and implement a specialized counseling program for students in the high-achieving gifted cohort that addresses their academic planning, social-emotional wellness, and post-secondary readiness. The program will provide a minimum of three tailored counseling experiences per student annually, with at least 85% of participants indicating through surveys that the program meets their unique needs.