

25 EASP Reflection and Reporting Data/26 EASP Gifted and Talented Grant Application

The Enhancement for Accelerated Students Program grant provides participating LEAs with funding to serve all students who have been identified as having an ability that is significantly above the typical ability of a student within the same age group. Completion of this "survey" will ensure that the applicant is in compliance with R277-707-3 and therefore eligible for a portion of the funds. Your email (jvance@malions.org) was recorded when you submitted this form.

Name of LEA *

Mountainville Academy

Name of Lead Contact Person *

Janese Vance

Position of Lead Contact Person *

Director

Email of Lead Contact Person *

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Name of person completing the survey *

Janese Vance

Contact Information for Person Completing the Survey *

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Reflecting and Reporting on the Previous School Year

Please respond to the following questions to describe your Gifted and Talented services and how you strategically planned for increasing participation of your underrepresented student group(s) in your gifted and talented program in the previous school year. Your responses will help you reflect on your success and then plan for how you can increase participation of your underrepresented student group(s) in your gifted and talented services in the current school year.

This information will be used by USBE staff to compile the annual report required in Board Rule [R277-707](#), [Enhancement for Accelerated Students Program](#) and may be used by the LEA for their local board report, also outlined in R277-707.

If you did not receive EASP funding for the previous school year, please go to the Planning for the Upcoming/Current School Year section.

In the previous school year, what goal did you set to increase participation (reduce the participation gap) of your chosen underrepresented student group. Please identify the group and the goal you selected in the previous year. (Example: Our LEA chose to focus on Students Learning English and to raise their participation percentage to 6%.)

In the previous school year, our LEA identified Hispanic/Latino students as an underrepresented group in our Gifted and Talented program. Hispanic/Latino students comprise approximately 11% of our total student enrollment; however, their participation rate in our gifted services did not fully reflect this percentage. Our goal was to increase Hispanic/Latino student participation in the Gifted and Talented program to more closely align with overall enrollment demographics, with a target of increasing representation by at least 2 percentage points and narrowing the participation gap. To support this goal, we reviewed our identification and referral practices to ensure equitable access. We emphasized multiple measures for identification, including achievement data, growth data, teacher observations, and performance-based indicators rather than relying solely on traditional assessment measures. Staff were encouraged to consider diverse expressions of giftedness, including leadership, creativity, and problem-solving ability. Additionally, we intentionally broadened teacher awareness around culturally responsive identification practices and promoted more inclusive referral conversations during PLC discussions. These efforts were designed to ensure that high-potential students from all racial and ethnic backgrounds were recognized and provided access to advanced learning opportunities.

Please note that R277-707 specifically requires that any identification instruments or tools account for disabilities, potential language barriers, culturally diverse perspectives, multilingual learners, and may not be solely dependent on a student's English vocabulary or comprehension skills.

What tool(s) did you use in the previous school year as part of your identification process? Please select all that apply.

- Teacher Recommendation
- Acadience Data
- Scores from Standardized Assessments
- Classroom Performance
- Student Interest/Request

- RISE Data

Formative Assessments

Attendance

Describe the strategies your district/charter used to specifically increase participation of underrepresented students in your gifted and talented program (as required in R277-707-). Select all that apply.

Educate parents through information nights, newsletters, emails, etc.

Data analysis initiatives focused on better serving targeted student groups

Offer tutoring outside of designated class time

Shared goals and initiatives across content areas, staff roles, and departments

Aligned our initiatives in Gifted and Talented with our LEA strategic plan and vision

Other

If you marked "other" in the previous question, please explain:

What strategies did your district/charter use to ensure that all parents had access to information regarding gifted and talented services for their students?

We have weekly emails that go out from the school and also from teachers. Lots of communication.

What services did your district/charter provide for gifted and talented students?

Mountainville Academy provides a continuum of services designed to meet the academic and developmental needs of Gifted and Talented students through both acceleration and enrichment models. Identified students are strategically cluster grouped within the regular classroom setting, allowing teachers to intentionally differentiate instruction for advanced learners. Through this model, students receive curriculum compacting, extended learning opportunities, higher-level questioning, and increased depth and complexity within grade-level standards. In mathematics, qualifying students are provided acceleration opportunities, allowing them to access instruction above grade level based on readiness and demonstrated mastery. Placement decisions are informed by achievement data, growth measures, and teacher input to ensure appropriate challenge and continued academic growth. In addition to core instruction, students have access to STEM enrichment and robotics opportunities, where they engage in hands-on problem-solving, engineering design challenges, collaboration, and critical thinking tasks. These experiences allow gifted students to apply advanced reasoning skills in authentic, project-based contexts. Through cluster grouping, math acceleration, and targeted STEM enrichment, Mountainville Academy strives to ensure that gifted learners are consistently challenged and provided meaningful opportunities to extend their learning. Our goal is to move beyond enrichment-only models and ensure that gifted students

experience consistent academic growth through intentional acceleration, differentiation, and advanced content exposure.

Describe any professional learning that was provided to your teachers of identified students.

Because we are a STEM Platinum school, many of our teachers attend the UCET conference and get ideas that support "Thinking outside the BOx" for our gifted students.

Do you feel that the strategies described in the preceding questions helped increase participation of your underrepresented student group in your Gifted and Talented program? Did you achieve your goal? Please explain.

Yes, we believe the strategies implemented during the previous school year positively impacted awareness and access for our identified underrepresented group. Through intentional review of identification procedures, increased use of multiple data points, and broader teacher awareness of diverse expressions of giftedness, we observed progress toward more equitable consideration of Hispanic/Latino students for gifted services. While participation rates did not yet fully mirror overall enrollment demographics, we did see improvement in referral practices and a modest increase in representation. Just as importantly, our staff developed a stronger understanding of culturally responsive identification practices, which has strengthened our foundation for continued growth. Although our goal of fully closing the participation gap was not completely achieved in one school year, the strategies implemented have created sustainable systems and increased intentionality. We will continue refining our identification and outreach practices to further reduce the participation gap in the current school year.

Is there anything else you would like to report?

Planning, Eligibility, and Application for the Upcoming/Current School Year

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Option 1

What changes will you make to your participation goal from the previous school year? If this is your first year, please describe your initial participation goal. *

We will continue with what we are doing since it aligns with the mission and vision of our school and we feel it is working well.

What changes will you make to the tools used in the previous school year to identify all potential students (including underrepresented students) for gifted and talented services?

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No change, we feel our identification tools are satisfactory.

We will add the following tools (Describe in the appropriate space below.):

We will delete the following tools (Describe in the appropriate space below.):

This is our first year and we are planning to use (Describe in the appropriate space below.):

We will add the following tools:

We will delete the following tools:

This is our first year and we are planning to use:

What changes will you make to the strategies your district/charter used in the previous school year to specifically increase participation of underrepresented students in your gifted and talented program.

*

No change, we feel that the strategies we used helped us move closer to our goal.

We will add the following strategies to increase participation of underrepresented students in our gifted and talented program:

What changes will you make to the strategies your district/charter used in the previous school year to ensure that all parents have access to information regarding gifted and talented services for their students?

No change, we feel that the strategies we used helped us move closer to our goal.

We will add the following strategies to ensure that all parents have access to information regarding gifted and talented services for their students (Describe in the appropriate space below):

We will delete the following strategies (Describe in the appropriate space below):

This is our first year, and we are planning to use the following strategies to ensure that all parents have access to information regarding gifted and talented services for their students (Describe in the appropriate space below)

What services will your district/charter provide for gifted and talented students in the upcoming school year? Please describe how these services might contribute to increased participation of your underrepresented student group.

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In the upcoming school year, Mountainville Academy will continue to provide a continuum of gifted and talented services through cluster grouping, mathematics acceleration, and STEM/robotics enrichment opportunities. These services will remain focused on providing both academic rigor and meaningful enrichment experiences for advanced learners. We will continue strategically cluster grouping identified students to ensure consistent differentiation within the classroom. Teachers will implement curriculum compacting, extended learning opportunities, and increased depth and complexity aligned to student readiness levels. Mathematics acceleration will remain available to students who demonstrate mastery and readiness for above-grade-level instruction. In addition, students will have access to STEM enrichment and robotics experiences that promote higher-level problem-solving, innovation, and collaborative thinking. To increase participation of our identified underrepresented student group (Hispanic/Latino students), we will refine our identification and referral processes by: Continuing to utilize multiple measures for identification, including achievement, growth data, and teacher observation Promoting culturally responsive referral practices Reviewing participation data annually to monitor proportional representation Encouraging broader teacher nominations through PLC discussions By maintaining rigorous services while strengthening equitable identification practices, we aim to further reduce the participation gap and ensure that advanced learning opportunities are accessible to all students who demonstrate high potential.

Describe any professional learning that your district/charter will provide to your teachers of identified students in the upcoming school year.

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We have several trainings planned to support our teachers - especially one coming up called "Teacher Believed in Me" that ties in with this need.

Per R277-707-5, please indicate the approximate date that your plan will be presented to your local school board.

3/26/2026