GaDOE
Georgia Department of Education

Comprehensive Needs Assessment
2021 - 2022 District Report

Utopian Academy for the Arts Charter School

1. PLANNING AND PREPARATION

1.1 Identification of Team

The comprehensive needs assessment team consists of people who are responsible for working collaboratively throughout the needs assessment process. Ideal team members possess knowledge of programs, the capacity to plan and implement the needs assessment, and the ability to ensure stakeholder involvement. A required team member's name may be duplicated when multiple roles are performed by the same person. Documentation of team member involvement must be maintained by the LEA. Watch the Planning and Preparation webinar for additional information and guidance.

Required Team Members

Program	Position/Role	Name
Multiple Program(s)	Superintendent/Assistant Superintendent	Artesius Miller
Multiple Program(s)	Federal Programs Director	Pamela Dingle
Multiple Program(s)	Curriculum Director	Ron Boykins
Multiple Program(s)	School Leader (#1)	Ebonni Craft
Multiple Program(s)	School Leader (#2)	Damion Miller
Multiple Program(s)	Teacher Representative (#1)	Caleb Land
Multiple Program(s)	Teacher Representative (#2)	Taliithia Davis
McKinney-Vento Homeless	Homeless Liaison	Janine Slater
Neglected and Delinquent	N&D Coordinator	NA
Rural	REAP Coordinator	NA
Special Education	Special Education Director	Emery Williams
Title I, Part A	Title I, Part A Director	Pamela Dingle
Title I, Part A	Family Engagement Coordinator	Janine Slater
Title I, Part A - Foster Care	Foster Care Point of Contact	Janine Slater
Title II, Part A	Title II, Part A Coordinator	Pamela Dingle
Title III	Title III Director	Glynis Terrell
Title IV, Part A	Title IV, Part A Director	Pamela Dingle
Title I, Part C	Migrant Coordinator	Pamela Dingle

Recommended and Additional Team Members

Program	Position/Role	Name
Multiple Program(s)	Assistant superintendent	NA
Multiple Program(s)	Testing director	Vivian Randolph
Multiple Program(s)	Finance director	Dale Smith
Multiple Program(s)	Other federal programs coordinators	NA
Multiple Program(s)	CTAE coordinator	NA
Multiple Program(s)	Student support personnel	Emery Williams

Recommended and Additional Team Members

Program	Position/Role	Name
Multiple Program(s)	Principal representatives	Dr. Ron Boykins
Multiple Program(s)	High school counselor / academic counselor	NA
Multiple Program(s)	Early childhood or Head Start coordinator	NA
Multiple Program(s)	Teacher representatives	Dr. Yvonne Fields
Multiple Program(s)	ESOL teacher	Glynis Terrell
Multiple Program(s)	Local school governance team representative (charter systems only)	Joshua Menifee
21st CCLC	21st CCLC program director	NA
21st CCLC	21st CCLC site coordinator or data specialist	NA
Migrant	Preschool teacher	NA
Special Education	Student success coach (SSIP)	NA
Title II, Part A	Human resources director	Artesius Miller
Title II, Part A	Principal supervisors	Pamela Dingle
Title II, Part A	Professional learning coordinators	Ron Boykins
Title II, Part A	Bilingual parent liaisons	Janine Slater
Title II, Part A	Professional organizations	
Title II, Part A	Civil rights organizations	NA
Title II, Part A	Board of education members	Anthony Bryant
Title II, Part A	Local elected/government officials	Jessie Goree
Title II, Part A	The general public	NA
Title III	Refugee support service staff	NA
Title III	Community adult ESOL providers	Jasmine Nguyen
Title III	Representatives from businesses employing non-English speakers	NA
Title IV, Part A	Media specialists/librarians	NA
Title IV, Part A	Technology experts	Raymond Alexandar
Title IV, Part A	Faith-based community leaders	Minister Worrell

1. PLANNING AND PREPARATION

1.2 Identification of Stakeholders

Stakeholders are those individuals with valuable experiences and perspective who will provide the team with important input, feedback, and guidance. Required stakeholders must be engaged in the process to meet the requirements of participating federal programs. Documentation of stakeholder involvement must be maintained by the LEA. Watch the Planning and Preparation webinar for additional information and guidance.

Required Stakeholders

Program	Position/Role	Name
Multiple Program(s)	Students (8th - 12th grade)	NA
Multiple Program(s)	Private School Officials	NA
Migrant	Out-of-School Youth and/or Drop-outs	NA
Title I, Part A	Parent Representatives of Title I Students	Mrs. Talley
Title I, Part A - Foster Care	Local DFCS Contacts	Sheena Lewis
Title II, Part A	Principals	Ron Boykins
Title II, Part A	Teachers	Candice Fonfield
Title II, Part A	Paraprofessionals	NA
Title II, Part A	Specialized Instructional Support Personnel	Emery Williams
Title II, Part A	Other Organizations or Partners with relevant and demonstrated expertise	Erica Dotson
Title I, Part A	Parents of English Learners	Pabe Kalillu

Recommended and Additional Stakeholders

Program	Position/Role	Name
Multiple Program(s)	RESA personnel	NA
Multiple Program(s)	Technical, college, or university personnel	J. Harris
Multiple Program(s)	Parent advisory council members, school council parents, Parent- Teacher Association or Parent- Teacher Organization members	Mrs. Gay
21st CCLC	21st CCLC advisory council members	NA
Migrant	Local Head Start representatives (regular and/or migrant Head Start agencies)	NA
Migrant	Migrant PAC Members	NA
Migrant	Local farmer, grower, or employer	NA
Migrant	Family connection representatives	NA

Recommended and Additional Stakeholders

Program	Position/Role	Name
Migrant	Local migrant workers or migrant community leaders	NA
Migrant	Farm worker health personnel	NA
Migrant	Food bank representatives	NA
Migrant	Boys and Girls Club representatives	NA
Migrant	Local health department representatives	NA
Migrant	ABAC MEP consortium staff	NA
Migrant	Migrant high school equivalence program / GED representatives	NA
Migrant	College assistance migrant programs	NA
Neglected and Delinquent	Residential facility(ies) director(s)	NA
Special Education	Parents of a student with disabilities	Niketa Mitchell
Special Education	Parent Mentors	NA
Title II, Part A	School council members	NA

How did the team ensure that the selection of stakeholders created an inclusive group with varied perspectives?	The administration sought input from a variety of stakeholders including students, parents, teachers and community members. Two Parent Stakeholder Input Meetings were held via Zoom one with all parents and one with a Parent Advisory Team. Parents of SWD & ESOL were contacted and invited to complete a survey to gather additional input. All parents were invited to participate in providing input through an additional survey. Teachers participated in an annual feedback session to reflect on the year and feedback and give their input.

How will the team ensure that stakeholders, and in particar parents and/or guardians, were able to provide meaningf input into the needs assessment process?	The team will provide ongoing opportunities for parents to provide input through quarterly input meetings, stakeholder surveys and parent meetings. Input opportunities will be afforded through Zoom and the schools website.

2. DATA COLLECTION ANALYSIS

2.1 Coherent Instructional System

Analyze the LEA's data (including sections 2.6) and answer the guiding questions to determine existing trends and patterns that support the identification of instructional needs. Complete a data-informed self-rating for each Georgia District Performance Standard (GDPS). See the Coherent Instructional System webinar for additional information and guidance.

Coherent Instruction Data

GDPS - Learning and Teaching (Standard 1): Engages and supports all schools in systematic processes for curriculum design to align instruction and assessments with the required standards		
Exemplary	The district continuously engages and supports all schools in systematic processes for curriculum design to align instruction and assessment with the required standards.District staff work to build the capcity of school staff to lead curriculum design efforts.	
Operational	The district engages and supports all schools in systematic processes for curriculum design to align instruction and assessments with the required standards.	
Emerging	The district processes for engaging and supporting schools in curriculum design without district process or support.	✓
Not Evident	District schools are left to work in isolation on curriculum design without district processes or support.	

GDPS - Learning and Teaching (Standard 2): Develops and communicates common expectations for implementing curriculum, instruction, and assessment practices across all schools.		
1. Exemplary	1. A clear understanding of common expectation fosters a culture of results-based practices in curriculum, instruction, and assessment throughout the district with appropriate flexibility for schools to address specific needs as they arise.	
2. Operational	2. The district develops and communicates common expectations for implementing curriculum, instruction, and assessment practices across all schools.	
3. Emerging	3. The district expectations for implementing curriculum, instruction, or assessment practices are not fully developed or are not clearly communicated to all schools.	✓
4. Not Evident	4. The district has not developed or communicated expectations for implementing curriculum, instruction, or assessment practices.	

Coherent Instruction Data

GDPS - Learning and Teaching (Standard 3): Guides, supports, and evaluates the implementation of curriculum, instruction, and assessments		
1. Exemplary	1. The district provides a collaborative and systematic approach for guiding, supporting and evaluating the implementation of curriculum, instruction, and assessments. District staff build the capacity of school level staff to evaluate the implementation of curriculum, instruction, and assessments.	
2. Operational	2. The district effectively guides, supports, and evaluates the implementation of curriculum, instruction, and assessments.	
3. Emerging	3. The district provides limited guidance and support for evaluating the implementation of curriculum, instruction, and assessments.	✓
4. Not Evident	4. The district does not take an effective role in guiding, supporting, or evaluating the implementation of curriculum, instruction, or assessments.	

GDPS - Learning and Teaching (Standard 6): Guides and supports schools in the selection and implementation of effective strategies, programs, and interventions to improve student learning		
1. Exemplary	1. The district systematically provides guidance and ongoing support to schools in the selection and implementation of effective strategies, programs, and interventions to improve student learning.	
2. Operational	2. The district guides and supports schools in the selection and implementation of effective strategies, programs, and interventions to improve student learning.	
3. Emerging	3. The district provides some limited guidance and support in the selection or implementation of effective strategies, programs, and interventions to improve student learning.	✓
4. Not Evident	4. The district provides little or no support or guidance in the selection or implementation of effective strategies, programs, and interventions. The district may require or allow some inappropriate strategies, programs, or interventions.	

Leader Keys Effectiveness System- Standard

Standard	Score
1. Instructional Leadership: The leader fosters the success of all students by facilitating the development, communication, implementation, and evaluation of a shared vision of teaching and learning that leads to school improvement.	
3. Planning and Assessment: The leader effectively gathers, analyzes, and uses a variety of data to inform planning and decision-making consistent with established guidelines, policies, and procedures.	
4. Organizational Management: The leader fosters the success of all students by supporting, managing, and overseeing the school's organization, operation, and use of resources.	
Note: Visit GaDOE Teacher and Leader Effectiveness webpage for the Leader Keys Effectiveness System rubric. **Source:** TLE Electronic Platform (FY19)	

Teacher Keys Effectiveness System- Standard

Standard	Score
2.Instructional Planning: The teacher plans using state and local school district curricula and standards, effective strategies, resources, and data to address the differentiated needs of all students.	1.95
3.Instructional Strategies: The teacher promotes student learning by using research-based instructional strategies relevant to the content area to engage students in active learning and to facilitate the students' acquisition of key knowledge and skills.	2.14
Note: Visit GaDOE Teacher and Leader Effectiveness webpage for the Leader Keys Effectiveness System rubric.**Source:** TLE Electronic Platform (FY19)	
4.Differentiated Instruction: The teacher challenges and supports each student's learning by providing appropriate content and developing skills which address individual learning differences.	2.1
5.Assessment Strategies: The teacher systematically chooses a variety of diagnostic, formative, and summative assessment strategies and instruments that are valid and appropriate for the content and student population.	2.1
6.Assessment Uses: The teacher systematically gathers, analyzes, and uses relevant data to measure student progress, to inform instruction content and delivery methods, and to provide timely and constructive feedback to both students and parents.	2.1
8.Academically Challenging Environment: The teacher creates a student-centered, academic environment in which teaching and learning occur at high levels and students are self-directed learners.	1.95
Note: Visit GaDOE Teacher and Leader Effectiveness webpage for the Teacher Keys Effectiveness System rubric.**Source:** TLE Electronic Platform (FY19)	

2. DATA COLLECTION ANALYSIS

2.2 Effective Leadership

Analyze the LEA's data (including sections 2.6) and answer the guiding questions to determine existing trends and patterns that support the identification of leadership needs. Complete a data-informed self-rating for each Georgia District Performance Standard (GDPS). See the Effective Leadership webinar for additional information and guidance.

Effective Leadership Data

GDPS - Allocation and Management of Resources (Standard 1): Administers a clearly defined, collaborative, data-driven budget process that ensures the equitable, efficient, and transparent distribution of resources to support learning and teaching		
1. Exemplary	The well-established budget process allows input from departments and programs and is driven by the needs of the schools and district. Various funding sources are efficiently maximized at the district and school levels.	
2. Operational	The budget process is clearly defined, collaborative, and data-driven, resulting in the equitable, efficient, and transparent distribution of resources to support learning and teaching.	
3. Emerging	A budget process is in place, but it does not consistently include collaborative, data-driven decisions. In some instances, resource distribution in the district lacks efficiency, equity, or transparency.	✓
4. Not Evident	Across the district, individual departments and programs develop budgets in isolation resulting in gaps, duplication, or poor cost effectiveness. District staff serve primarily as controllers of funds and provide little or no assistance to schools on the funding of plans.	

GDPS - Allocation and Management of Resources (Standard 2): Allocates and monitors the use of time, materials, equipment, and fiscal resources to support learning and teaching		
1. Exemplary	The district allocates and continually monitors the use of time, materials, equipment, and fiscal resources to address both immediate and long-term goals to ensure resources are maximized to support learning and teaching.	
2. Operational	The district allocates and regularly monitors the effective use of time, materials, equipment, and fiscal resources to ensure that they are utilized to support learning and teaching.	✓
3. Emerging	The district inconsistently allocates and monitors the use of time, materials, equipment, and fiscal resources to support learning and teaching.	
4. Not Evident	The district does little to allocate or monitor effectively the use of time, materials, equipment, or fiscal resources to support learning and teaching.	

Effective Leadership Data

GDPS - Governance (Standard 1): Builds support for district and school goals and initiatives by engaging stakeholders, including school board members, to improve learning and teaching		
1. Exemplary	Stakeholders, including school board members, take leadership roles in advancing district and school goals and initiatives that improve learning and teaching.	
2. Operational	The district consistently engages stakeholders, including school board members, in supporting district and school goals and initiatives that improve learning and teaching.	
3. Emerging	The district provides some opportunities for a range of stakeholders to be engaged in supporting goals and initiatives that will improve learning and teaching.	✓
4. Not Evident	Engagement of stakeholders is limited or nonexistent, or the engagement occurs with issues that do not impact learning and teaching.	

GDPS - Governance (Standard 2): Uses an established process to align policies, procedures, and practices with laws and regulations		
1. Exemplary	A systematic and collaborative process is used for ongoing development, revision, and alignment of policies, procedures, and practices with laws and regulations.	
2. Operational	The district regularly uses an established process to align policies, procedures, and practices with laws and regulations.	
3. Emerging	A process to align policies, procedures, and practices with laws and regulations is not comprehensive or is not used on a regular basis.	✓
4. Not Evident	A process is not in use to align policies, procedures, and practices with laws and regulations.	

GDPS - Governance (Standard 4): Grants defined flexibility, based on results, to school leaders to address individual school needs to improve learning and teaching		
1. Exemplary	Flexibility granted to school leaders, based upon sustained high performance, is well defined, reviewed periodically, and fully supports the improvement of learning and teaching.	
2. Operational	The district grants defined flexibility, based on results, to school leaders to address individual school needs to improve learning and teaching.	✓
3. Emerging	The district grants limited flexibility, or the flexibility that is given does not allow leaders to improve learning and teaching sufficiently	
4. Not Evident	The district grants little or no flexibility or inappropriate flexibility to school leaders to improve learning and teaching.	

Effective Leadership Data

GDPS - Leader, Teacher, and Staff Effectiveness (Standard 5): Organizes and provides personnel, expertise, and services to achieve district and individual school goals		
1. Exemplary	The organization and strategic allocation of personnel, expertise, and services lead to the achievement of district and individual school goals. The district is focused on building the capacity and expertise of school and district staff to solve problems and perform at high levels.	
2. Operational	The organization and allocation of personnel, expertise, and services are sufficient to achieve district and individual school goals.	
3. Emerging	The organization or allocation of personnel, expertise, and services is provided intermittently or on a short- term basis as a solution for immediate, pressing needs.	✓
4. Not Evident	The organization or allocation of personnel, expertise, and services does not effectively support the needs of the district and schools.	

GDPS - Planning, Organizing, and Monitoring (Standard 1): Uses a collaborative, data-driven planning process at the district and school levels for improving student learning		
1. Exemplary	A collaborative, data-driven planning process results in aligned, comprehensive plans at the district and school levels for improving student learning.	
2. Operational	At the district and school levels, staffs engage in a collaborative, data-driven planning process to improve student learning.	✓
3. Emerging	At the district and school levels, staffs engage in a planning process to improve student learning, but limitations exist with data analysis, collaboration, or other issues.	
4. Not Evident	A collaborative, data-driven planning process for improving student learning is not in place at the district or school levels.	

GDPS - Planning, Organizing, and Monitoring (Standard 2): Uses protocols and processes for problem solving, decision-making, and removing barriers		
1. Exemplary	The district uses and reviews established protocols and processes for problem solving, decision-making, and removing barriers on a regular basis. Contingency plans are developed for unlikely occurrences.	
2. Operational	The district uses protocols and processes for problem solving, decision-making, and removing barriers.	✓
3. Emerging	District use of protocols and processes for problem solving, decision-making, or removing barriers is limited or inconsistent.	
4. Not Evident	The district does not use protocols or processes for problem solving, decision- making or removing barriers.	

Effective Leadership Data

GDPS - Planning, Organizing, and Monitoring (Standard 3): Uses processes to monitor and provide timely guidance, support, and feedback to individual schools as they implement improvement plans and initiatives		
1. Exemplary	The district has ongoing, comprehensive processes in place to monitor and provide guidance, support and feedback to individual schools as they implement improvement plans, programs or initiatives. The district builds the capacity of school level staff to monitor the implementation and effectiveness of improvement plans, programs, and initiatives.	
2. Operational	The district uses processes to monitor and provide timely guidance, support, and feedback to individual schools as they implement improvement plans and initiatives.	
3. Emerging	The district has some limited processes in place to monitor and provide guidance, support, and feedback to schools as they implement improvement plans and initiatives.	✓
4. Not Evident	The district does not use structured processes for monitoring or providing guidance, support, or feedback to individual schools as they implement improvement plans or initiatives.	

GDPS - Vision and Mission (Standard 1): Creates and communicates a collaboratively-developed district vision, mission, and core beliefs that focus on preparing all students for college and career readiness		
1. Exemplary	The collaboratively-developed vision, mission, and core beliefs that emphasize preparing all students for college and career readiness are continuously and clearly communicated to all stakeholders and are pervasive in the culture and daily actions of the district.	
2. Operational	The collaboratively-developed vision, mission, and core beliefs that emphasize preparing all students for college and career readiness have been created and communicated to stakeholders and are evident in most across the district.	✓
3. Emerging	The vision, mission, and core beliefs have been developed with some emphasis on preparing students for college and career readiness, buy may have weakness due to insufficient collaboration with stakeholders, poor communication, or other limitations	
4. Not Evident	The vision, mission, and core beliefs may not exist or may not focus on preparing students for college and career readiness.	

Leader Keys Effectiveness System- Standard

Standard	Score
1.Instructional Leadership: The leader fosters the success of all students by facilitating the development, communication, implementation, and evaluation of a shared vision of teaching and learning that leads to school improvement.	
2.School Climate: The leader promotes the success of all students by developing, advocating, and sustaining an academically rigorous, positive, and safe school climate for all stakeholders.	
3.Planning and Assessment: The leader effectively gathers, analyzes, and uses a variety of data to inform planning and decision-making consistent with established guidelines, policies, and procedures.	

Leader Keys Effectiveness System- Standard

Standard	Score
4.Organizational Management: The leader fosters the success of all students by supporting, managing, and overseeing the school's organization, operation, and use of resources.	
5.Human Resources Management: The leader fosters effective human resources management through the selection, induction, support, and retention of quality instructional and support personnel.	
6.Teacher/Staff Evaluation: The leader fairly and consistently evaluates school personnel in accordance with state and district guidelines and provides them with timely and constructive feedback focused on improved student learning.	
7.Professionalism: The leader fosters the success of students by demonstrating professional standards and ethics, engaging in continuous professional development, and contributing to the profession.	
8.Communication and Community Relations: The leader fosters the success of all students by communicating and collaborating effectively with stakeholders.	
Note: Visit GaDOE Teacher and Leader Effectiveness webpage for the Teacher Keys Effectiveness System rubric.**Source:** TLE Electronic Platform (FY19)	

Teacher Keys Effectiveness System- Standard

Standard	Score
9.Professionalism: The teacher exhibits a commitment to professional ethics and the school's mission, participates in professional growth opportunities to support student learning, and contributes to the profession.	2.38
Note: Visit GaDOE Teacher and Leader Effectiveness webpage for the Teacher Keys Effectiveness System rubric.**Source:** TLE Electronic Platform (FY19)	

2. DATA COLLECTION ANALYSIS

2.3 Professional Capacity

Analyze the LEA's data (including sections 2.6) and answer the guiding questions to determine existing trends and patterns that support the identification of professional capacity needs. Complete a data-informed self-rating for each Georgia District Performance Standard (GDPS). See the Professional Capacity webinar for additional information and guidance.

Professional Capacity Data

GDPS - Leader, Teacher, and Staff Effectiveness (Standard 2): Establishes and implements processes that increase the effectiveness of teachers, leaders, and staff		
1. Exemplary	Comprehensive data-driven processes that increase the effectiveness of leaders, teachers, and other staff are pervasive in the district and result in a culture of measurable, continuous improvement.	
2. Operational	Processes that increase the effectiveness of leaders, teachers, and staff have been established and consistently implemented throughout the district.	
3. Emerging	Processes that increase the effectiveness of leaders, teachers, and staff are not fully developed or are implemented unevenly or inconsistently across the district.	✓
4. Not Evident	Few, if any, processes to increase the effectiveness of leaders, teachers, and staff have been developed or successfully implemented in the district.	

GDPS - Leader, Teacher, and Staff Effectiveness (Standard 3): Guides and monitors the use of a state approved evaluation system to ensure fidelity of implementation and to evaluate accurately the effectiveness of district and school leaders, teachers, and staff		
1. Exemplary	The district collects and analyzes comprehensive data from the state-approved evaluation system to inform staff retention, salaries, and professional learning throughout the district.	
2. Operational	The district guides and monitors a state-approved evaluation system to ensure fidelity of implementation and to evaluate accurately the effectiveness of district and school leaders, teachers, and staff.	
3. Emerging	The district offers some guidance for the implementation of a state- approved evaluation system, but some parts of the system are not implemented with fidelity or could benefit from more support or monitoring.	✓
4. Not Evident	The district does little to guide or monitor the implementation of a state-approved evaluation system.	

Professional Capacity Data

GDPS - Learning and Teaching (Standard 4): Ensures that professional learning is relevant and addresses adult and student needs		
1. Exemplary	The district fosters a culture of systematic, quality, and relevant professional learning that consistently addresses the needs of its adults and its students.	
2. Operational	The district ensures that professional learning at the school and district levels is relevant and addresses adult and student needs.	
3. Emerging	The professional learning at the school and district levels is not consistently relevant or is not consistently linked to adult or student needs.	✓
4. Not Evident	The professional learning at the school and district levels is not relevant and does not address adult or student needs.	

GDPS - Learning and Teaching (Standard 5): Assesses the impact of professional learning on staff practices and student learning and makes adjustments as needed		
1. Exemplary	The impact of professional learning on staff practices and student learning is systematically monitored at the district and school levels by examining performance data throughout the year and timely, appropriate adjustments are made as needed.	
2. Operational	The impact of professional learning on staff practices and student learning is assessed and adjustments are made as needed.	
3. Emerging	The impact of professional learning on staff practices or student learning is assessed on a limited or inconsistent basis, or appropriate adjustments are not always made.	✓
4. Not Evident	The impact of professional learning on staff practices or student learning is not assessed by district or school staff.	

Leader Keys Effectiveness System- Standard

Standard	Score
4.**Organizational Management:**The leader fosters the success of all students by supporting, managing, and overseeing the school's organization, operation, and use of resources.	
5.**Human Resources Management:**The leader fosters effective human resources management through the selection, induction, support, and retention of quality instructional and support personnel.	
6.**Teacher/Staff Evaluation:**The leader fairly and consistently evaluates school personnel in accordance with state and district guidelines and provides them with timely and constructive feedback focused on improved student learning.	
7.**Professionalism:**The leader fosters the success of students by demonstrating professional standards and ethics, engaging in continuous professional development, and contributing to the profession.	
8.**Communication and Community Relations:**The leader fosters the success of all students by communicating and collaborating effectively with stakeholders.	
Note: Visit GaDOE Teacher and Leader Effectiveness webpage for the Leader Keys Effectiveness System rubric.**Source:** TLE Electronic Platform (FY19)	

Teacher Keys Effectiveness System- Standard

Standard	Score
1.Professional Knowledge: The teacher demonstrates an understanding of the curriculum, subject content, pedagogical knowledge, and the needs of students by providing relevant learning experiences.	2.24
9.Professionalism: The teacher exhibits a commitment to professional ethics and the school's mission, participates in professional growth opportunities to support student learning, and contributes to the profession.	2.38
10.Communication: The teacher communicates effectively with students, parents or guardians, district and school personnel, and other stakeholders in ways that enhance student learning.	2.24
Note: Visit GaDOE Teacher and Leader Effectiveness webpage for the Leader Keys Effectiveness System rubric.**Source:** TLE Electronic Platform (FY19)	

2. DATA COLLECTION ANALYSIS

2.4 Family and Community Engagement

Analyze the LEA's data (including sections 2.6) and answer the guiding questions to determine existing trends and patterns that support the identification of needs related to family and community engagement. Complete a data-informed self-rating for each Georgia District Performance Standard (GDPS). See the Family and Community Engagement webinar for additional information and guidance. Visit Georgia's Family Connection Partnership's KIDS COUNT for additional data.

Family and Community Engagement Data

GDPS - Family and Community Engagement (Standard 1): Establishes and communicates district-wide expectations for schools to engage families and the community to support learning and teaching		
1. Exemplary	Expectations for family and community engagement are embedded in the culture and result in family and community members being active supporters of student learning and teaching throughout the district.	
2. Operational	Expectations for schools to engage families and the community to support learning and teaching are established and communicated throughout the district.	✓
3. Emerging	Expectations for family and community engagement are inconsistent, varying from school to school, or are unevenly communicated across the district.	
4. Not Evident	Expectations for family and community engagement have not been established across the district.	

GDPS - Family and Community Engagement (Standard 2): Establishes structures which promote clear and open communication between schools and stakeholders		
1. Exemplary	The district implements and continuously monitors structures for reliable, ongoing, and interactive communication between the schools and stakeholders.	
2. Operational	Structures which promote clear and open communication between schools and stakeholders have been effectively established.	
3. Emerging	The district structures between schools and stakeholders result in communication that sometimes may not be consistent, clear, or timely.	✓
4. Not Evident	Structures which promote clear and open communication between schools and stakeholders have not been effectively established or implemented.	

GDPS - Family and Community Engagement (Standard 3): Ensures that families and community members have feedback and problem-solving opportunities throughout the district		
1. Exemplary	The district engages family and community members to take leadership roles in feedback and problem- solving activities throughout the district.	
2. Operational	The district ensures that family and community members routinely have feedback and problem-solving opportunities throughout the district.	
3. Emerging	Opportunities for family and community members to be involved in feedback and problem-solving are limited or inconsistently provided across the district.	✓
4. Not Evident	Opportunities for family and community feedback and involvement in problem-solving seldom occur in the district.	

Family and Community Engagement Data

GDPS - Governance (Standard 3): Communicates district policies and procedures in a timely manner to relevant audiences		
1. Exemplary	Strategic, comprehensive processes and protocols are in place for clearly and continuously communicating policies and procedures in a timely manner to all stakeholders.	
2. Operational	The district consistently communicates policies and procedures in a timely manner to relevant audiences.	
3. Emerging	Communication of policies and procedures to relevant audiences is sometimes inadequate or inconsistent.	✓
4. Not Evident	Communication of district policies and procedures to relevant audiences is very limited or ineffective.	

GDPS - Vision and Mission (Standard 2): Fosters, within the district and broader community, a culture of trust, collaboration, and joint responsibility for improving learning and teaching		
1. Exemplary	The actions of the district are well established and have created a strong culture of trust, collaboration, and shared responsibility for improving learning and teaching within the district and in the broader community. Processes and procedures are pervasive in the district and schools to support the district's vision and mission.	
2. Operational	The actions of the district effectively foster a culture of trust, collaboration, and shared responsibility for improving learning and teaching within the district and broader community. Processes and procedures are implemented to support the district's vision and mission.	
3. Emerging	The actions of the district are inconsistent in fostering a culture of trust, collaboration, and shared responsibility for improving learning and teaching. Some effective processes and procedures are used to support the district's vision and mission.	✓
4. Not Evident	The actions of the district do not foster a culture of trust, collaboration, and shared responsibility for improving learning and teaching. Few, if any, effective processes and procedures are used to support the district's vision and mission.	

Leader Keys Effectiveness System- Standard

Standard	Score
2.School Climate:The leader promotes the success of all students by developing, advocating, and sustaining an academically rigorous, positive, and safe school climate for all stakeholders.	
8.Communication and Community Relations:The leader fosters the success of all students by communicating and collaborating effectively with stakeholders.	
Note: Visit GaDOE Teacher and Leader Effectiveness webpage for the Leader Keys Effectiveness System rubric.Source: TLE Electronic Platform (FY19)	

Teacher Keys Effectiveness System- Standard

Standard	Score
10.Communication: The teacher communicates effectively with students, parents or guardians, district and school personnel, and other stakeholders in ways that enhance student learning.	2.24
Note: Visit GaDOE Teacher and Leader Effectiveness webpage for the Leader Keys Effectiveness System rubric.**Source:** TLE Electronic Platform (FY19)	

2. DATA COLLECTION ANALYSIS

2.5 Supportive Learning Environment

Analyze the LEA's data (including sections 2.6) and answer the guiding questions to determine existing trends and patterns that support the identification of needs related to a supportive learning environment. Complete a data-informed self-rating for each Georgia District Performance Standard (GDPS). Student subgroups with a count of less than 15 are denoted by "TFS" (too few students). See the Supportive Learning Environment webinar for additional information and guidance.

Supportive Learning Environment Data

GDPS - Allocation and Management of Resources (Standard 3): Develops and implements processes to maintain facilities and equipment to ensure an environment, which is safe and conducive to learning		
1. Exemplary	The district has a comprehensive schedule for ongoing, proactive maintenance of facilities and equipment. Repairs and services are provided in a timely manner and do not disrupt the learning environment.	
2. Operational	The district develops and implements effective processes to maintain facilities and equipment to ensure an environment which is safe and conducive to learning.	
3. Emerging	Irregular or insufficient processes are in place to maintain facilities and equipment to ensure an environment which is safe and conducive to learning.	✓
4. Not Evident	The district has done little to develop or implement processes to maintain facilities and equipment to ensure an environment which is safe and conducive to learning.	

GDPS - Allocation and Management of Resources (Standard 4): Provides, coordinates, and monitors student support systems and services		
1. Exemplary	The district provides, coordinates, and systematically monitors a comprehensive, accessible array of services to meet the educational, physical, social and emotional needs of its students.	
2. Operational	The district provides, coordinates, and monitors student support systems and services.	
3. Emerging	The district provides some student services, but improvements are needed in some areas such as program coordination and monitoring.	✓
4. Not Evident	The district has systemic problems with providing, coordinating, or monitoring student support systems or services.	

Supportive Learning Environment Data

GDPS - Leader, Teacher, and Staff Effectiveness (Standard 4): Defines the roles, responsibilities, skill sets, and expectations of leaders at all levels of the district to improve student learning and staff performance		
1. Exemplary	Actions of leaders throughout the district reflect a deep understanding of their leadership roles, responsibilities, and expectations. Leaders demonstrate the appropriate skill sets necessary to improve student learning and staff performance.	
2. Operational	The district defines the roles, responsibilities, skill sets, and expectations of leaders at all levels to increase student learning and staff performance.	✓
3. Emerging	The general roles, responsibilities, skill sets, or expectations for leaders are not fully developed by the district.	
4. Not Evident	Leader roles, responsibilities, skill sets, and expectations are not defined or are not up-to-date at the school or district levels.	

Leader Keys Effectiveness System- Standard

Standard	Score
1.Instructional Leadership: The leader fosters the success of all students by facilitating the development, communication, implementation, and evaluation of a shared vision of teaching and learning that leads to school improvement.	
2.School Climate: The leader promotes the success of all students by developing, advocating, and sustaining an academically rigorous, positive, and safe school climate for all stakeholders.	
3.Planning and Assessment: The leader effectively gathers, analyzes, and uses a variety of data to inform planning and decision-making consistent with established guidelines, policies, and procedures.	
4.Organizational Management: The leader fosters the success of all students by supporting, managing, and overseeing the school's organization, operation, and use of resources.	
5.Human Resources Management: The leader fosters effective human resources management through the selection, induction, support, and retention of quality instructional and support personnel.	
6.Teacher/Staff Evaluation: The leader fairly and consistently evaluates school personnel in accordance with state and district guidelines and provides them with timely and constructive feedback focused on improved student learning.	
7.Professionalism: The leader fosters the success of students by demonstrating professional standards and ethics, engaging in continuous professional development, and contributing to the profession.	
8.Communication and Community Relations: The leader fosters the success of all students by communicating and collaborating effectively with stakeholders.	
Note: Visit GaDOE Teacher and Leader Effectiveness webpage for the Leader Keys Effectiveness System rubric.**Source:** TLE Electronic Platform (FY19)	

Teacher Keys Effectiveness System- Standard

Standard	Score
1.Professional Knowledge: The teacher demonstrates an understanding of the curriculum, subject content, pedagogical knowledge, and the needs of students by providing relevant learning experiences.	2.24
2.Instructional Planning: The teacher plans using state and local school district curricula and standards, effective strategies, resources, and data to address the differentiated needs of all students.	1.95
3.Instructional Strategies: The teacher promotes student learning by using research-based instructional strategies relevant to the content area to engage students in active learning and to facilitate the students' acquisition of key knowledge and skills.	2.14
4.Differentiated Instruction: The teacher challenges and supports each student's learning by providing appropriate content and developing skills which address individual learning differences.	2.1
5.Assessment Strategies: The teacher systematically chooses a variety of diagnostic, formative, and summative assessment strategies and instruments that are valid and appropriate for the content and student population.	2.1
6.Assessment Uses: The teacher systematically gathers, analyzes, and uses relevant data to measure student progress, to inform instruction content and delivery methods, and to provide timely and constructive feedback to both students and parents.	2.1
7.Positive Learning Environment: The teacher provides a well-managed, safe, and orderly environment that is conducive to learning and encourages respect for all.	2.14
8.Academically Challenging Environment: The teacher creates a student-centered, academic environment in which teaching and learning occur at high levels and students are self-directed learners.	1.95
9.Professionalism: The teacher exhibits a commitment to professional ethics and the school's mission, participates in professional growth opportunities to support student learning, and contributes to the profession.	2.38
10.Communication: The teacher communicates effectively with students, parents or guardians, district and school personnel, and other stakeholders in ways that enhance student learning.	2.24
Note: Visit GaDOE Teacher and Leader Effectiveness webpage for the Teacher Keys Effectiveness System rubric.**Source:** TLE Electronic Platform (FY19)	

2. DATA COLLECTION ANALYSIS

2.6 Data Analysis Questions

Analyze the LEA's data and answer the guiding questions to determine existing trends and patterns that support the identification of demographic and financial needs. Student subgroups with a count of less than 15 are denoted by "TFS" (too few students).

What perception data did you use? [examples: student perceptions about school climate issues (health survey, violence, prejudice, blying, etc.); student/parent perceptions about the effectiveness of programs or interventions; student understanding of relationship of school to career or has an academic plan]	Utopian used the following perception data: Title I Survey to parents; input from stakeholder meetings, principal forums with teachers The GA Climate Survey gives good insight into student perception about their learning opportunities, however, the results are reflective of student feedback from 2018-2019.

What does the perception data tell you? (perception data can describe people's knowledge, attitudes, beliefs, perceptions, competencies; perception data can also answer the question "What do people think they know, believe, or can do?")	Utopian parents express a positive view of the support afforded them by Utopian Academy during the beginning of the year. Overall, parents report a positive experience with virtual learning and that the classes were pretty engaging, the communication was good, and they felt like teachers were working to support their scholars. The most frequent concern articulated was that parents felt the school needed to provide a stable, consistent schedule rather than make revisions throughout the year. Additionally, parents felt that information could be communicated in a more timely manner to allow for them to plan their schedules around meetings & events. Parents overwhelmingly felt communication provided by the Parent & Family Engagement Coordinator was excellent. They reported wanting better response time from teachers. Teachers reported that they felt like they had the resources, training and support needed to provide virtual instruction. Most teachers gained proficiency with specific tools that enabled them to teach their content. These tools were different depending on the content area. Teachers reported that parents did not often respect their time and would call for information late at night rather than use Infinite Campus. Much of the concern was due to the failure to synchronize Infinite Campus schedules with the TEAMS schedule. Teachers felt there is a need for more engagement of parents particularly in supporting scholars showing up for classes and completing homework. They recognize parents were limited due to the need to work outside of the home. Curriculum nights and online meetings were conducted throughout the year. While the turnouts were pretty good, they usually represented fewer than the mandatory 100% parent engagement. Parents who participated in the Literacy, Math and Test Prep nights were pleased with the support. Scholars overall reported to class though attendance was often below 90%. Scholars showed up for class but would at times become disengaged when given independent tasks. Overall, work completion was inconsistent, and teachers had to find creative ways to get scholars engaged. Scholars report feeling supported but didn't really like virtual learning.

2019-2020 Data
The Climate Survey reveals that scholars feel welcomed and valued at the school and that there are caring adults to take care of them. They feel like the work provided by their teachers is rigorous and for the most part that teachers care for them. Scholars self-report that they overall have healthy habits when it comes to trying substances or thinking about self-harm. Students report that they themselves and sometimes their peers interfere with the learning of other students. Of concern with scholars is that some report suicidal ideation and link their feelings to family issues for the most part. Finally, students indicate that there are fights which makes students concerned with their physical safety.

What process data did you use? (examples: student participation in school activities, sports, clubs, arts; student participation in special programs such as peer mediation, counseling, skills conferences; parent/student participation in events such as college information meetings and parent workshops)	Process data included: School governance meeting agendas and minutes; Teacher Leader Anecdotal feedback , notes from stakeholder input meetings, Leadership Team Meeting; Climate Surveys

What does the process data tell you? (process data describes the way programs are conducted; provides evidence of participant involvement in programs; answers the question "What did you do for whom?")	The process data reveals that Utopian has begun to develop a more cohesive culture for improving practices and student achievement. The staff expressed a desire for lower class sizes and more stabilization with the schedules/ There needs to be continual movement towards establishing processes and procedures to review teaching & learning, curriculum selections, and planning for use of resources. Teachers feel empowered as leaders to help with the planning of the success of the school. An established process of continual engagement of the staff will result in more efficiency. The staff felt that being provided the resources to support digital learning through a one-to-one model enabled them to be more supportive of personalized learning. Utopian Academy for the Arts needs to continue to strengthen its use of consistent scheduling and synchronize its digital tools to allow parents to track student learning. Scholars need resources to address their social-emotional needs. Some scholars need more intensive support to find healthy outlets to manage the stressors they feel related to school performance and family challenges. Scholars report positive feelings about the learning environment but the need for more support in learning. Scholars also reported during the digital learning setting that they needed more support with using the digital tools and learning in this format. Scholars report the need for support in the areas where they are struggling.

What achievement data did you use?	Utopian analyzed the following trend achievement data: Georgia Milestone EOG, CCRPI, and NWEA MAP. Additionally, Utopian reviewed the attendance data and discipline as they relate to achievement

| What does your achievement data tell you? | Utopian Academy of the Arts moved from an F to a B on the Governor's report card from 2018-2019 showing notable increases in achievement, improved climate and financial efficiency. On the 2019 GMAS EOG, UAFA outperformed the state in Levels 2-4 in ELA but performed below the state in Math, Science and Social Studies. UAFA did see increases in the percentage of students scoring Proficient and Distinguished in ELA but saw a drop in Math and Science. Few students scored in the Distinguished range in any content area. There is a notable increase in the percentage of scholars experiencing typical and high growth on GMAS EOG.
Lexile Levels as measured by GMAS in 2019 reveal significant concerns with sixth graders with only 33% demonstrating proficiency as opposed to seventh and eighth grade performing at 62% and 68% respectively. When the student growth profile was reviewed, it was noted that 30% of scholars had typical growth and 47% had high growth. This data shows some positive impact on achievement but requires a deeper dive to specifically identify students within the data that are growing. UAFA's principal has analyzed students individually and used multiple data points to identify their need.
Attendance trends for Utopian Academy were reviewed over a three year period from 2016-2019. It was noted that the percentage of students absent fewer than 5 days increased from 62%-84% demonstrating improved attendance during this period. When looking at specific groups, SWD have a lower trend of attendance, however, they have seen an increase in 5 or fewer absences moving from 40%-85% and indicating an overall improved level of support for these scholars. |

GMAS English Language Arts

Year	Level 1	Level 2-4	Level 3-4
2018-2019	23	76	38
2017-2018	27	73	31

GMAS Math

Year	Level 1	Level 2-4	Level 3-4
2018-2019	26	74	19
2017-2018	27	73	22

*All values represent percentages

GMAS Student Growth Percentiles

Year	Typical	High
2018-2019	30	47
2017-2018	29	26

Utopian Academy for the Arts Growth Data

ELA	Tier I	Tier 2	Tier 3	Avg. Lesson Passed
6thFall	22%	21%	56%	67%
6thSpring	23%	10%	67%	(DNF 27%)
7thFall	24%	21%	53%	

	7thSpring	33%	13%	60%	(DNF 24%)

What demographic data did you use?	The demographic data was as follows: equity profile, staff and student attendance, discipline, and student subgroups.

What does the demographic data tell you?	Utopian had a huge increase in enrollment during the 2020-2021 school year, and the enrollment has remained strong.. The students eligible for free and reduced lunch remain high though Utopian Academy is a CEP school. Utopian was identified by the State as being in the "high priority poverty quartile," the highest poverty rating. Student absences increased during virtual learning despite ongoing calls to parents by teachers and the Parent & Family Engagement Coordinator. Retention of teachers was good. The COVID American Rescue Plan in conjunction with the Title IA budget has enabled Utopian to hire additional staff. It is notable that Utopian Academy now has an experienced DES staff, and the impact on parent satisfaction and learning for these scholars is good.

3. NEEDS IDENTIFICATION AND ROOT CAUSE ANALYSIS

3.1 Strengths and Challenges Based on Trends and Patterns

Read the trends and patterns summaries from each section of the data analysis process. Use the information in these summaries to complete 3.2 and 3.3. Using the summaries in 3.1 and other local data, describe the strengths and challenges or answer the guiding questions for each program. Include strengths and challenges related to: a) general program implementation, and b) students and adults involved in or affected by the program. Focus on strengths and challenges that will assist in the identification of needs during 3.2. Watch the Identifying Need webinar for additional information and guidance.

Strengths and Challenges Based on Trends and Patterns

Coherent Instructional:Summarize the coherent instructional system trends and patterns observed by the team while completing this section of the report. What are the important trends and patterns that will support the identification of student, teacher, and leader needs?	Utopian Academy successfully stabilized its teaching force in SY2019 and has had few changes in SY2020. The staff continues to stay stable in 2021 though there is growth. The principal of UAFA has established a clear vision and direction for the staff and students that is based an a deep analysis of the data and a clear set of strategies to change the current reality. Under the current leadership, teachers focus on data analysis and engage in ongoing conversations to help make improvements. The analysis of the data reveals that Utopian Academy for the Arts needs a clear scope and sequence and professional development and curriculum resources that support consistency across grades. Teachers need to understand the DOK level of the standards and identify strategies that lead to rigorous instruction. Teachers need to engage in an ongoing PLC to learn to utilize data and design differentiated lessons that meet scholars where they are.
Effective Leadership:Summarize the effective leadership trends and patterns observed by the team while completing this section of the report. What are the important trends and patterns that will support the identification of student, teacher, and leader needs?	Utopian Academy for the Arts has an engaged Governing Board that holds the leadership accountable to high level processes for providing quality instruction. The principal of Utopian Academy for the Arts is an experienced, data-driven leader. Utopian Academy for the Arts will strengthen its leadership practices with increased staff particularly a Director of Curriculum as well as through the implementation of a carefully designed professional development plan and establishing PLCs. Use of a feedback cycle and staff accountability will lead to increased effectiveness.
Professional Capacity:Summarize the professional capacity trends and patterns observed by the team while completing this section of the report. What are the important trends and patterns that will support the identification of student, teacher, and leader needs?	Utopian Academy for the Arts has strengthened its teaching staff over the years through hiring more experienced & certified teachers. Utopian for the Arts invested in training teachers through the TAPP program and therefore saw increased use of effective instructional strategies. Utopian needs to build teacher capacity to implement research-based instructional strategies and self-evaluate their effectiveness. A system for feedback and adjustment of teaching and learning needs to be established to improve instructional effectiveness.

Strengths and Challenges Based on Trends and Patterns

Family and Community Engagement: Summarize the family and community engagement trends and patterns observed by the team while completing this section of the report. What are the important trends and patterns that will support the identification of student, teacher, and leader needs?	Utopian Academy for the Arts continues to support families through providing ongoing communication via newsletters, emails, and phone messages. TEAMS was used during digital learning as a means of communication as well. Parents expressed that they are happy with the efforts to communicate. They expressed a desire to have more advanced communication to allow for planning and to hear back from teachers in a more timely manner. Teachers report that parents call during late hours and do not always respect their time. There was an increase in the engagement of parents in curriculum nights, open house, and parent training sessions. A Parent Advisory Team helped to lead the conversation around what parents need to be more engaged and learned that communication is one of the primary areas in which Utopian should work in the upcoming year- timely communication.
Supportive Learning Environment: Summarize the supportive learning environment trends and patterns observed by the team while completing this section of the report. What are the important trends and patterns that will support the identification of student, teacher, and leader needs?	Utopian Academy engages staff in the ongoing process of analyzing data and looking at students who are struggling to meet with academic success. The staff uses iReady data to analyze student performance and performance trends then assigns lessons based on the needs observed. Utopian Academy for the Arts participated in training through iReady consultants to learn how to utilize the data for personalized learning. The next steps are to explore the teacher toolbox for increased use of iReady resources. Utopian Academy for the Arts affords scholars opportunities to grow and develop academic skills beyond the school day through Saturday School and Summer Intervention. Additionally, Utopian Academy for the Arts has utilized a Reading Intervention teacher to address the needs of scholars 2-3 years below level. UAFA hired a new Dept. of Specialized Student Services Team which consists of experienced staff. This team provided increased parent communication, individualized learning through breakout groups and collaboration and assigned personalized lessons.
Demographic and Financial: Summarize the demographic and financial trends and patterns observed by the team while completing this section of the report. What are the important trends and patterns that will support the identification of student, teacher, and leader needs?	Utopian Academy has had similar demographics for years. Utopian is a majority minority school with 94% Black population and 5% Hispanic. Other subgroups were "too few to count." 9% of Utopian students were "SWD" and 99.6% free and reduced lunch. Student subgroups have remained the same with few changes over the years. Utopian Academy has experienced a unique level of support from Clayton County Schools, the district in which the school resides. This support has resulted in the provision of transportation and text resources. The review of staff, parent and student surveys enabled stakeholders to identify the strengths and needs of the school. The increased use of data (i.e. iReady) in the decision-making process and staff collaborations along with community input has supported a focus on making decisions based on specific student needs. Utopian Academy's parents largely have limited resources and time to devote

Strengths and Challenges Based on Trends and Patterns

	to the success of their scholars and the school. Volunteer and resource contributions are minimal putting a greater stress on the school soliciting donations to support the school. UAFA continuously seeks community support as a means to supplement financial gaps.

Student Achievement: Summarize the student achievement trends and patterns observed by the team while completing this section of the report. What are the important trends and patterns that will support the identification of student, teacher, and leader needs?	Historically, Utopian Academy students did not perform well on past academic measures. The CCRPI score over the past three years declined with scores of 63.8, 57.9 and 55.5. In 2018 with significant gains in academic achievement, the CCRPI score increased to 81.7 with gains in nearly every area from academic achievement to school climate to financial efficiency. While the CCRPI score took a dip in 2019 to 69.1. The unique period of pandemic crisis has resulted in a waiver to the administration of the EOG assessment in 2020 and limited administration in 2021 making it difficult to monitor student growth using this measure. UAFA used iReady as a diagnostic and progress monitoring measure to track students' current levels of proficiency and growth. UAFA had a sharp rise in enrollment and saw the number of SWD scholars and scholars with large learning gaps rise. the iReady data shows growth across the board in scholars performing in Tier 1 in ELA & Math, however the growth was below the desired 18%-20% rate. More growth in Tier I was made in Math though great gains were made in ELA. Despite these gains, scholars are still not at a proficient level having started well below level. Some scholars made 2-3 years gain on iReady assessments from the beginning of the year to the spring administration. UAFA remained in virtual learning throughout the year and during summer intervention. Group sizes and low student motivation often hindered getting a good measurement with an average of 25 students per grade level not showing up to test or complete the assessment.

IDEA - Special Education

Using the summaries in 3.1 and other local data, describe the strengths and challenges or answer the guiding questions for each program. Include strengths and challenges related to: a) general program implementation, and b) students and adults involved in or affected by the program. Focus on strengths and challenges that will assist in the identification of needs during 3.3. Watch the **Identifying Need webinar** for additional information and guidance.

Strengths	Special Education teachers work with their general education peers to help provide support to students with special needs. UAFA is fortunate to have identified teachers who have Special Education Certification. These teachers have varied levels of experience in providing the proper instruction for SWD. The parents of special education students are highly engaged in the process

IDEA - Special Education

Using the summaries in 3.1 and other local data, describe the strengths and challenges or answer the guiding questions for each program. Include strengths and challenges related to: a) general program implementation, and b) students and adults involved in or affected by the program. Focus on strengths and challenges that will assist in the identification of needs during 3.3. Watch the Identifying Need webinar for additional information and guidance.	

	and want their students to be successful. These teachers engage in ongoing goal-setting and planning with students to foster their success.The contracted employees, Speech Language Pathologist and school psychologist, work well with the staff and provide the appropriate supports for students and teachers.

Challenges	The high proportion of special education students in one class is a challenge. Lack of instructional resources for low-incidence students (lowest performing special education students) hinders the classroom teachers ability to address student needs. Special Education teachers at UAFA have limited knowledge of curriculum and/or achievement strategies to address the deficits that students experience. UAFA's outcomes were concerning for SWD students; the gaps are not closing. Training in co-teaching strategies is essential to ensure students get the highest quality of instruction and accommodations to address their learning needs to close achievement gaps.

Title I - Part A - Improving Academic Achievement of Disadvantaged

Strengths	UAFA uses a triangulated, data-driven approach to select students for all interventions. These students receive targeted instruction to address gaps in ELA and Math that builds greater reading fluency and comprehension skills and competency with grade-level math skills respectively. UAFA requires all students to participate in a web-based instructional program that assesses their personalized learning needs and prescribes modules to address these skills. Additional support is provide through Reading Intervention and the support of the ESOL & SWD teachers. The leadership of UAFA has increasingly engaged the staff in collaborative discussions to shape the instructional program and identify the strategies needed to increase the effectiveness of the instructional program. UAFA has been able to attract a more experienced teaching force skilled in supporting all students. UAFA had a teacher who served as an instructional technology coach and helped teachers become proficient in using technology tools in a digital learning environment. Teachers collaborated on ways to help scholars be more engaged and succeed. Scholars were not always consistent in joining class or returning after breaks leading to a high class failure rate, however, teachers went above and beyond to make adjustments, provide small group instruction and integrate Social-Emotional learning strategies to encourage scholars to

Title I - Part A - Improving Academic Achievement of Disadvantaged

	keep working. Utopian Academy for the Arts staff participated in Social-Emotional Learning sessions throughout the year to support their own wellness and equip them with an awareness of how to consider and look out for scholar wellness through their virtual classes. Teachers go above and beyond to reach out to parents or scholars through personal TEAMS sessions to the greatest extent possible to get scholars back on track. The Parent & Family Engagement Coordinator made phone calls to parents throughout the year when scholars were demonstrating low motivation or failed to show up for class. This proved to be successful in getting students engaged.

Challenges	UAFA grew tremendously in one year. There was a high percentage of UAFA scholars with 2-3 years gap in Reading & Math. This impacted the ability to provide rigor through integrating Literacy in content areas. Teachers looked for strategies to engage scholars verbally, but when scholars were assigned work, there was a challenge in getting them to turn the assignments in. UAFA needs more oversight of its instructional program implementation for all students though the leadership engages staff in ongoing analysis of data such as grade data and iReady data. A more consistent observation of instructional delivery and feedback/support to staff is needed to ensure more effective instruction is provided throughout the school. The Instructional Program can be improved with targeted schoolwide strategies that impact the integration of Literacy and effective use of digital instruction. Parents and scholars were heavily dependent on the Parent & Family Engagement Coordinator to help with challenges with digital learning. Sessions and resources for parents would reduce this need and help parents feel that they could more effectively track student learning. Parents & scholars reported frustration with knowing a scholars class schedule as there were schedule changes and the SIS system and TEAMs were not synchronized. This was rectified the second part of the year. UAFA continues to struggle to find well-equipped math teachers. The Principal of UAFA has a strong background with math instruction and has had to step in to teach math a couple of times until qualified staff could be identified. Math performance is impacted. Teachers need a social-emotional curriculum and dedicated time to support scholars in developing a strong sense of identity and coping skills to help them with internal and external factors that affect their social-emotional health. Programs and services need to be established to provide consistent support in this area.

Title I, Part A - Foster Care

Strengths	The front office staff identifies foster children upon registration. If a foster student enrolls, the principal and Parent & Family Engagement Coordinator is notified to ensure wrap around services are put in place to ensure the scholar quickly acclimates to the school and has the necessary social-emotional support.

Challenges	UAFA has not been aware of the existence of any scholars in foster care. At this time, there are no known challenges beyond the absence of school counseling services.

Title I, Part A - Parent and Family Engagement

Strengths	The Family Engagement Coordinator of UAFA has excellent rapport with parents and students. This rapport is utilized to solicit feedback and engage parents in support events. Parents are invited to attend mandatory curriculum nights in which they receive scholar assessment data, and explanation of their meaning and ideas for supporting their scholar. UAFA has explored the use of virtual meetings during the pandemic crisis and found for new parents this has been effective.

Challenges	UAFA saw an increase in the participation of parents in online meetings though the number of parents attending events was not representative of the student population. Due to work schedules of the parents, many were unable to attend training.

Title I, Part C - Education of Migratory Children - Describe your LEA's strengths and challenges in meeting the unique educational needs of its migratory students, preschoolers, dropouts, and out-of-school youth. (Responses from an LEA served through the Abraham Baldwin Agricultural College [ABAC] consortium are needed in order to develop consortium services, including those LEAs without currently identified children. If no migrant children have been enrolled for the past three consecutive years, the LEA should state this to explain why strengths and challenges cannot be identified.)

Strengths	The school does not have any migrant students enrolled, but the administration is prepared with processes and procedures to identify and provide any necessary support if migrant students are identified.

Title I, Part C - Education of Migratory Children - Describe your LEA's strengths and challenges in meeting the unique educational needs of its migratory students, preschoolers, dropouts, and out-of-school youth. (Responses from an LEA served through the Abraham Baldwin Agricultural College [ABAC] consortium are needed in order to develop consortium services, including those LEAs without currently identified children. If no migrant children have been enrolled for the past three consecutive years, the LEA should state this to explain why strengths and challenges cannot be identified.)

Challenges	There are no foreseeable challenges beyond the language barrier of staff with families. UAFA has limited resources to provide translation services should these be required.

Title I, Part A and Title I, Part D - Neglected and Delinquent Children

Strengths	The school does not have any neglected and delinquent children enrolled, but the administration has processes and procedures in place to support neglected and delinquent students.

Challenges	There are no foreseeable barriers to serving Neglected & Delinquent Children.

Title II, Part A - Supporting Effective Instruction

Strengths	Teachers were afforded the support of a peer teacher with the integration of digital tools in learning. The technology instructional coach was able to anticipate teacher need and model for staff who were struggling. UAFA has a staff who are willing to learn new strategies and integrate these into learning. UAFA was also able to hire more experienced staff who were able to share strategies with their peers.

Challenges	UAFA did not have an instructional coach this year. This limited the implementation of a professional learning plan aligned to teacher need. The demands on the Principal to manage factors around COVID-19 and considering when to reopen schools took away from the ability to closely monitor instruction.

Language Instruction for English Learners and Immigrant Students

Describe your LEA's strengths & challenges in educating English Learner & Immigrant students based on trends and patterns in EL subgroup achievement and English proficiency.● If the LEA does not receive Title III, Part A funds, describe the strengths and challenges of serving English Learners in the LEA through state and local resources (the state funded ESOL Language Program).
● If the LEA receives Title III, Part A funds, describe the strengths and challenges of<u>both</u>the ESOL and Title III, Part A language instruction educational programs.

Strengths	Utopian does not qualify for Title III funds. Utopian was able to contract with an experienced EL teacher for FY19 who was not only able to provide instruction in the development of skills as indicated on the ACCESS Assessment but also able to provide teachers with strategies. Utopian has been fortunate to retain this teacher over a 3 year period of time making a seamless support for staff.

Challenges	The limited time for professional learning restricts equipping teachers with more strategies for ESOL scholars which will positively impact the scholars below level.

Title IX, Part A - McKinney-Vento Education for Homeless Children and Youth

Strengths	Utopian Academy for the Arts is poised to support families experiencing homelessness through Free and Reduced Price meals, uniform support and school supplies.

Challenges	It has been difficult to identify families who are experiencing homelessness as families have not been in school for over a year.

Title I,Part A - Equitable Access to Effective Educators

Strengths	Utopian has been able to hire more skilled teachers particularly in ELA and teachers working with SWD scholars. This should result in more experience with strategies. Utopian staff are committed to the success of all scholars and have great rapport and build trust.

Title IV, Part A - Student Support and Academic Enrichment

Strengths	As a school of the arts, Utopian provides enriching experiences for students engaging them in national competitions and affording them opportunities to express and showcase their talents. Title IV-A funds have been used to increase tutoring and bring in resources for personalized learning.

Challenges	Utopian Academy for the Arts needs to get a handle on the social-emotional learning needs of scholars. Scholars expressed a desire to return to school though the pandemic created challenges with this. Teachers adapted through using digital tools, but it did not completely replace the desire deliver arts in-person. Teachers worked to meet the personalized learning needs of scholars, however, it was a real struggle through virtual learning.

Title I,Part A - Equitable Access to Effective Educators

Challenges	Processes for monitoring instructional implementation and ensuring that all staff receive training in specific practices like integrating literacy across content areas, integrating digital learning tools and informally measuring effectiveness of instruction are needed at UAFA. Some teachers require a greater level of accountability to enhance their performance.

Title V, Part B - Rural Education

Strengths	Utopian is a suburban school near Atlanta. The school does not receive Title V-B funding.

Challenges	NA

3. NEEDS IDENTIFICATION AND ROOT CAUSE ANALYSIS

3.2 Identification and Prioritization of Overarching Needs

Use the results of 3.1 to identify the overarching needs of the LEA. Determine the priority order of the identified needs based on data, team member and stakeholder knowledge, and answers to questions in the table below. Be sure to address the major program challenges identified in 3.1. Watch the Identifying Need webinar for additional information and guidance.

Overarching Need # 1

Overarching Need	Increase student achievement in mathematics
How severe is the need?	High
Is the need trending better or worse over time?	Worse
Can Root Causes be Identified?	Yes
Priority Order	1

Additional Considerations	Students have made progress with math, however, the impact of COVID-19 has made it challenging to get the right staffing and instruction in place. The absence of math professional development further complicates making growth with scholars.

Overarching Need # 2

Overarching Need	Increase student achievement in English Language Arts
How severe is the need?	High
Is the need trending better or worse over time?	No Change
Can Root Causes be Identified?	Yes
Priority Order	2

Additional Considerations	While students made some gains in ELA, more attention is needed in this area to maintain and sustain growth. UAFA has an experienced and dedicated ELA staff committed to student growth. The gaps are large and will require acceleration in this area.

3. NEEDS IDENTIFICATION AND ROOT CAUSE ANALYSIS

3.3 Root Cause Analysis

Select the top 2-4 overarching needs from 3.2. Conduct a separate root cause analysis (RCA) for each need. Any RCA tools and resources can be used, but suggestions are available as part of the Identifying Need webinar. After describing the RCA process, complete a table for each selected overarching need.

Overarching Need - Increase student achievement in mathematics	

Root Cause # 1

Root Causes to be Addressed	Teacher Efficacy in Content & Pedagogy
This is a root cause and not a contributing cause or symptom	Yes
This is something we can affect	Yes
Impacted Programs	Title IV, Part A - Student Support and Academic Enrichment IDEA - Special Education Title I - Part A - Improving Academic Achievement of Disadvantaged Title I, Part A - Parent and Family Engagement Program Title II, Part A, Preparing, Training and Recruiting High-Quality Teachers, Principals and other School Leaders

Additional Responses	While students enter with significant gaps in foundational skills, teachers lacked the pedagogy to address these gaps instructionally. Teachers needed more understanding of the content, strategies such as flexible grouping and using data to close the learning gaps.

Root Cause # 2

Root Causes to be Addressed	Monitoring of Instruction
This is a root cause and not a contributing cause or symptom	Yes
This is something we can affect	Yes
Impacted Programs	IDEA - Special Education Title I - Part A - Improving Academic Achievement of Disadvantaged Title II, Part A, Preparing, Training and Recruiting High-Quality Teachers, Principals and other School Leaders

Additional Responses	See above

Overarching Need - Increase student achievement in English Language Arts

Root Cause # 1

Root Causes to be Addressed	Inexperienced Math Teachers
This is a root cause and not a contributing cause or symptom	Yes
This is something we can affect	Yes
Impacted Programs	IDEA - Special Education Title I - Part A - Improving Academic Achievement of Disadvantaged Title I, Part A - Parent and Family Engagement Program Title II, Part A, Preparing, Training and Recruiting High-Quality Teachers, Principals and other School Leaders

Additional Responses	UAFA has struggled to acquire and retain an experience teaching staff in mathematics due to the shortage of qualified candidates and the lower salaries UAFA can offer.

District Improvement Plan
2021 - 2022

Utopian Academy for the Arts Charter School

DISTRICT IMPROVEMENT PLAN

1 General Improvement Plan Information

General Improvement Plan Information

District	Utopian Academy for the Arts Charter School
Team Lead	Ron Boykins

Federal Funding Options to Be Employed (SWP Schools) in this Plan (Select all that apply)	
✓	Traditional funding (all Federal funds budgeted separately)
	Consolidated funds (state/local and federal funds consolidated) - Cohort systems ONLY
	'FUND 400' - Consolidation of Federal funds only

Transferability of Funds (ESSA Sec. 5103). If applicable, check the box and list the program(s) where funds are being transferred. Refer to the Federal Programs Handbook for additional information and requirements.	
Transfer Title II, Part A to:	NO FUNDS TRANSFERRED
Cumulative Percentage of Allocation to be Transferred to the Selected Grant(s)	NA

Transfer Title IV, Part A to:	NO FUNDS TRANSFERRED
Cumulative Percentage of Allocation to be Transferred to the Selected Grant(s)	NA

Factors(s) Used by District to Identify Students in Poverty (Select all that apply)	
	Free/Reduced meal application
✓	Community Eligibility Program (CEP) - Direct Certification ONLY
	Other (if selected, please describe below)

DISTRICT IMPROVEMENT PLAN

2 ED - Flex Waiver

Do you need a waiver? | Yes

Flex Waiver # 1 - LocalProgrammaticWaiver

A. A waiver is requested of an ESSA statutory or regulatory requirement applicable to the following program(s) (Please select all that apply):	
✓	Title I, Part A
	Title I, Part C
	Title I, Part D
	Title II, Part A
	Title IV, Part A

B. Define the specific statutory or regulatory requirement to be waived.	Utopian Academy will carry over more than 15% of its Title IA Funds to support Professional Development of staff and student intervention.

C. If waived, what will be done that is different from what is currently required under the statute or regulation cited?Note: The LEA response must include a statement/evidence that the underlying purposes of the statutory requirements will continue to be met.	Utopian Academy for the Arts will provide intensive intervention for scholars 2+ years below level through one-to-one, small group weekly, Saturday and Sunday intervention. Teachers will go through professional development to implement Reading Comprehension strategies that are rigorous in nature and shift the work to the scholars. Content area teachers in other content areas will participate in professional learning to integrate Literacy protocols and increase rigor in instruction.

D. What are the overall expected results or the measurable educational goals that will be achieved through application of this waiver?(Please include both districtwide and/or local school level results or measurable goals)	The 2+ years gap will be reduced for 20% of scholars through the use of schoolwide reading comprehension strategies the use of graphic organizers.

Flex Waiver # 1 - LocalProgrammaticWaiver

E. How was public notice made regarding this waiver? (Please select all that apply)	
✓	LEA Website
	LEA/School Newsletter
	Newspaper
✓	Other (Please specify)The waiver request is posted for parents on the website and has been sent out via email.

Please provide any comments received as a result of the public notice here:	None at present.

3. DISTRICT IMPROVEMENT GOALS

3.1 Overarching Need # 1

Overarching Need

Overarching Need as identified in CNA Section 3.2	Increase student achievement in mathematics
Is Need # 1 also an Equity Gap?	Yes
Root Cause # 1	Monitoring of Instruction
Root Cause # 2	Teacher Efficacy in Content & Pedagogy
Goal	Utopian will increase the percentage of students moving to Tier 1 by 18%-20% on iREADY Math Assessments from Fall 2021 to Spring of 2022.

Equity Gap

Equity Gap	Student achievement identify subgroups, grade level span and content area(s)

Content Area(s)	Mathematics
Grade Level Span(s)	6 7 8
Subgroup(s)	Economically Disadvantaged Race / Ethnicity / Minority
Equity interventions	EI-1 Provide targeted teacher development on content, pedagogy and student supports and interventions

Action Step # 1

Action Step	Teachers will participate in training through iReady and external Math trainers to interpret student data and needs, identify strategies in the Teacher Toolbox, and set up flexible learning groups. iReady Assessment and Ready Math will be purchased for instruction and progress monitoring. iReady will be administered three times during the school year and in the summer. Teachers will engage in PLC sessions to plan using data and monitoring & feedback sessions will be held to monitor teacher growth.

Action Step # 1

Funding Sources	Title I, Part A Title II, Part A IDEA
Subgroups	Economically Disadvantaged Foster Homeless English Learners Race / Ethnicity / Minority Student with Disabilities
Systems	Coherent Instruction Effective Leadership Professional Capacity Supportive Learning Environment
Method for Monitoring Implementation	iReady Assessment Data Team Logs
Method for Monitoring Effectiveness	Pre/Mid/Post Assessment-iReady Data Classroom Observations & PLC Conversations
Position/Role Responsible	Principal Academic Coach Teachers
Evidence Based Indicator	Strong

Timeline for Implementation	Quarterly

Does this action step support the selected equity intervention?	Yes

What partnerships, if any, with IHEs, business, Non-Profits, Community based organizations, or any private entity with a demonstrated record of success is the LEA implementing in carrying out this action step(s)?	Clayton County University Adjunct Professor Griffin RESA

Action Step # 2

Action Step	Hire or contract with an instructional coach to provide professional development through virtual/f2f training in DOK and increasing rigor. The coach will observe implementation of strategies and provide coaching feedback for teachers to create more opportunities for active engagement in classrooms and integration of the Standards of Mathematical Practices across the curriculum.
Funding Sources	Title I, Part A Title II, Part A IDEA
Subgroups	Economically Disadvantaged Foster Homeless English Learners Race / Ethnicity / Minority Student with Disabilities
Systems	Coherent Instruction Effective Leadership Professional Capacity
Method for Monitoring Implementation	Teacher evaluation of professional development Review of student performance data
Method for Monitoring Effectiveness	iReady Pre/Mid/Post Assessments; Teacher Evaluation
Position/Role Responsible	Academic Coach Principal
Evidence Based Indicator	Strong

Timeline for Implementation	Quarterly

Does this action step support the selected equity intervention?	Yes

Action Step # 2

What partnerships, if any, with IHEs, business, Non-Profits, Community based organizations, or any private entity with a demonstrated record of success is the LEA implementing in carrying out this action step(s)?	MRESA

Action Step # 3

Action Step	Hire a Parent & Family Engagement Coordinator to develop sessions & resources that increase the effectiveness of parental engagement. Increase parental involvement in math improvement efforts through hosting curriculum nights and sharing student data and action steps that a parent may be able to take to support their scholar. Build parent capacity in using technology tools to support scholar learning and help parents interpret math reports and learn to use the math software data to monitor student growth.
Funding Sources	Title I, Part A IDEA
Subgroups	Economically Disadvantaged Foster Homeless English Learners Race / Ethnicity / Minority Student with Disabilities
Systems	Family and Community Engagement Supportive Learning Environment
Method for Monitoring Implementation	Parent Sign-in Meetings Parent Evaluations of Training Principal Forums
Method for Monitoring Effectiveness	Sign-In Sheets Parent Evaluations
Position/Role Responsible	Principal Academic Coach Parent Facilitator
Evidence Based Indicator	Promising

Action Step # 3

Timeline for Implementation	Quarterly

Does this action step support the selected equity intervention?	No

What partnerships, if any, with IHEs, business, Non-Profits, Community based organizations, or any private entity with a demonstrated record of success is the LEA implementing in carrying out this action step(s)?	Parent Advisory Team

Action Step # 4

Action Step	Implement a contactless instructional delivery using hybrid learning. An Instructional Technology Coach will train teachers, students and parents to seamlessly use technology as a part of the learning process. Utopian will purchase teachers laptops to deliver instruction in a hybrid or virtual model.
Funding Sources	Title I, Part A Title II, Part A
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities
Systems	Coherent Instruction Professional Capacity
Method for Monitoring Implementation	Digital Observations and walk throughs Teacher Evaluation
Method for Monitoring Effectiveness	Walk-throughs Teacher Evaluations

Action Step # 4

Position/Role Responsible	Principal Technology Instructional Coach Teachers
Evidence Based Indicator	Strong

Timeline for Implementation	Quarterly

Does this action step support the selected equity intervention?	Yes

What partnerships, if any, with IHEs, business, Non-Profits, Community based organizations, or any private entity with a demonstrated record of success is the LEA implementing in carrying out this action step(s)?	MRESA Georgia State University Georgia Tech University

Action Step # 5

Action Step	Math Intervention will be provided through an Intervention class and/or tutor, during After school/Saturday School Program or virtual learning model. The Math Intervention Tutors will be trained in the framework and model of intervention including building fact & computation fluency as well as teaching for understanding using the Standards of Mathematical Practices.
Funding Sources	Title I, Part A Title II, Part A Title IV, Part A
Subgroups	Economically Disadvantaged Foster Homeless English Learners

Action Step # 5

Subgroups	Migrant Race / Ethnicity / Minority Student with Disabilities
Systems	Coherent Instruction Supportive Learning Environment
Method for Monitoring Implementation	Administrative Walk-throughs Pre/Mid/Post Assessment
Method for Monitoring Effectiveness	iReady Assessments
Position/Role Responsible	Principal Instructional Coach Teachers
Evidence Based Indicator	Strong

Timeline for Implementation	Monthly

Does this action step support the selected equity intervention?	Yes

What partnerships, if any, with IHEs, business, Non-Profits, Community based organizations, or any private entity with a demonstrated record of success is the LEA implementing in carrying out this action step(s)?	MRESA

3. DISTRICT IMPROVEMENT GOALS

3.2 Overarching Need # 2

Overarching Need

Overarching Need as identified in CNA Section 3.2	Increase student achievement in English Language Arts
Is Need # 1 also an Equity Gap?	Yes
Root Cause # 1	Inexperienced Math Teachers
Goal	Utopian will increase the percentage of students moving to Tier 1 by 18%-20% on iREADY ELA Assessments from Fall 2021 to Spring of 2022.

Equity Gap

Equity Gap	Student achievement identify subgroups, grade level span and content area(s)

Content Area(s)	ELA
Grade Level Span(s)	6 7 8
Subgroup(s)	Economically Disadvantaged Race / Ethnicity / Minority
Equity interventions	EI-1 Provide targeted teacher development on content, pedagogy and student supports and interventions

Action Step # 1

Action Step	Utopian Academy will use iReady Assessments as a progress monitoring tool and as a means to identify the lowest-performing students and close achievement gaps. Utopian teachers will be trained to use the data to provide grouping or personalized learning for intervention for struggling learners. A contracted trainer will facilitate PLCs and support teachers through the feedback cycle. Digital and novel resources will be purchased to facilitate instruction in small groups.
Funding Sources	Title I, Part A Title II, Part A

Action Step # 1

Funding Sources	Title IV, Part A IDEA
Subgroups	Economically Disadvantaged Foster Homeless English Learners Race / Ethnicity / Minority Student with Disabilities
Systems	Coherent Instruction Effective Leadership Professional Capacity Supportive Learning Environment
Method for Monitoring Implementation	PLCs Evaluation of the process
Method for Monitoring Effectiveness	iReady Growth Reports/Data
Position/Role Responsible	Principal Instructional Coach Teachers/Tutors
Evidence Based Indicator	Strong

Timeline for Implementation	Quarterly

Does this action step support the selected equity intervention?	Yes

What partnerships, if any, with IHEs, business, Non-Profits, Community based organizations, or any private entity with a demonstrated record of success is the LEA implementing in carrying out this action step(s)?	Metro RESA

Action Step # 2

Action Step	Hire an instructional coach to provide professional development, coaching and mentoring for teachers to incorporate more active engagement in classrooms, increase rigor, and differentiated instruction to meet the curriculum standards. All core content teachers will participate in training to utilize Literacy Strategies to build meaning and College & Career Readiness.
Funding Sources	Title I, Part A Title II, Part A
Subgroups	Economically Disadvantaged Foster Homeless English Learners Race / Ethnicity / Minority Student with Disabilities
Systems	Coherent Instruction Professional Capacity Supportive Learning Environment
Method for Monitoring Implementation	Classroom Walks and Observations Evaluation Surveys Principal Forums Review of student performance data
Method for Monitoring Effectiveness	Walk-Through Data iReady Assessments
Position/Role Responsible	Instructional Coach Principal Teachers
Evidence Based Indicator	Strong

Timeline for Implementation	Monthly

Does this action step support the selected equity intervention?	Yes

Action Step # 2

What partnerships, if any, with IHEs, business, Non-Profits, Community based organizations, or any private entity with a demonstrated record of success is the LEA implementing in carrying out this action step(s)?	Griffin RESA

Action Step # 3

Action Step	Hire a Parent & Family Engagement Coordinator to develop sessions & resources that increase the effectiveness of parental engagement. Increase parental involvement in curriculum nights to assist parents in learning about how to interpret and support student progress in ELA and Content Areas. Engage Parents in workshops to learn strategies that support student achievement and good study habits.
Funding Sources	Title I, Part A
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities
Systems	Coherent Instruction Effective Leadership Professional Capacity Family and Community Engagement Supportive Learning Environment
Method for Monitoring Implementation	Sign-in Sheets & Agendas Parent Evaluation Surveys
Method for Monitoring Effectiveness	Perceptual Surveys Parent Forums
Position/Role Responsible	Parent and Family Engagement Coordinator Principal Instructional Coach
Evidence Based Indicator	Strong

Action Step # 3

Timeline for Implementation	Quarterly

Does this action step support the selected equity intervention?	No

What partnerships, if any, with IHEs, business, Non-Profits, Community based organizations, or any private entity with a demonstrated record of success is the LEA implementing in carrying out this action step(s)?	

Action Step # 4

Action Step	Hire a technology integration coach to train parents, teachers and students in the implementation of a contactless, hybrid learning model as well as on the use of technology platforms that allow for levelled reading, writing integration and platforms that engage scholars in listening & speaking skills. Newsela or levelled text and novel resources will be purchased to allow for scholars to read text at the appropriate level.
Funding Sources	Title I, Part A Title II, Part A
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities
Systems	Coherent Instruction Professional Capacity Supportive Learning Environment
Method for Monitoring Implementation	Reading Data Observations

Action Step # 4

Method for Monitoring Effectiveness	NWEA MAP Growth iReady Assessments Teacher Evaluation
Position/Role Responsible	Principal Technology Instructional Coach
Evidence Based Indicator	Strong

Timeline for Implementation	Quarterly

Does this action step support the selected equity intervention?	Yes

What partnerships, if any, with IHEs, business, Non-Profits, Community based organizations, or any private entity with a demonstrated record of success is the LEA implementing in carrying out this action step(s)?	iReady

Action Step # 5

Action Step	Contract with a trainer to provide training to staff to for Social-Emotional Learning through small groups and embedding strategies in classroom lessons. Engage students in social-emotional learning lessons using the Second Step curriculum on an ongoing basis to mitigate the impact of trauma from current health and social crisis, poverty and personal issues. Engage female students in a self-empowerment group to develop a sense of identity and leadership skills. Engage male students in mentoring groups to determine the same skills. Utilize Kickboard platform for goal-setting and providing points to show growth. Utopian will utilize the Kickboard Software to help scholars set goals and monitor their progress. Teachers will give scholars points based on their meeting behavioral and academic goals.

Action Step # 5

Funding Sources	Title II, Part A Title IV, Part A
Subgroups	Economically Disadvantaged English Learners Race / Ethnicity / Minority Student with Disabilities
Systems	Coherent Instruction Professional Capacity Supportive Learning Environment
Method for Monitoring Implementation	Sign-in Sheets
Method for Monitoring Effectiveness	Perceptual Surveys Kickboard Data
Position/Role Responsible	Principal Teachers Dean of Students
Evidence Based Indicator	Moderate

Timeline for Implementation	Quarterly

Does this action step support the selected equity intervention?	No

What partnerships, if any, with IHEs, business, Non-Profits, Community based organizations, or any private entity with a demonstrated record of success is the LEA implementing in carrying out this action step(s)?	Brave Hearts Youth Entrepreneurs

Action Step # 6

Action Step	Hire ELA Tutors and/or a Reading Intervention Teacher to provide personalized, targeted interventions based on the areas identified through iReady and Timed Reading Assessments; Provide professional development to train the tutors/teacher in conducting Timed Reading Assessments, identifying learning gaps, providing evidenced-based, explicit instruction in vocabulary development, building reading fluency and comprehension skills.
Funding Sources	Title I, Part A Title II, Part A
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities
Systems	Professional Capacity Supportive Learning Environment
Method for Monitoring Implementation	Observations Feedback Sessions
Method for Monitoring Effectiveness	iReady Data
Position/Role Responsible	Instructional Coach/Contracted Principal Teachers
Evidence Based Indicator	Strong

Timeline for Implementation	Quarterly

Does this action step support the selected equity intervention?	Yes

Action Step # 6

What partnerships, if any, with IHEs, business, Non-Profits, Community based organizations, or any private entity with a demonstrated record of success is the LEA implementing in carrying out this action step(s)?	Metro RESA Southwest Arts Center

4. REQUIRED QUESTIONS

4.1 Stakeholders, Serving Children, PQ

Required Questions

Coordination of Activities

Describe how the LEA ensures ongoing and continuous coordination of services, supports, agency/community partnerships, and transition services for children served across its federal programs (Title I, Part A; Title I, Part A Children in Foster Care; Title I, Part A Family School Partnerships; Title I, Part C; Title II, Part A; Title III, Part A; Title IV, Part A; Title IV, Part B).	All stakeholders (teachers, principal, superintendent, Dean of Students, Curriculum Director, Special Education Lead, paraprofessionals, parents, parent liaison, school governance members and community members) were invited to varied stakeholder input meetings and principal forums. All meetings were held digitally and stakeholders were invited to type comments in the chat box, share their thoughts and complete a survey. School leaders researched ideas on how to improve instruction and student achievement and participated in professional development sessions on personalizing learning & using data-driven decision making in instruction. Teachers talked to parents about student needs and how to meet them. The Principal, Parent & Family Engagement Coordinator, and Director of Federal Programs will share the findings of the CNA and the School Improvement Plan with stakeholders at virtual meetings in May and June and will continue to seek feedback throughout the year hosting parent & community forums.

Serving Low Income and Minority Children

Describe how the district will ensure that low-income and minority children enrolled in Title I schools and/or programs are not served at disproportionate rates by:1. ineffective teachers 2. out-of-field teachers 3. inexperienced teachers (Please specifically address all three variables)	Utopian Academy for the Arts has worked to hire teachers who have the qualifications and infield experiences that are aligned to their content area. Where teachers do not have current teaching certification, Utopian Academy for the Arts promotes participation in the GA TAPP Program and tries to support teachers access to this program. Where teachers are inexperienced, Utopian Academy for the Arts hires an Instructional Coach or engages staff in professional learning to build their tool bag of strategies that are identified as effective teaching practices. Utopian uses observations of instruction to identify the areas in which teacher require more support. When teachers are ineffective, they are afforded more individual support through the establishment of a plan for improvement, closer monitoring of the areas cited for improvement and coaching to allow them to make the necessary gains. Where improvement is still not made, the teacher will not continue in the position and a staffing change will be made. The students served by the teacher that was ineffective are identified and intentionally placed with an experienced or effective teacher the next year.

Professional Growth Systems

Describe the district's systems of professional growth and improvement (for serving both the district and individual schools). The description might include: how the district uses data and other evidence to identify teacher and student needs and to inform professional development strategy;how district policies provide sufficient time and resources to ensure professional development is sustained, ongoing, and job-embedded;how the district builds the requisite leadership capacity for those who facilitate professional development (and sustains them over time);how the district is moving toward evidence-based professional development that aligns with ESSA's new definition of professional development; andwhat measures will be used to determine whether district and school efforts are resting in improvements in teaching and student outcomes.	The following data were reviewed to determine professional learning needs: GA Milestone scores from Spring 2019, iReady Growth Reports, and Leader observations. Additionally, teachers were asked to participate in small planning groups to discuss the areas that are needed to strengthen instruction particularly in helping to close learning gaps in ELA & Math. As a result of the analysis of data, data from observations and ongoing conversations, the professional learning plan was developed. Utopian Academy determined that there is a continual need to improve teacher efficacy in providing instruction in math and student efficacy in mathematics computation and application and the use of strategies to support struggling learners in ELA. Utopian recognizes the need to provide professional learning in differentiated instructional strategies in increasing rigor in Science and Social Studies. In looking at the performance of subgroups, it was noted that SWD students are not making progress as desired, and targeted professional development in co-teaching and effective strategies to put proper accommodations in place is needed. Utopian leaders will participate in the professional learning sessions provided for staff to support monitoring of effective instruction. What Works Clearinghouse and research was used to identify the effective models of teacher development. This will be used to shape the implementation of Professional Development. Through monitoring teacher implementation of initiatives with technology integration, integration of Literacy and differentiated instruction and the monitoring of iReady Assessments, Utopian Academy will determine whether the professional development is effective. The following leaders will facilitate professional learning this year. ● Contracted Trainers for ELA, Math & Raising Rigor in instruction ● Technology Coach ● Director of Curriculum Effectiveness of the various professional learning sessions will be determined in the following ways: ● -Walk-through Observations ● iReady Growth Reports ● Teacher Perceptual Evaluations

PQ – Intent to Waive Certification

For the current fiscal year, using the flexibility granted under Georgia charter law (OCGA 20-2-2065) or State Board Rule - Strategic Waivers (160-5-1-.33), does the district intend to waive teacher certification? [ESSA Sec. 1112(e)(1)(B)(ii)]	Yes

4. REQUIRED QUESTIONS

4.2 PQ, Federally Identified Schools, CTAE, Discipline

Required Questions

PQ – Waiver Recipients

If the LEA waives certification, specify whether or not, in the current fiscal year, certification is waived: **1. for all teachers (except Special Education service areas in alignment with the student's IEP), or** **2. for a select group of teachers. If waived for a select group of teachers, the response must address content fields and grade level bands (P-5, 4-8, 6-12, P-12).** **[All educators must hold a GaPSC issued Clearance Certificate.] [O.C.G.A. 20-2-211.1, SBOE 160-4-9-.05, ESSA Sec. 1112(e)(1)(B)(ii)]**	The school waives certification for all teachers except those for whom the GaDOE regulations specifically stipulate certification is not waivable.

PQ – Minimum Qualification

If the district waives certification, state the minimum professional qualifications required for employment of teachers for whom certification is waived (example: Bachelor's Degree, Content Assessment, Coursework, Field Experience etc.). If no requirements exist beyond a Clearance Certificate, please explicitly state so. [Sec. 1112(e)(1)(B)(ii)]	All Special Education teachers and Academic Content teachers are required to hold a Bachelor's degree. Arts teachers are required to have a minimum of 10 years of industry experience in the field in which they teach and/or a Bachelor's degree in the arts field in which they teach. Paraprofessionals are required to meet the GA certification requirements.

State and Federally Identified Schools

State and Federally Identified Schools

Describe the actions the district will implement for its state and/or federally identified schools (CSI/TSI) needing support. Include a statement of (1) whether or not the LEA currently has identified schools needing support and (2) how the district will support current or future identified schools through prioritization of funds.	At this time, Utopian Academy for the Arts has not been identified as needing extra state or federal support. Utopian Academy for the Arts is a single-district charter school. However, the district/school will use federal funds to hire an contracted trainers and coaches who will work with all core content academic teachers to improve their teaching skills and knowledge of special groups of students. The areas of focus will be social-emotional learning for students and parents, integrating literacy, differentiated instruction, specific math instructional strategies, and increasing rigor in instruction.

CTAE Coordination

Describe how the district will support programs that coordinate and integrate academic and career and technical education content through: coordinated instructional strategies, that may incorporate experiential learning opportunities and promote skills attainment important to in-demand occupations or industries; andwork-based learning opportunities that provide students in-depth interaction with industry professionals and, if appropriate, academic credit.	Utopian Academy for the Arts partners with professionals in the University and Arts community to allow scholars to learn about future careers and see how what they're learning is applicable in the real-world. Arts teachers are all industry professionals who serve as models for the students. Industry professionals in non arts-related fields are on site often to work with and mentor students. Utopian is continually recruiting industry professionals to help make learning increasingly relevant for students. Utopian is a middle school and does not have any work-based learning opportunities where the students go on site and work with various professionals. Utopian is partnering with non-profit groups who will help scholars develop soft-skills and leadership skills that help them develop a strong sense of identity and future success.

Efforts to Reduce Overuse of Discipline Practices that Remove Students from the Classroom

Describe how the district will support efforts to reduce the overuse of discipline practices that remove students from the classroom, which may include identifying and supporting schools with high rates of discipline, disaggregated by each of the subgroups of students.	Utopian make every effort to NOT remove students from the classroom for discipline reasons. Whenever a discipline issue occurs, the parent is immediately notified and engaged in helping scholars make improvements. Utopian will be implementing a new program that takes a more proactive approach to teaching and reinforcing prosocial behaviors including social-emotional learning lessons, small group mentoring and leadership development. Students will set goals and monitor their own progress through the accumulation of points using a software program. Incentives will provide increased motivation. Student data is always the method by which students are identified. Using discipline data, student perceptual data as well as academic data is the method by target areas are identified or students are identified for increased support.

4. REQUIRED QUESTIONS

4.3 Title I A: Transitions, TA Schools, Instructional Program

Required Questions

Middle and High School Transition Plans

Describe how the district will implement strategies to facilitate effective transitions for students from middle grades to high school and from high school to postsecondary education including: coordination with institutions of higher education, employers and local partners; andincreased student access to early college high school or dual or concurrent enrollment opportunities or career counseling to identify student interests and skills.	Utopian invited representatives from the Clayton County feeder high schools to meet with rising 9th graders and their parents in the spring of each year to facilitate registration and a smooth transition. Utopian communicates with the various Clayton County magnet high schools regarding student application for attendance. Utopian will schedule trips to high schools throughout the school year and will encourage students and parents to attend high school events, academic or extracurricular. Utopian Academy for the Arts also hosts a sixth grade student onboarding process to help students feel prepared as they begin schooling with different expectations.

Preschool Transition Plans

Describe how the district will support, coordinate, and integrate services with early childhood programs at the district or school level, including plans for transition of participants in such programs to local elementary school programs.	Utopian is a 6th - 8th middle school.

Title I, Part A - Targeted Assisted Schools Description

If applicable, provide a description of how teachers, in constation with parents, administrators, and pupil services personnel, will identify the eligible children most in need of services in Title I targeted assistance schools. The description must include the mti-criteria selection to be used to identify the students to be served.	NA

Title I, Part A – Instructional Programs

Provide a general description of the instructional program in the following: Title I schoolwide schools;Targeted Assistance Schools; andschools for children living in local institutions for neglected or delinquent children.	Utopian is a charter school that implements a Title I-A schoolwide program. This year's program will focus on math, ELA/reading and parent and family engagement. Evidenced based instructional interventions to be continued or implemented this year include the following: (1) MRESA trainers will be contracted to work with all core academic content teachers to increase rigor and differentiation in instruction. A math trainer will provide professional development and coaching to improve math student achievement and increase the instructional capacity of the teachers. (2) Students will use iReady to identify their strengths and weaknesses and be assigned personalized lessons for improvement. (3) UAFA will provide an After school/Saturday school or virtual tutoring sessions in ELA/reading and math for targeted scholars. (4) Teachers will be provided professional learning and coaching with math and training to meet the needs of struggling learners. (5) Teachers will work in PLCs to create lessons, analyze student data, and plan instruction based on the newest set of student data. (6) UAFA will provide a parent workshops to help parents understand the GA Milestones/iReady data and how to help their child prepare for the tests and to interpret the scores. (7) Co-teaching training will be conducted to help teachers understand models of working together, processing deficits and strategies to support Dept. Exceptional students. (8) Utopian will implement a hybrid technology/face-to-face integrated instructional model (9) Administrators will increase the number of informal classroom walk-throughs they conduct and will provide feedback to teachers. (10) Increase the home-school communication via phone calls, texts, postings on the website, parent access of their student's records in the student information system. There are no neglected and delinquent children attending this school.

4. REQUIRED QUESTIONS

4.4 Title I Part C

Required Questions

Title I, Part C – Migrant Intrastate and Interstate Coordination

Describe how the district (Direct Funded and Consortium) will promote interstate and intrastate coordination of services and educational continuity through:the use of the Title I, Part C Occupational Survey during new student registration and back to school registration for all students;the timely transfer of pertinent school records, including information on health, when children move from one school to another; andhow the district will use the Migrant Student Information Exchange (MSIX).	At this time, the school doesn't have any migrant students. However, the migrant occupational survey is distributed to every student at the beginning of each school year and included in the new student enrollment packet. All completed Occupational Surveys will be put aside into a folder for the Director of Federal Programs to review. If a parent says "YES" that they have moved in the last three years for a job and they check one of the seven occupational areas listed, the Director of Federal Programs will fax that form to the correct GADOE Migrant Education Program office and will file the original copy in the student's permanent record. If a migrant student enrolls at the school, the Director of Federal Programs will check the MSIX database to try to locate previous school records and health information. The student will be placed into classes based on previous school records, if they exist. If a migrant student transfers out of the school, the school will make every effort to send the student's academic and health records to the new school as well as ensure that they are entered into MSIX. The Director of Federal Programs will be responsible for accessing the MSIX database for new students and to ensure that student's records (health and academic) are updated when a student leaves the school.

Title I, Part C – Migrant Supplemental Support Services

1. Describe how the district will ensure the local delivery of academic instructional support services to its unenrolled migratory preschool children, dropouts, and out-of-school youth during both the school year and summer periods. (A consortium member LEA shod describe how it facilitates collaboration with ABAC consortium staff to ensure that these vnerable popations receive appropriate instructional support services.) 2. Describe how the district will ensure the local delivery of non-academic support	If a migrant student enrolls in the school, the Director of Federal Programs will access the MSIX database to find the student's previous academic and health records. A discussion will be held with the parent so the school administrators can learn more about the student's past academic history regarding any special needs or requirements. If grades/history of previous schooling is available, that information will be used to place the student. If no grades or academic history is available, the student will be given a math and ELA pre-test to determine current basic skills and grade level competency. Students will be placed no less than one grade level below or above his/her age based on academic deficiencies or strengths. Utopian will work with the GA DOE Migrant Office/MEP Consortium at ABAC to arrange any services the student or family needs, including extra

Title I, Part C – Migrant Supplemental Support Services

services, i.e., health services, nutrition programs, and social services to migrant families, preschool children, dropouts, and out-of-school youth during both the school year and summer periods. (A consortium member LEA shod describe how it facilitates collaboration with ABAC consortium staff to ensure that these vnerable popations receive appropriate non-academic support services.)	educational services, health, nutrition and social services. The migrant student and his/her family will be welcomed into the school and will have access to all instructional and non-instructional services and opportunities afforded to the rest of the student body. The family will receive notifications regarding parent workshops and every effort will be made to get the parent to the school for workshops and conferences if the parent lacks transportation. GA DOE Migrant Office/MEP Consortium at ABAC offers summer learning opportunities to migrant students and the migrant students at Utopian, if any are enrolled, will be notified of those opportunities. The Parent Liaison will work with the parents to understand the program specifics and hopefully get the student enrolled in the summer program. If a migrant student who was enrolled in the school withdraws or drops out, the school will notify the GA DOE migrant contact so the contact can try to track down the student to ensure school attendance.

4. REQUIRED QUESTIONS

4.5 IDEA

Required Questions

IDEA Performance Goals:

| Describe how the district will meet the following IDEA performance goals:
IDEA Performance Goal 1: Improve graduation rate outcomes for students with disabilities.
What specific post-secondary outcome activities (school completion, school age transition, and post-secondary transition) are you implementing in your LEA to improve graduation rates?
Include:Description of your district's proceduresSpecific professional learning activitiesPlan to monitor implementation with fidelity | **Portfolio Development and Monitoring**

The case manager of students with disabilities monitors at-risk/students with disabilities on a weekly basis to ensure their success by reviewing the progress of the goals and objectives in each students IEP, growth in Lexile Levels and growth on iReady Assessments. The case managers will establish a portfolio of assessments that the student takes and include a Learning Styles Inventory and Career Assessment. The case managers will meet with students during the first quarter to review their assessments, Lexile Levels and profile then discuss their future goals. Students will develop a goal and then look at their data and performance to plan how they will address their deficits and build on their strengths as they prepare for college and/or post-secondary options. Additionally, they will begin to explore future career options that are aligned to their identified interests and strengths.

The Special Student Service Coordinator will monitor the monthly meetings by meeting with the case managers and reviewing the Portfolios on a quarterly basis. Additionally, the Coordinator will work with the school administration and community partners from Morehouse College and Clayton State University to identify student college-level mentors who will mentor students into understanding the habits of mind and skills they need to enhance to prepare for beyond high school. The Coordinator will monitor mentoring sessions monthly and ensure the mentors have been vetted and cleared to maintain safety. The Special Student Services Coordinator will conduct a training on the Learning Styles Assessments, Career Assessments, Lexile Levels and Portfolio development during the beginning-of-the year Special Student Services Meeting and in subsequent team meetings as needed. Through monitoring portfolios and goal-setting documents, the Special student Service Coordinator will be able to shape any future support in executing this requirement.

Monitoring Outcomes

iReady testing is conducted 3 times each school year from which Lexile Levels will be derived. This data is analyzed to identify progress or areas of concerns and shape Professional Learning provided to the faculty and staff. All staff are provided professional learning in understanding the eligibility process and outcomes, modifications vs. accommodations and understanding IEPs to identify how to teach students based on their needs. The Special Student Services Coordinator and Instructional Coach will conduct professional development to help staff monitor students gaps identified in the iReady Assessment for SWD, understand Lexile Levels and monitor growth in this area. Additionally, staff will be trained to provide virtual interventions based on student outcomes using Lexile information. |

IDEA Performance Goals:

Describe how the district will meet the following IDEA performance goals: IDEA Performance Goal 2: Improve services for young children (3-5) with disabilities. What specific young children activities (environment, outcomes, and transition) are you implementing in your LEA to improve services for young children (ages 3-5)? Include:LEA proceduresServices that are offered and provided within your district as well as where the service options are located. (e.g. local daycares, Head Start, homes, community-based classrooms, PreK classrooms)Staff that will be designated to support the 3-5 popationCollaboration with outside agencies, including any trainings conducted by the LEAParent trainings	Utopian Academy serves grades 6-8, and does not serve students within the target age range, however, were Utopian to provide services to children in this age range, there would be a Universal Screener administered such as iReady to measure the developmental skills of the student. These measures would be utilized to provide instruction, monitor progress and determine the Professional Learning needs of the staff. Utopian would work with surrounding Day Care Centers to look at whether they are using the GA Early Care standards and share the Kindergarten Curriculum. Utopian would plan early opportunities for preschool parents to come and meet with Utopian staff to learn the expectations, standards, assessments and curriculum that will be used in Kindergarten. Utopian would then provide the parents a take-home kit and websites that would allow them to begin working on early literacy and math skills. Utopian will continue to offer parent nights four times a year to Kindergarten parents and provide them with ongoing support in helping their Kindergartener grow and develop. The Kindergarten teachers, the Special Education teachers, the Parent & Family Engagement Coordinator would all work together to plan the curriculum night and parent support sessions. Utopian will work with Bright from the Start or Head Start to plan the content of these sessions and ensure the connection to the developmental needs and curriculum resources that meets the needs of this population. Teachers will participate in ongoing online professional learning and face-to-face professional learning to develop and understanding of effective teaching practices for this age group. Information for parent sessions at Utopian are always sent out through flyers, posted on the website and is sent out through Remind. Additionally, Utopian will work with area day cares to share any information on transition meetings that prepare parents for Kindergarten.

Describe how the district will meet the following IDEA performance goals: IDEA Performance Goal 3: Improve the provision of a free and appropriate public education to students with disabilities. What specific activities align with how you are providing FAPE to children with disabilities? Include:How teachers are trained on IEP/eligibility procedures and instructional practicesHow LRE is ensuredThe continuum of service options for all SWDsHow IEP accommodations/modifications are shared with teachers who are working with SWDsSupervision and monitoring	**How do you ensure the provision of FAPE, LRE** The Special Education Director and the Case managers ensure that LRE is met based upon the student data, student psychological report information and classroom observations. The case manager meets monthly with the student to review their data on assessments, grades and progress and set goals. When it is determined that the current placement is too restrictive or not restrictive enough, the IEP may be amended to address the LRE of the student. The Special Education Director is responsible to ensure that the procedures of the Special Education Department is being met. This is done through monthly team meetings and a review of the student plans and portfolios on a quarterly basis. **How are teachers trained on IEP/Eligibility Procedures and Instructional Practices?** During Pre-Planning, the Special Student Services Coordinator will provide

IDEA Performance Goals:

| procedures that are being implemented to ensure that FAPE is being provided | training for all staff on the process for students to be identified as eligible for services in Special Education. This training will walk them through the process from RtI to making the determination that an assessment is needed and on how eligibility is determined. Additionally, the SSS Coordinator will train staff on the different areas of eligibility and characteristics that students may demonstrate. Strategies for implementing modifications or accommodations will then be shared, and teachers will learn about the continuum of service delivery options that may be appropriate based on the eligibility and required services. Ongoing training and support will occur through weekly lesson planning discussions that allow the case manager to provide deeper understanding of the characteristics of the disability and strategies that may support the student. Additionally, when a need is observed during the weekly collaboration between the case managers and the classroom teachers, job-embedded training will occur on accommodations and modifications to ensure students have support aligned to their IEP. If new teachers are hired after the beginning of the school year, the training will occur during their week-long orientation prior to serving students.

LRE & Continuum of Services Option
The Utopian staff will be given in-depth training on the definition and obligation of FAPE, LRE and the definition of the continuum of services during one of the initial trainings at the beginning of the year, each time services change, and in subsequent quarterly trainings with the intent to ensure staff understand the role they play in making learning accessible to scholars and affording them the individualized support required to achieve the highest level of academic success they can obtain. The Special Education Teachers will confer regularly with the General Education Teacher regarding the instructional needs of scholars and the continuum of services offered including resource, co-taught, collaborative, consult settings, homebound, hospital homebound, or virtual education better meet the unique needs of the scholar. The Department of Exceptional Students Coordinator will share information directly from the GADOE training and Implementation Manual to ensure the fidelity of the information provided. Teachers receive real-time training as they participate in IEP and Eligibility meetings and discussions of the strengths and weaknesses of a student and the growth being made and a determination of the adequacy of the services being provided. Teachers will also be able to observe the procedures employed by the Department of Exceptional Students Coordinator and Special Education teachers as they participate in discussions around LRE and in the review of the brochure provided and reviewed at the beginning of each meeting.

The SSS Coordinator provides a high-level of support to ensure the success of Special Education Teachers in executing IEPs and ensuring FAPE and LRE requirements are met through meeting with Special Education teachers on a regular basis during monthly team meetings, and observing or reviewing IEPs. The implementation of the modifications & accommodations are monitored through the year along with the portfolio during the monthly meetings conducted between students and case managers to monitor acquisition of the |

IDEA Performance Goals:

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goals & objectives.   Utopian strives to serve 80% or greater of its students in the general education setting for 80% of the day where possible. If a new teacher is hired during the year, training will take place as a part of the week-long orientation process and subsequently during monthly meetings.

How are modifications/accommodations shared with teachers and monitored for implementation?
Student accommodations are provided to all teachers by the case managers in a meeting to discuss individual students at the beginning of the year. In return, the general education teachers sign a notification stating that they have received and will follow the accommodations provided. The professional learning sessions held during staff meetings will be used to assist teachers in understanding how to incorporate the student's accommodations and modifications in instructional planning and during the instructional setting. The student's case manager will be able to monitor the implementation of these accommodations and modifications as they provide services in classrooms and meet with students to update their portfolios. Where they observe the need for adjustments, they will meet with the teacher and support making these adjustments. If any ongoing challenges with implementation exist, the case manager will engage the support of the SSS Coordinator and/or the Principal.

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Describe how the district will meet the following IDEA performance goals:
IDEA Performance Goal 4: Improve compliance with state and federal laws and regations. How procedures and practices are implemented in your district to ensure overall compliance? Include:LEA procedures to address timely and accurate data submissionLEA procedures to address correction of noncompliance (IEPs, Transition Plans)Specific PL offered for overall compliance, timely & accurate data submission, and correction of noncomplianceSupervision and

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The Federal Programs Director or SSS Coordinator will redeliver training offered through the GaDOE Special Education Department related to federal compliance requirements to all Special Education staff through monthly team meetings. Staff will participate in technical assistance around the indicators and Annual Reporting, IEP & Eligibility determination, Accommodations/Modifications, Co-teaching, strategies, etc. to staff during the Special Education Meetings. The SSS Coordinator will monitor the understanding and the application of the training provided through classroom observations and monitoring portfolios and meet individually or as a group where gaps are

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IDEA Performance Goals:

monitoring procedures that are being implemented to ensure compliance	noted.
	The supporting staff who play a role in the execution of accurate and timely reporting and
	The Special Education case managers will create an annual calendar of due dates at the

4. REQUIRED QUESTIONS

4.6 Title IV Part A

Required Questions

Title IV, Part A – Activities and Programming

Provide a description of the Title IV, Part A needs-based activities and programming intended to improve students' academic achievement the LEA will implement: **1. In support of well-rounded educational opportunities, if applicablebr** **2. Include measurable objective and/or intended outcome specific to activity; indicate if this is a new or continuing activity; reference the overarching need and action step** **3. In support of safe and healthy students, if applicable** **4. Include measurable objective and/or intended outcome specific to activity; indicate if this is a new or continuing activity; reference the overarching need and action step** **5. In support of the effective use of technology, if applicable** **6. Include measurable objective and/or intended outcome specific to activity; indicate if this is a new or continuing activity; reference the overarching need and action step**	**Title IVA Student Enrichment Academic Achievement Plan** **Background** Utopian Academy of the Arts will focus on a well-rounded education of scholars through developing the academic and arts instruction while addressing social-emotional and personalized academic needs. Utopian Academy for the Arts serves scholars who self-report concerns with their physical safety and fighting or behaviors that interfere with teaching. School data gathered through iReady reveals gaps in ELA and Math and with the retention of information in Science and Social Studies. **Goals** **Goal #1**: Utopian Academy for the Arts will see a 25% improvement in the percentage of scholars reporting more effective strategies for managing conflict. **Goal #2**: Utopian Academy will see 18-20% increase in the scholars showing on-level proficiency (Tier 1) in ELA and Math as measured by iReady. **Action Steps:** To support this, Utopian would like to do the following: 1. Engage Scholars in social-emotional learning on a weekly basis and include smaller groups in mentoring and leadership groups. 2.Address the habits of mind needed to prepare for college and future career success through establishing an internal mentoring program to help students develop plans and goals as well as study skills that will serve them through post-secondary education. Utopian will work with Brave Hearts, a non-profit organization that addresses issues with girls related to self-image, self-regulation through developing them as leaders in their community. Additionally, Utopian will engage mentors for male students to provide successful role models that will guide them into positive behaviors that lead to success. 3. Utopian will purchase the Second Step Curriculum and engage teachers in training on the use of the curriculum and to implement Social-emotional learning with an outside trainer. Teachers will implement 25 minute lessons each week on Tuesdays and reinforce behaviors using the Kickboard software platform. 4. Utopian scholars will set goals and create an action plan to meet these goals. Utopian teachers will reinforce small wins through points applied in the Kickboard platform. Intended Outcomes: 1. At least 20% more Utopian Academy Scholars will perform at Tier I in ELA and Mathematics on iReady . They will demonstrate increased fluidity in

Title IV, Part A – Activities and Programming

	reading and flexibly use math to solve world challenges and being on level. 2. Students with ELA and Mathematics skill gaps will be strategically brought on level and have skills build to access on-level curriculum 3.Utopian Academy Scholars will develop a stronger identity that is enriched by a sense of pride and understanding their strengths and how they can contribute to the world around them.

Title IV, Part A – Ongoing Consultation and Progress Monitoring

Describe how and when the LEA will const any stakeholders/community-based partners in the systematic progress monitoring of Title IV, Part A supported activities for the purposes of implementation improvement and effectiveness measurements.	Utopian Academy of the Arts has an Executive Director who is also an adjunct professor at Morehouse College. Utopian also has an adjunct professor at Clayton State University who teaches at Utopian Academy of the Arts.Utopian will leverage this relationship to foster a desire for college attendance in their scholars and an understanding of how to reach their established goals. Utopian Academy for the Arts will engage at least three times throughout the year with community partners who will allow scholars to learn from their industry knowledge or provide feedback and support on ways to strengthen their experiences as they prepare for the next level of schooling and beyond.

4. REQUIRED QUESTIONS

4.7 Reducing Equity Gaps

Required Questions

Reducing Equity Gaps: Reflect on the previous year's LEA Equity Action Plan

Equity Gap 1Was the LEA Equity Action Plan effective in reducing the equity gap selected for the year?Intervention Effective – Equity Gap EliminatedIntervention Effective – Maintain Activities/StrategiesIntervention Effective – Adjust Activities/StrategiesIntervention Not Effective – Adjust Activities/StrategiesIntervention Not Effective – Abandon Activities/Strategies	The Equity Action Plan of increasing the content knowledge and pedagogy of teachers was somewhat effective but needs to continue and be adjusted to provide more professional learning. Utopian Academy for the Arts was successful in providing professional learning for ELA teachers to work with struggling learners and all teachers to engage in professional learning on Differentiation of Instruction. The remote learning and shift of the instructional coach limited the impact in this area.

Provide a brief description of LEA's success in implementation of the prior year LEA Equity Action Plan and effectiveness/ineffectiveness in addressing the selected equity gap.	Utopian Academy for the Arts Equity Action Plan was partially effective as Utopian Academy saw success in increasing the teaching pedagogy of staff in providing instruction through differentiation and personalized learning. The loss of the Instructional Coach and growth in numbers hampered continued progress. The focus was shifted to teaching in a digital environment. Utopian Academy for the Arts Math teachers need to participate in ongoing professional development to become more proficient in teaching math through reasoning. Utopian for the Arts ELA teachers need to participate in professional development that creates a consistent departmental approach to teaching Literacy and ensures equitable access to literacy strategies. Social Studies and Science teachers need training to integrate higher-order thinking and inquiry and flexibly use Literacy strategies for instruction.

Equity Gap 2Was the LEA Equity Action Plan effective in reducing the equity gap selected for the year?Intervention Effective – Equity Gap EliminatedIntervention Effective – Maintain Activities/StrategiesIntervention Effective – Adjust Activities/StrategiesIntervention Not Effective – Adjust Activities/StrategiesIntervention Not Effective – Abandon Activities/Strategies	Equity gap #2 was only partially effective. Utopian Academy should maintain the strategies and adjust by creating a more pervasive professional learning plan.

Reducing Equity Gaps: Reflect on the previous year's LEA Equity Action Plan

Provide a brief description of LEA's success in implementation of the prior year LEA Equity Action Plan and effectiveness/ineffectiveness in addressing the selected equity gap.	Teachers made some progress, but the Equity Action Plan was only partially implemented due to the increase in scholars, limited focus on professional learning beyond technology integration and having to put the Instructional Coach in a math classroom. This strategy should continue.

4. REQUIRED QUESTIONS

4.8 Overarching Needs for Private Schools

In this section, summarize the identified needs that will be addressed with FY22 federal funds for private schools Include results from ongoing consultation with private schools receiving services from the LEA's federal grants (ESSA Sec. 1117 and 8501; 20 U.S.C. 1412(a)(10)(A)(iii); and 34 C.F.R. §300.134). Information is available on the State Ombudsman [website](). (Add "No Participating Private Schools" as applicable.)

Title I, Part A	Utopian Academy for the Arts is a single-school district and does not serve Private Schools.

Title II, Part A	Utopian Academy for the Arts is a single-school district and does not serve Private Schools

Title III, Part A	Utopian Academy for the Arts is a single-school district and does not serve Private Schools

Title IV, Part A	Utopian Academy for the Arts is a single-school district and does not serve Private Schools

Title IV, Part B	Utopian Academy for the Arts is a single-school district and does not serve Private Schools

Title I, Part C	Utopian Academy for the Arts is a single-school district and does not serve Private Schools

IDEA 611 and 619	Utopian Academy for the Arts is a single-school district and does not serve Private Schools