

Budget Narrative: Funds will be used to pay teachers' salaries and benefits for teaching G&T classes.

2024-2025 GT Grant PAGE 2

1. 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. (R277-462) Example: Our LEA chose to focus on Students Learning English and to raise their participation percentage to 6%.

EA focused on increasing participation of students who experience socioeconomic disadvantage by 6 percent.

2. Please note that BR 277-707 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 tools do you use as part of your identification process? Please select all that apply.

- Teacher recommendation
- Acadience data
- Scores from standardized assessments
- Grades
- Parent recommendation
- Classroom performance
- Student interest/request
- RISE data
- Formative assessments
- Growth data
- Attendance
- Curriculum materials assessments

3. Describe the strategies your district/charter used to specifically increase participation of underrepresented students in your gifted and talented program. Select all that apply.

- Identify supports for transition from elementary to middle school
- Educate parents through information nights, newsletters, emails, etc.
- Data analysis initiatives focused on better serving targeted student groups

- Increase professional learning opportunities focusing on serving thwarted student groups
- Offer tutoring outside of designated class time
- Translate promotional materials to other languages
- Aligned our initiatives in gifted and talented with our LEA strategic plan and vision

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

During parent teacher conferences, teachers discuss individual student progress as well as strategies parents can use to support their student at home.

Academic programs are explained at back-to-school night.

When families enroll at EA for the first time, they attend individual meet-and-greet appointments where we provide an overview of our academic programs. Additionally, each new student undergoes assessments for math and reading placement. We use these results to discuss strategies for parental support at home.

We provide translated materials and offer interpretation services as needed.

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

All EA students in grades K-5 are assessed and placed in challenge-level classes for reading, math, and spelling. All 6th-8th grade students are assessed and placed in challenge-level classes for math. Students who assess above grade level are classified as gifted and talented students.

This leveled learning model allows us to give advanced instruction in reading, math, and spelling to our GT students by placing them in classes at their ability level. The teachers assigned to teach the GT students in their advanced courses do not split their responsibilities between teaching two curriculums. Instead, they give 100 percent of their time to GT students and the advanced curriculum. This gives our GT students an opportunity to progress in their above grade-level instruction through all their years at Excelsior Academy.

Students are assessed throughout the school year. Placement in math and reading classes is adjusted as needed to align with assessment results, ensuring students are placed in the most appropriate level to support their academic growth.

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

Upon request, teachers participate in subject matter-related conferences and training sessions. After attending such events, each teacher is expected to share their acquired knowledge with the EA community.

EA has an extensive mentoring and coaching program. Master teachers provide guidance to those in their first year of teaching, as well as to educators who may encounter challenges in areas such as teaching concepts, behavior management, or other academic domains.

EA conducts regular professional development meetings throughout the school year, focusing on enhancing teaching methods, refining classroom management, addressing the unique needs of special education students, and delivering curriculum-specific training.

7. 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.

2025 - The number of economically disadvantaged students in the gifted and talented program at Excelsior Academy increased by 4.4% from the 2023-2024 school year to the 2024-2025 school year. While we did not achieve our goal of a 6% increase, EA remains committed to providing a high-quality education and fostering academic excellence for all students. Excelsior Academy continuously seeks opportunities to innovate and adapt to the ever-evolving academic environment. Through the leveled learning model, EA ensures that every student is supported to reach their highest academic potential, regardless of barriers.

2026 - Our data showed a 5.6 percent decrease in the number of economically disadvantaged students participating in the gifted and talented program.

2025: 282 total students, 64 economically disadvantaged students. 22.6%

2026: 210 total students, 40 economically disadvantaged students. 17%

The -5.6 percentage point change reflects cohort-specific assessment outcomes and placement adjustments within our multi-measure identification system, rather than changes in enrollment, demographics, or access to gifted services.

The 2025 year reflected a significant expansion year, with a 4.4% increase in economically disadvantaged students participating in GT services. That growth established a high comparison baseline, making subsequent year-to-year percentage changes more pronounced even when identification practices remain consistent.

Excelsior Academy uses a fluid, assessment-based placement model, adjusting student placement throughout the year to align with current data. In 2026, several students who were previously identified at advanced levels were appropriately re-placed based on updated assessment results, ensuring instructional accuracy and compliance with identification standards.

8. 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.

Excelsior Academy aims to maintain its goal of increasing the participation of economically disadvantaged students in the gifted and talented program by 6%.

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?

On top of the previously explained strategies, Excelsior Academy will host a parent workshop to support student academic success. Parents will learn strategies to assist with advanced coursework, access helpful resources, and connect with teachers to better support their children's learning.

9. 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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responsibilities between teaching two curriculums. Instead, they give 100 percent of their time to GT students and the advanced curriculum. This gives our GT students an opportunity to progress in their above grade-level instruction through all their years at Excelsior Academy.

Students are assessed throughout the school year. Placement in math and reading classes is adjusted as needed to align with assessment results, ensuring students are placed in the most appropriate level to support their academic growth.

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

Upon request, teachers participate in subject matter-related conferences and training sessions. After attending such events, each teacher is expected to share their acquired knowledge with the EA community.

EA has an extensive mentoring and coaching program. Master teachers provide guidance to those in their first year of teaching, as well as to educators who may encounter challenges in areas such as teaching concepts, behavior management, or other academic domains.

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