



# Comprehensive Needs Assessment

## 2022 - 2023 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	Zinta Perkins
Multiple Program(s)	Curriculum Director	Johanna Strong
Multiple Program(s)	School Leader (#1)	Damion Miller
Multiple Program(s)	School Leader (#2)	Caleb Land
Multiple Program(s)	Teacher Representative (#1)	Doris Warren
Multiple Program(s)	Teacher Representative (#2)	Paul Johnson
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	Zinta Perkins
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	Zinta Perkins
Title III	Title III Director	Glynis Terrell
Title IV, Part A	Title IV, Part A Director	Zinta Perkins
Title I, Part C	Migrant Coordinator	Zinta Perkins

#### 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**

<b>Program</b>	<b>Position/Role</b>	<b>Name</b>
Multiple Program(s)	Principal Representatives	Johanna Strong
Multiple Program(s)	High School Counselor / Academic Counselor	NA
Multiple Program(s)	Early Childhood or Head Start Coordinator	NA
Multiple Program(s)	Teacher Representatives	Candice Gathers
Multiple Program(s)	ESOL Teacher	Glynis Terrell
Multiple Program(s)	Local School Governance Team Representative (Charter Systems only)	Joshua Menifee
Multiple Program(s)	ESOL Coordinator	Glynis Terrell
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	Johnna Strong
Title II, Part A	Bilingual Parent Liaisons	Janine Slater
Title II, Part A	Professional Organizations	NA
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 Alexander
Title IV, Part A	Faith-Based Community Leaders	Minister Alssya 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	Cynthia Talley
Title I, Part A - Foster Care	Local DFCS Contacts	Elanor Gray
Title II, Part A	Principals	Johanna Strong
Title II, Part A	Teachers	Breonna Walker, Candice Gathers
Title II, Part A	Paraprofessionals	Xavier Wilson
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 Kalilu

#### Recommended and Additional Stakeholders

Program	Position/Role	Name
Multiple Program(s)	RESA Personnel	NA
Multiple Program(s)	Technical, College, or University Personnel	Jennifer Harris
Multiple Program(s)	Parent Advisory Council Members, School Council Parents, Parent - Teacher Association or Parent - Teacher Organization Members	Cynthia Talley
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**

<b>Program</b>	<b>Position/Role</b>	<b>Name</b>
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

<b>How did the team ensure that the selection of stakeholders created an inclusive group with varied perspectives?</b>	The administration sought input from a variety of stakeholders including students, parents, teachers, and community members. Two Parent Advisory Team meetings were conducted. 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 five teacher stakeholder meeting in small group discussions giving reflections (needs assessment) on the year and their suggestions for next school year. Students contributed freely in small group discussions and provided their desires for next school year on culture and climate improvements.
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<b>How will the team ensure that stakeholders, and in particular parents and/or guardians, were able to provide meaningful input into the needs assessment process?</b>	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 school's website. Teachers and students will receive quarterly surveys allowing their input as well. Follow up meetings and communications will be scheduled as well.
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## 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		
<b>1. Exemplary</b>	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 capacity of school staff to lead curriculum design efforts.	
<b>2. Operational</b>	The district engages and supports all schools in systematic processes for curriculum design to align instruction and assessments with the required standards.	
<b>3. Emerging</b>	The district processes for engaging and supporting schools in curriculum design without district process or support.	✓
<b>4. Not Evident</b>	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.		
<b>1. Exemplary</b>	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.	
<b>2. Operational</b>	The district develops and communicates common expectations for implementing curriculum, instruction, and assessment practices across all schools.	
<b>3. Emerging</b>	The district expectations for implementing curriculum, instruction, or assessment practices are not fully developed or are not clearly communicated to all schools.	✓
<b>4. Not Evident</b>	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

<b>1. Exemplary</b>	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.	
<b>2. Operational</b>	The district effectively guides, supports, and evaluates the implementation of curriculum, instruction, and assessments.	
<b>3. Emerging</b>	The district provides limited guidance and support for evaluating the implementation of curriculum, instruction, and assessments.	✓
<b>4. Not Evident</b>	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

<b>1. Exemplary</b>	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.	
<b>2. Operational</b>	The district guides and supports schools in the selection and implementation of effective strategies, programs, and interventions to improve student learning.	
<b>3. Emerging</b>	The district provides some limited guidance and support in the selection or implementation of effective strategies, programs, and interventions to improve student learning.	✓
<b>4. Not Evident</b>	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
<b>1. Instructional Leadership:</b> 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.	
<b>3. Planning and Assessment:</b> The leader effectively gathers, analyzes, and uses a variety of data to inform planning and decision-making consistent with established guidelines, policies, and procedures.	
<b>4. Organizational Management:</b> The leader fosters the success of all students by supporting, managing, and overseeing the school's organization, operation, and use of resources.	
<b>Note:</b> State calculations not completed for 2020-2021 or 2021-2022. Use local data as needed. Visit GaDOE Teacher and Leader Effectiveness webpage for the <a href="#">Leader Keys Effectiveness System rubric</a> .  	

## Teacher Keys Effectiveness System- Standard

Standard	Score
<b>2. Instructional Planning:</b> 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.	
<b>3. Instructional Strategies:</b> 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.	
<b>Note:</b> State calculations not completed for 2020-2021 or 2021-2022. Use local data as needed. Visit GaDOE Teacher and Leader Effectiveness webpage for the <a href="#">Teacher Keys Effectiveness System rubric</a> . 	
<b>4. Differentiated Instruction:</b> The teacher challenges and supports each student's learning by providing appropriate content and developing skills which address individual learning differences.	
<b>5. Assessment Strategies:</b> 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.	
<b>6. Assessment Uses:</b> 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.	
<b>8. Academically Challenging Environment:</b> The teacher creates a student-centered, academic environment in which teaching and learning occur at high levels and students are self-directed learners.	
<b>Note:</b> State calculations not completed for 2020-2021 or 2021-2022. Use local data as needed. Visit GaDOE Teacher and Leader Effectiveness webpage for the <a href="#">Teacher Keys Effectiveness System rubric</a> . 	

## 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		
<b>1. Exemplary</b>	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.	
<b>2. Operational</b>	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.	
<b>3. Emerging</b>	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.	✓
<b>4. Not Evident</b>	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		
<b>1. Exemplary</b>	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.	
<b>2. Operational</b>	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.	
<b>3. Emerging</b>	The district inconsistently allocates and monitors the use of time, materials, equipment, and fiscal resources to support learning and teaching.	✓
<b>4. Not Evident</b>	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		
<b>1. Exemplary</b>	Stakeholders, including school board members, take leadership roles in advancing district and school goals and initiatives that improve learning and teaching.	
<b>2. Operational</b>	The district consistently engages stakeholders, including school board members, in supporting district and school goals and initiatives that improve learning and teaching.	✓
<b>3. Emerging</b>	The district provides some opportunities for a range of stakeholders to be engaged in supporting goals and initiatives that will improve learning and teaching.	
<b>4. Not Evident</b>	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		
<b>1. Exemplary</b>	A systematic and collaborative process is used for ongoing development, revision, and alignment of policies, procedures, and practices with laws and regulations.	
<b>2. Operational</b>	The district regularly uses an established process to align policies, procedures, and practices with laws and regulations.	✓
<b>3. Emerging</b>	A process to align policies, procedures, and practices with laws and regulations is not comprehensive or is not used on a regular basis.	
<b>4. Not Evident</b>	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		
<b>1. Exemplary</b>	Flexibility granted to school leaders, based upon sustained high performance, is well defined, reviewed periodically, and fully supports the improvement of learning and teaching.	
<b>2. Operational</b>	The district grants defined flexibility, based on results, to school leaders to address individual school needs to improve learning and teaching.	✓
<b>3. Emerging</b>	The district grants limited flexibility, or the flexibility that is given does not allow leaders to improve learning and teaching sufficiently.	
<b>4. Not Evident</b>	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		
<b>1. Exemplary</b>	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.	
<b>2. Operational</b>	The organization and allocation of personnel, expertise, and services are sufficient to achieve district and individual school goals.	✓
<b>3. Emerging</b>	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.	
<b>4. Not Evident</b>	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		
<b>1. Exemplary</b>	A collaborative, data-driven planning process results in aligned, comprehensive plans at the district and school levels for improving student learning.	
<b>2. Operational</b>	At the district and school levels, staffs engage in a collaborative, data-driven planning process to improve student learning.	✓
<b>3. Emerging</b>	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.	
<b>4. Not Evident</b>	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		
<b>1. Exemplary</b>	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.	
<b>2. Operational</b>	The district uses protocols and processes for problem solving, decision-making, and removing barriers.	✓
<b>3. Emerging</b>	District use of protocols and processes for problem solving, decision-making, or removing barriers is limited or inconsistent.	
<b>4. Not Evident</b>	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		
<b>1. Exemplary</b>	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.	
<b>2. Operational</b>	The district uses processes to monitor and provide timely guidance, support, and feedback to individual schools as they implement improvement plans and initiatives.	
<b>3. Emerging</b>	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.	✓
<b>4. Not Evident</b>	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		
<b>1. Exemplary</b>	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.	
<b>2. Operational</b>	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.	✓
<b>3. Emerging</b>	The vision, mission, and core beliefs have been developed with some emphasis on preparing students for college and career readiness, but may have weakness due to insufficient collaboration with stakeholders, poor communication, or other limitations.	
<b>4. Not Evident</b>	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
<b>1. Instructional Leadership:</b> 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.	
<b>2. School Climate:</b> The leader promotes the success of all students by developing, advocating, and sustaining an academically rigorous, positive, and safe school climate for all stakeholders.	

## Leader Keys Effectiveness System- Standard

Standard	Score
<b>3. Planning and Assessment:</b> The leader effectively gathers, analyzes, and uses a variety of data to inform planning and decision-making consistent with established guidelines, policies, and procedures.	
<b>4. Organizational Management:</b> The leader fosters the success of all students by supporting, managing, and overseeing the school's organization, operation, and use of resources.	
<b>5. Human Resources Management:</b> The leader fosters effective human resources management through the selection, induction, support, and retention of quality instructional and support personnel.	
<b>6. Teacher/Staff Evaluation:</b> 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.	
<b>7. Professionalism:</b> The leader fosters the success of students by demonstrating professional standards and ethics, engaging in continuous professional development, and contributing to the profession.	
<b>8. Communication and Community Relations:</b> The leader fosters the success of all students by communicating and collaborating effectively with stakeholders.	
<b>Note:</b> State calculations not completed for 2020-2021 or 2021-2022. Use local data as needed. Visit GaDOE Teacher and Leader Effectiveness webpage for the <a href="#">Leader Keys Effectiveness System rubric</a> .  	

## Teacher Keys Effectiveness System- Standard

Standard	Score
<b>9. Professionalism:</b> 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.	
<b>Note:</b> State calculations not completed for 2020-2021 or 2021-2022. Use local data as needed. Visit GaDOE Teacher and Leader Effectiveness webpage for the <a href="#">Teacher Keys Effectiveness System rubric</a> .  	

## 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		
<b>1. Exemplary</b>	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.	
<b>2. Operational</b>	Processes that increase the effectiveness of leaders, teachers, and staff have been established and consistently implemented throughout the district.	
<b>3. Emerging</b>	Processes that increase the effectiveness of leaders, teachers, and staff are not fully developed or are implemented unevenly or inconsistently across the district.	✓
<b>4. Not Evident</b>	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		
<b>1. Exemplary</b>	The district collects and analyzes comprehensive data from the state-approved evaluation system to inform staff retention, salaries, and professional learning throughout the district.	
<b>2. Operational</b>	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.	
<b>3. Emerging</b>	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.	✓
<b>4. Not Evident</b>	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		
<b>1. Exemplary</b>	The district fosters a culture of systematic, quality, and relevant professional learning that consistently addresses the needs of its adults and its students.	
<b>2. Operational</b>	The district ensures that professional learning at the school and district levels is relevant and addresses adult and student needs.	
<b>3. Emerging</b>	The professional learning at the school and district levels is not consistently relevant or is not consistently linked to adult or student needs.	✓
<b>4. Not Evident</b>	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		
<b>1. Exemplary</b>	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.	
<b>2. Operational</b>	The impact of professional learning on staff practices and student learning is assessed and adjustments are made as needed.	✓
<b>3. Emerging</b>	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.	
<b>4. Not Evident</b>	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
<b>4. Organizational Management:</b> The leader fosters the success of all students by supporting, managing, and overseeing the school's organization, operation, and use of resources.	
<b>5. Human Resources Management:</b> The leader fosters effective human resources management through the selection, induction, support, and retention of quality instructional and support personnel.	
<b>6. Teacher/Staff Evaluation:</b> 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.	
<b>7. Professionalism:</b> The leader fosters the success of students by demonstrating professional standards and ethics, engaging in continuous professional development, and contributing to the profession.	
<b>8. Communication and Community Relations:</b> The leader fosters the success of all students by communicating and collaborating effectively with stakeholders.	
<b>Note:</b> State calculations not completed for 2020-2021 or 2021-2022. Use local data as needed. Visit GaDOE Teacher and Leader Effectiveness webpage for the <a href="#">Leader Keys Effectiveness System rubric</a> .  	

## Teacher Keys Effectiveness System- Standard

Standard	Score
<b>1. Professional Knowledge:</b> The teacher demonstrates an understanding of the curriculum, subject content, pedagogical knowledge, and the needs of students by providing relevant learning experiences.	
<b>9. Professionalism:</b> 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.	
<b>10. Communication:</b> The teacher communicates effectively with students, parents or guardians, district and school personnel, and other stakeholders in ways that enhance student learning.	
<b>Note:</b> State calculations not completed for 2020-2021 or 2021-2022. Use local data as needed. Visit GaDOE Teacher and Leader Effectiveness webpage for the <a href="#">Teacher Keys Effectiveness System rubric.</a> 	

## 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		
<b>1. Exemplary</b>	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.	
<b>2. Operational</b>	Expectations for schools to engage families and the community to support learning and teaching are established and communicated throughout the district.	✓
<b>3. Emerging</b>	Expectations for family and community engagement are inconsistent, varying from school to school, or are unevenly communicated across the district.	
<b>4. Not Evident</b>	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		
<b>1. Exemplary</b>	The district implements and continuously monitors structures for reliable, ongoing, and interactive communication between the schools and stakeholders.	
<b>2. Operational</b>	Structures which promote clear and open communication between schools and stakeholders have been effectively established.	
<b>3. Emerging</b>	The district structures between schools and stakeholders result in communication that sometimes may not be consistent, clear, or timely.	✓
<b>4. Not Evident</b>	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		
<b>1. Exemplary</b>	The district engages family and community members to take leadership roles in feedback and problem-solving activities throughout the district.	
<b>2. Operational</b>	The district ensures that family and community members routinely have feedback and problem-solving opportunities throughout the district.	
<b>3. Emerging</b>	Opportunities for family and community members to be involved in feedback and problem-solving are limited or inconsistently provided across the district.	✓
<b>4. Not Evident</b>	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		
<b>1. Exemplary</b>	Strategic, comprehensive processes and protocols are in place for clearly and continuously communicating policies and procedures in a timely manner to all stakeholders.	
<b>2. Operational</b>	The district consistently communicates policies and procedures in a timely manner to relevant audiences.	
<b>3. Emerging</b>	Communication of policies and procedures to relevant audiences is sometimes inadequate or inconsistent.	✓
<b>4. Not Evident</b>	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		
<b>1. Exemplary</b>	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.	
<b>2. Operational</b>	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.	
<b>3. Emerging</b>	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.	✓
<b>4. Not Evident</b>	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
<b>2. School Climate:</b> The leader promotes the success of all students by developing, advocating, and sustaining an academically rigorous, positive, and safe school climate for all stakeholders.	
<b>8. Communication and Community Relations:</b> The leader fosters the success of all students by communicating and collaborating effectively with stakeholders.	
<b>Note:</b> State calculations not completed for 2020-2021 or 2021-2022. Use local data as needed. Visit GaDOE Teacher and Leader Effectiveness webpage for the <a href="#">Leader Keys Effectiveness System rubric</a> .  	

## Teacher Keys Effectiveness System- Standard

Standard	Score
<b>10. Communication:</b> The teacher communicates effectively with students, parents or guardians, district and school personnel, and other stakeholders in ways that enhance student learning.	
<b>Note:</b> State calculations not completed for 2020-2021 or 2021-2022. Use local data as needed. Visit GaDOE Teacher and Leader Effectiveness webpage for the <a href="#">Teacher Keys Effectiveness System rubric</a> .  	

## 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

<b>1. Exemplary</b>	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.	
<b>2. Operational</b>	The district develops and implements effective processes to maintain facilities and equipment to ensure an environment which is safe and conducive to learning.	
<b>3. Emerging</b>	Irregular or insufficient processes are in place to maintain facilities and equipment to ensure an environment which is safe and conducive to learning.	✓
<b>4. Not Evident</b>	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

<b>1. Exemplary</b>	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.	
<b>2. Operational</b>	The district provides, coordinates, and monitors student support systems and services.	
<b>3. Emerging</b>	The district provides some student services, but improvements are needed in some areas such as program coordination and monitoring.	✓
<b>4. Not Evident</b>	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		
<b>1. Exemplary</b>	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.	
<b>2. Operational</b>	The district defines the roles, responsibilities, skill sets, and expectations of leaders at all levels to increase student learning and staff performance.	
<b>3. Emerging</b>	The general roles, responsibilities, skill sets, or expectations for leaders are not fully developed by the district.	✓
<b>4. Not Evident</b>	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
<b>1. Instructional Leadership:</b> 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.	
<b>2. School Climate:</b> The leader promotes the success of all students by developing, advocating, and sustaining an academically rigorous, positive, and safe school climate for all stakeholders.	
<b>3. Planning and Assessment:</b> The leader effectively gathers, analyzes, and uses a variety of data to inform planning and decision-making consistent with established guidelines, policies, and procedures.	
<b>4. Organizational Management:</b> The leader fosters the success of all students by supporting, managing, and overseeing the school's organization, operation, and use of resources.	
<b>5. Human Resources Management:</b> The leader fosters effective human resources management through the selection, induction, support, and retention of quality instructional and support personnel.	
<b>6. Teacher/Staff Evaluation:</b> 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.	
<b>7. Professionalism:</b> The leader fosters the success of students by demonstrating professional standards and ethics, engaging in continuous professional development, and contributing to the profession.	
<b>8. Communication and Community Relations:</b> The leader fosters the success of all students by communicating and collaborating effectively with stakeholders.	
<b>Note:</b> State calculations not completed for 2020-2021 or 2021-2022. Use local data as needed. Visit GaDOE Teacher and Leader Effectiveness webpage for the <a href="#">Leader Keys Effectiveness System rubric</a> .  	

## Teacher Keys Effectiveness System- Standard

Standard	Score
<b>1. Professional Knowledge:</b> The teacher demonstrates an understanding of the curriculum, subject content, pedagogical knowledge, and the needs of students by providing relevant learning experiences.	
<b>2. Instructional Planning:</b> 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.	
<b>3. Instructional Strategies:</b> 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.	
<b>4. Differentiated Instruction:</b> The teacher challenges and supports each student's learning by providing appropriate content and developing skills which address individual learning differences.	
<b>5. Assessment Strategies:</b> 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.	
<b>6. Assessment Uses:</b> 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.	
<b>7. Positive Learning Environment:</b> The teacher provides a well-managed, safe, and orderly environment that is conducive to learning and encourages respect for all.	
<b>8. Academically Challenging Environment:</b> The teacher creates a student-centered, academic environment in which teaching and learning occur at high levels and students are self-directed learners.	
<b>9. Professionalism:</b> 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.	
<b>10. Communication:</b> The teacher communicates effectively with students, parents or guardians, district and school personnel, and other stakeholders in ways that enhance student learning.	
<b>Note:</b> State calculations not completed for 2020-2021 or 2021-2022. Use local data as needed. Visit GaDOE Teacher and Leader Effectiveness webpage for the <a href="#">Teacher Keys Effectiveness System rubric.</a> 	

## 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).

<b>What perception data did you use?</b> [examples: student perceptions about school climate issues (health survey, violence, prejudice, bullying, 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 of parents, parent advisory team input, whole group parent meetings, Department of Exceptional Student Survey for parents, small group teacher discussions with principal, and student climate survey. Conversations and reflections from students provided insight concerning their desires and needs both academically and socially.
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<b>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?")</b>	Teacher input sessions were held with the upcoming principal. In these sessions, teachers stated that they would like more professional development opportunities, the opportunity to share in decision making, and for communication to be increased and more effective from administration. Most teachers felt they had gained proficiency with specific tools that enabled them to teach their content. These tools were different depending on the content area. Teachers stated they would like parents to make better use of Infinite Campus for communication purposes. Teachers felt there is a need for more engagement of parents particularly in supporting online scholars with showing up for classes and completing homework. Curriculum nights and online meetings were conducted throughout the year to support parents. While the turnout was 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 reported an overall satisfaction with classes though attendance was often below 90%. Scholars showed up for class but would at times become disengaged when given independent tasks. Scholars stated that they would like to have more instructional engagement in class instead of paper and pencil work/work on laptops. They also want more extracurricular activities and instructional engagement. The Department of Exceptional Student administered a survey for their parents. Most of the parent survey responses describe their experience with Utopian staff as friendly and responsive to their needs. Parents description of their child's learning experiences were varied. Most parents stated that their child usually received personalized learning experiences and instruction. Parent impressions about the learning progress this year were varied. There was noted growth and an impression that there was more confidence w Data indicated that a parent did not think that a child received the help that he needed to progress this year. Data from parents indicate that we will become better at serving the parent and scholar by providing a transition plan to address vocational skills and by offering more career-based field trips. Parents indicate that Utopian Academy can help by continuing with keeping the open
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	<p>lines of contact. There was a suggestion for the teacher to email parents the syllabus for each of their classes. Data indicated that parents would like to get more email information on scholar's progress and struggles in the classroom. Parents shared data that they feel is important for Utopian to continue improving our department services. They suggested that we continue to push students to complete the required work for advancement of skills. Data suggested community-based resources for special needs students.</p> <p>A Title I Parent Survey was administered in the spring and a parent input session was held at the same time. Utopian parents expressed a positive view of the support by Utopian Academy during the school year. Overall, parents report a positive experience with virtual or in-person learning. The communication between teachers and parents was good, and they felt like teachers were working to support their scholars. The most frequent concern articulated was that teachers don't return calls or respond to emails in a timely manner.</p> <p>Parents overwhelmingly felt communication provided by the Parent &amp; Family Engagement Coordinator was excellent. Additionally, parents felt communication provided by the teachers was good. They reported wanting better response time from teachers. Parents felt there is a need for more engagement of teachers particularly in supporting scholars understanding assignments that would help with completing homework. Additionally, parents felt that information could be communicated to allow them to help with projects and more difficult assignments.</p> <p>The 2021-2022 Climate Survey data reveals that scholars feel that they have an adult that they can talk to when they need help. Most students stated that they have not been bullied, threatened, or harassed within 30 days of completing the survey. A lesser majority of students revealed they have no anxieties, worries, or fears that get in the way of their daily activities. Although few, students have stated that they seriously considered harming themselves on purpose. This will be a Social Emotional Learning focus for us. Most students stated that they do not engage in drug, alcohol, or tobacco activities.</p> <p>Teacher retention improved from 2018 to 2021 from 54% to 78% and the number of inexperienced teachers declined from 71% to 36%. There will be a new school leader for the FY 23 school year who will be in the first year of the principalship.</p>
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<p><b>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)</b></p>	<p>Process data included teacher and leader anecdotal feedback, notes from Stakeholder Input Meetings, Leadership Team Meetings, teacher retention data, review of discipline, and attendance data,</p>
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<p><b>What does the process data tell you?</b>          (process data describes the way programs are conducted; provides evidence of participant involvement in programs; answers the question “What did you do for whom?”)</p>	<p>The process data reveals that Utopian has begun to develop a more cohesive culture for improving practices and student achievement, but there is still improvement that needs to happen. Teachers expressed that they felt there was major focus on the needs and desires of students and parents, but not as much focus on teachers; however, that will change as the new leader intends to focus on the needs of all and ensure all will be heard, acknowledged, and reasonably met. An established process of continual engagement of the staff will result in more efficiency. 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 would also like greater opportunities to showcase their talents. Additionally, core and arts teachers would like more opportunities to collaborate instructionally.</p> <p>To strengthen the communication among teachers and administration, there will be monthly scheduled meetings with administration and teacher leaders to ensure that the principal is able to stay abreast of the culture and climate, any issues with teachers and/or students, and challenges in processes and procedures. Teacher leaders will collect information from teachers to bring to administration and take information back to the teachers from administration.</p> <p>The Utopian Academy staff spent time during post-planning to analyze discipline and attendance data. An analysis of discipline data revealed that classroom disruptions were by far the most predominant discipline concerns reported by teachers. Student aggression and uniform violations followed in frequency. Student attendance data was analyzed. It was noted that the average attendance for 6th grade was 88%, for 7th grade was 91% and for 8th grade was 92%.</p>
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<p><b>What achievement data did you use?</b></p>	<p>Utopian analyzed iReady, Beacon, and GMAS scores. Additionally, attendance and discipline data were analyzed in comparison to these scores. Common formative and summative assessments were implemented but not analyzed and from those assessments, we identified a need for grading consistency across the school.</p>
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<p><b>What does your achievement data tell you?</b></p>	<p>In 2022, Milestones data revealed that more than half of UAFA 6th graders are below proficiency in math. Beacon data supports the same. iReady data suggests that almost 85% of sixth graders are deficient in math with 50% at beginning and 35% at developing while also suggesting that 72% of 6th graders are deficient in reading with 32% at beginning and 43% at developing. Beacon and Milestones data are similar in that Beacon suggests that approximately 60% of students fall in level 2 and around 65% of students are in levels 2 and 3 on the Milestones in reading. This reveals that current 6th graders, rising 7th graders, need a great deal of concentration in the development of math skills to</p>
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	<p>bring them up to grade level.</p> <p>The 7th grade iReady data places a little more than 60% of students in level I in reading and exactly 50% in level I in math. Again, Beacon and Milestones scores for 7th grade math and reading are somewhat parallel to each other: Reading level I 38% on Beacon assessment and 33% on Milestone assessment, around 48% on level II in reading on Beacon assessment and about 42% in level II on Milestones. Also noted is that less than 1% of 7th grade students scored in level IV in reading or math. Acceleration and remediation of students is a necessity.</p> <p>Analyzation of 8th grade iReady data reveals that reading is the subject with more deficiency with as many as 60% of students scoring in level I in reading and a little more than 30% scoring in level I in math. No student scored in level III in reading on iReady assessment; however, in math, scores were evenly distributed in levels I, II, and III at 32%. Beacon results almost mirrored the Milestone results in both math and reading. Math is the subject with the greatest deficit as 60% of students scored in level I on the Beacon and 41% on the Milestone. About 1% of students scored in level IV in math and reading combined. Again, acceleration and remediation are essential.</p> <p>It is difficult to compare trend data from FY 19 to FY21 because FY 20 was the pandemic year where no Milestone assessment was given. Effects of disruptions to the traditional school setting were evident with some scholars in person and others receiving instruction virtually. Across the content areas, student performances declined in FY20. In 2019, ELA performance of scholars identified 22.5% as "Beginning" compared to an increase 35.2% in 2021. In Mathematics, the number of scholars in the Beginning range increased from 22.6% to 58%. In Science, the number of scholars in the Beginning range increased from 51.5% to 87.5%. Results were similar in Social Studies where there was an increase in the Beginning category of 30.8% to 66.7%. This downward trend did not improve during remote learning. The data outlined above reveals the work that needs to be done to close learning gaps for UAFA scholars.</p> <p>The achievement data suggests that students need support in understanding foundational mathematics concepts so they can become competent in complex mathematical processes. Students need to master mathematical applications, processes and skills to make improvements. Teachers need training in deconstructing standards, providing immediate remediation with skills development and engaging in real world application. In reading, Utopian students must make improvements in vocabulary development and reading comprehension. Understanding how to approach literary text and informational text is critical. Teachers will need to focus on vocabulary acquisition and use of effective reading strategies across the curriculum.</p>
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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?	<p>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. Student absences increased during virtual learning despite ongoing calls to parents by teachers and the Parent &amp; Family Engagement Coordinator.</p> <p>Retention of teachers was good moving from 54% in 2019 to 78% in 2021. The COVID American Rescue Plan in conjunction with the Title IA budget has enabled Utopian to hire additional staff. A literacy intervention teacher will be added in 2022-2023 that is returning to the school and will assist with increasing student literacy skills as the data shows that is an area of needed improvement. 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.</p> <p>Student attendance is an area of concern. While considering the impact of the pandemic, Utopian's attendance rate for 2019, 2020 and 2021 was 84.73%, 80.63% and 37.35% respectively while the mobility rate was 13.6%, 11.2% and 1.7% over the same span of time. Student discipline was higher at the beginning of the year as scholars returned with disruption and uniform violations being the most significant behaviors.</p> <p>Utopian serves a diverse school population with most scholars being black, non-Hispanic, and increased number being Hispanic, and a growing number of Vietnamese scholars.</p>

### 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

<b>Coherent Instructional:</b> 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?	<p>Utopian Academy for the Arts Middle School has had little turn over in the teaching staff; therefore opportunities for input from staff during the course of the year has been beneficial in establishing coherent instructional practices. This input has included a review of processes and procedures, culture and climate, and communication among stakeholders. There will be a new principal at Utopian Academy who previously served as Director of Curriculum and Instruction and has been able to make firsthand observations and data analysis of the school's strengths and opportunities for growth. The new principal of Utopian Middle School is establishing a clear vision and direction for the staff and students based on deep analysis of the data and a clear set of strategies to change the current reality. The analysis of the data reveals that Utopian Academy for the Arts needs to establish a structure that increases rigor in instruction and increases teachers' understanding of content and pedagogy.</p> <p>An analysis of data suggests that UAFA did a great job developing new teachers, building their pedagogy skillset, and retaining them to further serve our students. Between the years of 2019 and 2021, teacher retention went from 54% to 78% which supported the decrease of inexperienced teachers from 71% to 36% during the same span of time.</p> <p>Additionally, between the years of 2019 and 2021 (the pandemic years), student academic performance declined in all content areas with an increase in students identified as "Beginning". In 2019, ELA performance of scholars identified 22.5% as "Beginning" compared to an increase 35.2% in 2021. In Mathematics, the number of scholars in the Beginning range increased from 22.6% to 58%. In Science, the number of scholars in the Beginning range increased from 51.5% to 87.5%. Results were similar in Social Studies where there was an increase in the Beginning category of 30.8% to 66.7%.</p>
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<b>Effective Leadership:</b> 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?	<p>Utopian Academy for the Arts has an engaged Governing Board that holds the leadership accountable to high level processes for providing quality instruction. After steady leadership for five years, Utopian has a new school leader. The previous leader used data to guide staff in making instructional decisions and adapt their strategies. Teacher retention improved (54% to 78%) and the number of inexperienced teachers decreased (71% to 36%). These indicators speak to improvements made in the culture and the effort to train</p>
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## Strengths and Challenges Based on Trends and Patterns

	<p>staff and hire more experienced staff. A strong cadre of experienced teachers will impact student achievement and reduce the need to continuously train new staff.</p> <p>The new principal of Utopian Academy for the Arts is dedicated to developing teachers' proficiency in collecting and analyzing data and using it to drive differentiated instruction. The new leader served as Director of Curriculum and Instruction which will assist with the transition to the new role. Utopian Academy for the Arts will strengthen its leadership and instructional practices with the implementation of real time classroom feedback, effective days of professional development based upon teachers' needs, and multiple opportunities to improve school culture and climate. Additionally, use of a feedback cycle and staff accountability will lead to increased effectiveness.</p>
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<b>Professional Capacity:</b> 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?	<p>Utopian Academy for the Arts has strengthened its teaching staff over the years through hiring more experienced &amp; certified teachers. Teacher retention increased by 24% and inexperienced teachers decreased by 35%. Utopian for the Arts invested in training teachers through the TAPP program and therefore saw increased use of effective instructional strategies.</p> <p>Previously, there was a decline in student performance across all content areas, where in 2019, the ELA performance of scholars identified 22.5% as "Beginning" increased to 35.2% in 2021. In Mathematics, the number of scholars in the Beginning range increased from 22.6% to 58%. In Science, the number of scholars in the Beginning range increased from 51.5% to 87.5%. Results were similar in Social Studies where there was an increase in the Beginning category of 30.8% to 66.7%. Teacher retention has improved (54% to 78%). The number of inexperienced teachers has decreased (71% to 36%). These indicators speak to improvements made in the culture and the effort to train staff and hire more experienced staff. A strong cadre of experienced teachers will impact student achievement and reduce the need to continuously train new staff.</p> <p>Post-pandemic results show even greater gaps though these were reduced from beginning of the year to the end of the year when looking at iReady and Beacon results. Utopian, therefore, 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 will be established to improve instructional effectiveness by consistent classroom observations and real time feedback.</p>
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<b>Family and Community Engagement:</b> 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,	<p>Utopian Academy for the Arts typically experienced low turn-out to in-person meetings prior to the pandemic. When meetings shifted to a virtual setting, participation soared to 70-90 parents for beginning of the year meetings and held at an average of 30 during the year. Much of this is contributed to the support of the new PFE Coordinator and an increase in communication. Parent participation in surveys has been stronger over a two-year period. Previous participation yielded only 20+ parents responding. Last year 163</p>
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## Strengths and Challenges Based on Trends and Patterns

teacher, and leader needs?	parents responded to the Federal Programs Survey and this year there were 71.
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<b>Supportive Learning Environment:</b> 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?	<p>Utopian Academy engages staff in the ongoing process of analyzing data with the purpose of using data-driven differentiated instruction and identifying students who need extra support while deciding exactly what that support should be. In addition to iReady data, staff used the Beacon and classroom summative assessments to gain data to gauge student achievement. Because of trends with student performance declining (from FY 19 to FY 21 Beginning learners increased in ELA by 13%, in Math by 35%, in Science 36% and in Social Studies 35.9%) and scholar attendance being of concern (37.35% attendance rate in 2021), Utopian recognizes the need to address the learning environment.</p> <p>Utopian Academy for the Arts will be on a block schedule which will increase classroom time for effective and engaging instruction. Embedded in it are daily opportunities for student remediation and acceleration to continue to meet the needs of students. Also, Utopian Academy for the Arts will hire and use a Literacy Intervention teacher to address the needs of scholars 2-3 years below grade level and provide increased instruction time to address math scores. Teachers will remain in consistent contact with parents regarding scholars' academic achievement. Administrators will also be supported by Uncommon Schools who provides professional development for principals and teachers to further ensure that classrooms have appropriate rigor in instruction and assessments.</p>
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<b>Demographic and Financial:</b> 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?	<p>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. While Utopian Academy is authorized as a SCSC school, it 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.</p> <p>UAFA is looking forward to increased parental involvement by providing chances for parents to be more visible and active in school activities. Financial trends have improved with the addition of ARP federal grant funds. In addition to QBE funding and federal grants, the ARP funds allowed support in maintaining consistency with the staff, to supplement the instructional program and address needs identified during the pandemic.</p>
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## Strengths and Challenges Based on Trends and Patterns

<p><b>Student Achievement:</b> 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?</p>	<p>Trends and patterns that support the identification of student, teacher, and leader needs include analyzing data from GA Milestones data, iReady data, and Beacon data. Analysis of various forms of data revealed a decline in student performance. From 2018 to 2021, Utopian scholars scoring in the Milestones Beginning category in all content areas increased: 12.7% in ELA, 35.4% in mathematics, 36% in science and 35.9% in social studies. There was, however, a slight increase in Distinguished performance from 2018 to 2021 in both ELA and mathematics. Similarities were noted when comparing iReady, Beacon and Milestone scores. In 6th grade around 40% of students were deficient in reading with 50% deficient in mathematics. In 7th grade an average of 60% of students were deficient in reading and 50% in mathematics. In 8th grade 60% of students were deficient in reading and 50% deficient in mathematics. Students struggle with the foundational concepts in ELA and math. When reviewing ELA domains, it was noted that students struggled in reading and vocabulary, reading literary text, reading informational text and writing and language. In mathematics, support is needed in understanding the number system, geometry, and statistics and probability. Teachers will need to pay attention to and analyze summative data from chapter/unit assessments. Daily formative assessments using a learning target tracker (document that tracks student mastery of daily learning targets) will also be used. Because of the pandemic, the GA Milestones data from SY22 will serve as baseline data as UAFA reestablishes student academic trends. Students, parents, and teachers will complete quarterly surveys and have consistent meetings that identify needs and possible solutions.</p>
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## 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.

<p><b>Strengths</b></p>	<p>Special Education teachers work with their general education peers to help provide support to students with special needs. UAFA is fortunate to have teachers who have Special Education Certification. These teachers have a high level of experience in providing the proper instruction and guidance for SWD. The parents of special education students are highly engaged in the IEP process and getting services for their scholars. Teachers engage in 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.</p>
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## 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.

Challenges	<p>The high number of DES scholars in each class makes it a challenge sometimes to provide quality specifically designed Instruction. The instructional resources and support for low-incidence students (lowest performing special education students) makes it difficult for the classroom teachers to support all student needs. Additional training is required to increase their efficacy.</p> <p>Special Education teachers at UAFA have knowledge of curriculum and/or specifically designed strategies to address the deficits that impede the ability to improve student growth. UAFA's outcomes concerning SWD students has continued to be a focus for continued improvement. Data points that assess the gaps between student achievement are being used to address the unique needs of students with disabilities. Data indicates that Utopian students are making gains during the 2021-2022 school year. Training in specifically designed Instruction and co-teaching strategies are essential to ensuring that students get the highest level of accommodations to address their specific learning dynamics, to close achievement gaps for students with disabilities.</p>
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## Title I - Part A - Improving Academic Achievement of Disadvantaged

Strengths	<p>Scholars at Utopian Academy for the Arts Middle School remained at the school with only a 1.7% mobility rate as compared to 13.6% in 2019. The school was able to maintain experienced teachers with a retention rate improving from 54% to 78% and a reduction of inexperienced teachers moving from 71% to 36% over a three-year period.</p> <p>During the 2021-2022 school year, teachers benefitted from training through Uncommon Schools, specifically around staff giving real-time feedback aligned to the standards. This professional development will continue during the 2022-2023 school year. While most scholars performed in deficient or marginal levels, there was notable movement from the Beginning level to Developing in both Math and ELA. There was an increase in scholars who were proficient &amp; distinguished in ELA and Math as well. Parent engagement at Utopian Academy for the Arts has increased over a two-year period as meetings have become virtual. While participation is not at 100%, a group of Parent Advisory Members have been identified and engaged as parent leaders in input meetings. There has consistently been increased participation of parents through hosting virtual meetings over attending in person events. As a result of examining data, Utopian will have blocked scheduling which embeds opportunities for remediation and acceleration daily. Additional literacy support will be provided by the literacy intervention teacher who will be able to focus on subgroups like DES and ESOL students. The leadership of</p>
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## NEEDS IDENTIFICATION AND ROOT CAUSE ANALYSIS

### Title I - Part A - Improving Academic Achievement of Disadvantaged

	<p>Utopian will continue to engage the staff in collaborative discussions to shape the instructional program and identify the strategies needed to increase the effectiveness of the instructional program. Teachers will have multiple collaboration opportunities even between arts and core teachers. Teachers will share their areas of strengths with their colleagues providing support among each other. Utopian will endeavor to continue to attract a more experienced teaching force skilled in supporting all students. Utopian will also utilize an instructional technology support staff member who will share in providing technology support in instructional programs and digital learning environments so that teachers have an extra layer of support and comfort. During academic nights, parents will be granted tutorials on how to download and effectively using electronic platform, Canva, which will be the platform for parent-teacher communication.</p>
Challenges	<p>One of the major effects of the pandemic was that it increased the gaps in reading and math and increased the difficulty in closing them. Additionally, upon return to school a major concern was the number of disciplinary infractions. Because of such, a closer look at processes and procedures as well as scheduling was taken. Inconsistent teaching and grading processes were identified and addressed as teachers have been given and will continue to receive professional development on research-based effective teaching strategies. 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. Communication to parents will be consistent for every student by every teacher. Parents will be educated on how to use Canva, the electronic platform for communication. Parents will have consistent opportunities to share their concerns and joys with faculty and staff. They will also have multiple opportunities for school involvement. Also, last year, a challenge for staff, parents, and students was multiple schedule changes throughout the year. This year, developing the schedule will be a collaborative effort among administration and the registrar with many eyes on it to detect issues before distributing schedules to students. It is the expectation that once students receive their schedules in July, there will be no mass changes during the first semester.</p>

**Title I, Part A - Foster Care**

<b>Strengths</b>	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.
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<b>Challenges</b>	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.
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**Title I, Part A - Parent and Family Engagement**

<b>Strengths</b>	The strength of the parent & family engagement program is the PFE Coordinator who is a UAFA parent. Her rapport with parents and ability to understand their needs and challenges enables her to communicate effectively with leadership and the staff on meeting parents' needs. The PFE Coordinator is highly regarded by staff as well and does a great job in building support between the two. Another strength is the parents' desire to be engaged at UAFA and make it a stronger school.
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<b>Challenges</b>	Parents working schedules at times inhibits their participation in surveys and meetings. There is a growing group of parents for whom language may become a barrier. UAFA will continue to work with the ESOL teacher to ensure their ability to be engaged. UAFA has an enrollment of 407 scholars but fewer than 50 parents who are consistently engaged.
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**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.)**

## NEEDS IDENTIFICATION AND ROOT CAUSE ANALYSIS

**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.
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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.
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### 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.
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Challenges	There are no foreseeable barriers to serving Neglected & Delinquent Children.
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### Title II, Part A - Supporting Effective Instruction

Strengths	The Director of Curriculum and Instruction served to provide effective instructional strategies to teachers and support to the principal. Improvements were noted with teacher retention moving from 54% to 78% and reducing the number of inexperienced teachers, 71% to 35%. Uncommon Schools provided support to the principal in establishing and maintain culture and climate as well as classroom instructional rigor. Support was also given to teachers by content academic coaches.
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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.
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## NEEDS IDENTIFICATION AND ROOT CAUSE ANALYSIS

### 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 progress towards 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 both the ESOL and Title III, Part A language instruction educational programs.

<b>Strengths</b>	<p>Utopian does not qualify for Title III funds. Utopian was able to contract with an experienced ESOL teacher for FY 2021-22 who was not only able to provide instruction in the development of skills as indicated and measured by the WIDA Standards but also provided teachers with a handbook and video that highlighted the program requirements and operations.</p> <p>In the classroom, the teacher provided support to students using a variety of best practices and eclectic approaches. Teachers received ongoing assistance and recommendations on ways to reach and interact with ESOL students within the classroom. Support was given daily for each student at the different grade levels grouped together.</p>
<b>Challenges</b>	<p>In the middle school, scheduling was a challenge. To optimize time, students were able to be grouped together for ESOL support. In addition to scheduling, the limited time for professional learning restricts equipping teachers with more strategies for ESOL scholars which would positively impact the students below level.</p> <p>Many of the student's parents do not speak English. When they return home after school, they are only speaking their first language. This has affected their full use and understanding of English.</p> <p>The impact of COVID and virtual learning had a significant effect on student support. To address this challenge, asynchronous and synchronous approaches were used by the ESOL teacher to provide students the assistance needed to stay engaged and active in classroom activities and projects.</p>

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

<b>Strengths</b>	<p>Utopian Academy for the Arts has always been responsive to the needs of families when in crisis. The services to UAFA families and scholars experiencing homelessness has been treated with sensitivity, and staff have been supportive in addressing their basic needs as a priority then individualized beyond that. The PFE Coordinator/Homeless Liaison has great rapport with families and makes them feel comfortable to share their needs.</p>
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## NEEDS IDENTIFICATION AND ROOT CAUSE ANALYSIS

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

Challenges	Utopian Academy for the Arts previously struggled with limited funding to support families prior to receiving ESSER ARP funds for Homeless students. Making sure all staff understand how to respond immediately and properly document Homeless students beginning with the enrollment office and then with staff despite two trainings held throughout the year, was a second challenge. There have been recent improvements in addressing the communication.
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### Title I, Part A - Equitable Access to Effective Educators

Strengths	Improvements with teacher retention and reducing the number of inexperienced teachers helped with providing equitable access to effective staff. The Director of Curriculum and Instruction worked to provide teachers professional development that focused on learning targets, using the learning target tracker effectively and the use of data to drive instruction. In an effort to assure that all students had equitable access to effective teachers, administrators made adjustments to the master schedule. Teachers worked together so that there were no "weak links" among the instructional staff. Utopian assured that each student received the best education regardless of teacher years of experience or status.
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Challenges	Student discipline and absences were challenges. The attendance rate was 90% with too many students being absent more than 10 school days. Teachers needed to increase strategies using more engagement to get students interacting with content. There was limited differentiation of instruction leading to student avoidance of learning. Differentiation of Instruction and Social emotional learning will continue to be very important concepts to be addressed and taught with lessons created around necessary topics. All teachers will be expected to increase student engagement and address the social/emotional needs of students through lessons and the Second Step curriculum.
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### Title IV, Part A - Student Support and Academic Enrichment

## NEEDS IDENTIFICATION AND ROOT CAUSE ANALYSIS

### Title IV, Part A - Student Support and Academic Enrichment

<b>Strengths</b>	The arts staff worked collaboratively with core curriculum teachers to address the social emotional needs of the whole child by addressing students' strengths, providing a platform to showcase student's talents and gifts, and to integrate core curriculum standards. Utopian students benefitted from the Arts Expo, major arts productions and mini-productions. Artists from music, sports and entertainment industry engaged with Utopian students throughout the school year. Seeing industry artists helped inspire and promote Utopian students towards excellence. Second Step Curriculum and Kickboard were purchased to assist with the development of scholars social emotional needs, but more emphasis will be placed on the fidelity of implementation during the FY 23 school year.
<b>Challenges</b>	It was difficult to reach maximum efficacy due to student attendance, training of teachers and limited time to implement strategies with fidelity. While student mobility was low, the attendance rate declined with many scholars being absent ten days or more. The effects of the pandemic were still evident as scholars had to be re-acclimated to structure in school. Technology was limited for arts and SEL classes which made instruction in those areas more challenging.

### Title V, Part B - Rural Education

<b>Strengths</b>	Utopian is a suburban school near Atlanta. The school does not receive Title V-B funding.
<b>Challenges</b>	Utopian is a suburban school near Atlanta. The school does not receive Title V-B funding.

### 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	Improve foundational skills of scholars 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	
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##### Overarching Need # 2

Overarching Need	Improve pedagogy and skillset of teachers to teach reading, inquiry and reasoning
How severe is the need?	High
Is the need trending better or worse over time?	Worse
Can Root Causes be Identified?	Yes
Priority Order	2

Additional Considerations	
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### 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 - Improve foundational skills of scholars in mathematics

###### Root Cause # 1

Root Causes to be Addressed	Teachers need development in understanding curriculum standards, scope and sequence, and depth of knowledge.
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 - Foster Care Program 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

##### Overarching Need - Improve pedagogy and skillset of teachers to teach reading, inquiry and reasoning

###### Root Cause # 1

Root Causes to be Addressed	Reading interventions are not implemented with fidelity.
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 School and District Effectiveness Title I - Part A - Improving Academic Achievement of Disadvantaged Title I, Part A - Foster Care Program

## NEEDS IDENTIFICATION AND ROOT CAUSE ANALYSIS

### Root Cause # 1

Impacted Programs	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 Title IX, Part A - McKinney-Vento Education for Homeless Children and Youth Program
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Additional Responses	
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# District Improvement Plan

## 2022 - 2023



**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	Johanna Strong
Federal Funding Options to Be Employed (SWP Schools) in this Plan (Select all that apply)	Traditional funding (all Federal funds budgeted separately)
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
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**Flex Waiver # 1 - StatewideWaiver**

A. The following available statewide waiver is requested: (Please select a waiver from the dropdown menu)	Waiver of Title I, Part A Limitation on Carryover – ESSA Section 1127(a) (Unspent Title I, Part A FY21 funds carried over to FY22)
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B. Select each program affected by this waiver request:	
<input checked="" type="checkbox"/>	Title I, Part A
<input type="checkbox"/>	Title I, Part C
<input type="checkbox"/>	Title I, Part D
<input type="checkbox"/>	Title II, Part A
<input type="checkbox"/>	Title IV, Part A

C. 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)	At the end of the 2022-2023 school year, there will be a 10% decrease in students scoring in Tier I in number sense in grades six and seventh and number, expressions and equations in grade eight on the mathematics section of the Georgia Milestones.
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D. How was public notice made regarding this waiver? (Please select all that apply)	
<input checked="" type="checkbox"/>	LEA Website
<input checked="" type="checkbox"/>	LEA/School Newsletter
<input type="checkbox"/>	Newspaper
<input type="checkbox"/>	Other (Please specify)

### Flex Waiver # 1 - StatewideWaiver

Please provide any comments received as a result of the public notice here:	Comments will be provided as soon as they become available.
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### 3. DISTRICT IMPROVEMENT GOALS

#### 3.1 Overarching Need # 1

Overarching Need

Overarching Need as identified in CNA Section 3.2	Improve foundational skills of scholars in mathematics
Is Need # 1 also an Equity Gap?	Yes
Root Cause # 1	Teachers need development in understanding curriculum standards, scope and sequence, and depth of knowledge.
Goal	In mathematics, Utopian will increase by 10% the students performing in the proficient range in the number system domain on standardized assessments by the end of the 2022-2023 school year.

Equity Gap

Equity Gap	Inexperienced teachers (less than four years of experience)
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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 provide differentiated instruction and flexible grouping based on the analysis of student performance data.
Funding Sources	Title I, Part A IDEA
Subgroups	N/A Economically Disadvantaged

## Action Step # 1

Subgroups	Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities Immigrant
Systems	Coherent Instruction Effective Leadership Professional Capacity Supportive Learning Environment
Method for Monitoring Implementation	Review of learning target trackers Assessment calendar Professional Development sign-in sheets Professional Development agendas Teacher observation feedback notes
Method for Monitoring Effectiveness	IReady Math Beacon Milestone
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)?	Griffin RESA and Uncommon Schools Network provide professional development.
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**Action Step # 1**

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 and Uncommon Schools Network provide professional development.
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**Action Step # 2**

Action Step	Teachers will use hybrid instruction(digital and face-to-face) using the iReady Toolbox to personalized instruction. Teachers will analyze common summative and standardized assessments: iReady, Beacon and Milestones. Students will use laptops for instruction and assessments.
Funding Sources	Title I, Part A Title II, Part A IDEA
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities Immigrant
Systems	Coherent Instruction Effective Leadership Professional Capacity Family and Community Engagement Supportive Learning Environment
Method for Monitoring Implementation	Review of learning target trackers Assessment calendar Professional Development sign-in sheets Professional Development agendas Teacher observation feedback notes
Method for Monitoring Effectiveness	iReady Math Beacon Milestone
Position/Role Responsible	Principal Academic Coach Instructional Technology Coach Teachers

**Action Step # 2**

Evidence Based Indicator	Moderate
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Timeline for Implementation	Quarterly
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Does this action step support the selected equity intervention?	Yes
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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 to provide math training.
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**Action Step # 3**

Action Step	An instructional coach will provide professional development regarding deconstructing standards, improving mathematical concepts and applications, use of math manipulatives, and increasing rigor through real world mathematics application. The instructional coach will observe lessons and provide feedback to teachers. Students
Funding Sources	Title I, Part A Title II, Part A IDEA
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities Immigrant

## Action Step # 3

Systems	Coherent Instruction Effective Leadership Professional Capacity Supportive Learning Environment
Method for Monitoring Implementation	Meeting agendas Meeting sign in sheets from professional development Review observation feedback notes
Method for Monitoring Effectiveness	iReady Beacon Milestone
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)?	Griffin RESA to provide training, Uncommon Schools Network to provide training
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## Action Step # 4

Action Step	In-person and virtual extended learning will be provided to students as identified by academic need.
Funding Sources	Title I, Part A IDEA
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities Immigrant
Systems	Coherent Instruction Family and Community Engagement Supportive Learning Environment
Method for Monitoring Implementation	Student attendance sheets Review of formative assessments
Method for Monitoring Effectiveness	Formative assessment results iReady Beacon Milestones
Position/Role Responsible	Principal Academic Coach Instructional Technology Coach Teachers
Evidence Based Indicator	Moderate

Timeline for Implementation      Quarterly

Does this action step support the selected equity intervention?      No

### Action Step # 4

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)?

### 3. DISTRICT IMPROVEMENT GOALS

#### 3.2 Overarching Need # 2

Overarching Need

Overarching Need as identified in CNA Section 3.2	Improve pedagogy and skillset of teachers to teach reading, inquiry and reasoning
Is Need # 1 also an Equity Gap?	Yes
Root Cause # 1	Reading interventions are not implemented with fidelity.
Goal	In ELA, Utopian will increase by 10% the number of students who are proficient in reading comprehension, writing and vocabulary on standardized assessments by the end of the 2022-2023 school year.

Equity Gap

Equity Gap	Teacher Retention
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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	Teachers will provide differentiated instruction and flexible grouping based on student performance data.
Funding Sources	Title I, Part A IDEA
Subgroups	Economically Disadvantaged Foster Homeless

## Action Step # 1

Subgroups	English Learners Migrant Race / Ethnicity / Minority Student with Disabilities Immigrant
Systems	Coherent Instruction Professional Capacity Family and Community Engagement Supportive Learning Environment
Method for Monitoring Implementation	Review of learning target trackers Assessment calendar Professional Development sign-in sheets Professional Development agendas Teacher observation feedback notes
Method for Monitoring Effectiveness	iReady Beacon Milestones
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)?	Griffin RESA and Uncommon Schools will provide training.
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## Action Step # 2

Action Step	Teachers will provide hybrid instruction (digital and face-to-face) using iReady Toolbox, USA TestPrep, levelled novel sets, and NewsELA for personalized instruction. Teachers will analyze common summative and standardized assessments: iReady, Beacon and Milestones.
Funding Sources	Title I, Part A Title II, Part A IDEA
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities Immigrant
Systems	Coherent Instruction Effective Leadership Professional Capacity Family and Community Engagement Supportive Learning Environment
Method for Monitoring Implementation	Review of learning target trackers Assessment calendar Professional Development sign-in sheets Professional Development agendas Teacher observation feedback notes
Method for Monitoring Effectiveness	iReady ELA Beacon
Position/Role Responsible	Principal Academic Coach Teachers
Evidence Based Indicator	Moderate

Timeline for Implementation      Quarterly

**Action Step # 2**

Does this action step support the selected equity intervention?	Yes
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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)?	
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**Action Step # 3**

Action Step	An instructional coach will provide professional development in vocabulary acquisition, reading comprehension, and writing strategies. The instructional coach will observe lessons and provide feedback to teachers.
Funding Sources	Title I, Part A Title II, Part A IDEA
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities Immigrant
Systems	Coherent Instruction Effective Leadership Professional Capacity Supportive Learning Environment
Method for Monitoring Implementation	Review of learning target trackers Assessment calendar Professional Development sign-in sheets Professional Development agendas Teacher observation feedback notes
Method for Monitoring Effectiveness	iReady ELA Milestones Beacon

**Action Step # 3**

Position/Role Responsible	Principal Academic Coach Teachers
Evidence Based Indicator	Moderate

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)?	Griffin RESA and Uncommon Schools Network will provide training.
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**Action Step # 4**

Action Step	In-person and virtual extended learning will be provided to students as identified by academic need.
Funding Sources	Title I, Part A IDEA
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities Immigrant

## Action Step # 4

Systems	Coherent Instruction Effective Leadership Family and Community Engagement Supportive Learning Environment
Method for Monitoring Implementation	Review of learning target trackers Assessment calendar Professional Development sign-in sheets Professional Development agendas Teacher observation feedback notes
Method for Monitoring Effectiveness	Formative Assessment Results iReady Beacon Milestones
Position/Role Responsible	Principal Academic Coach Teachers
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)?	
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## Action Step # 5

Action Step	Teachers will engage students in Second Step Curriculum and Power School (Kickboard) activities to address social emotional needs and to improve student engagement in classrooms.
Funding Sources	Title IV, Part A
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities Immigrant
Systems	Coherent Instruction Family and Community Engagement Supportive Learning Environment
Method for Monitoring Implementation	Teacher Observations Review of lesson plans
Method for Monitoring Effectiveness	Discipline Data Attendance Data
Position/Role Responsible	Principal Dean of Students Teachers
Evidence Based Indicator	Promising

Timeline for Implementation      Quarterly

Does this action step support the selected equity intervention?

No

**Action Step # 5**

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)?

## 4. REQUIRED QUESTIONS

### 4.1 Stakeholders, Coordination of Activities, Serving Children, and PQ

#### Required Questions

##### Coordination of Activities

<p><b>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).</b></p>	<p>All stakeholders (teachers, principal, superintendent, Dean of Students, Dean of Arts, Curriculum Director, Special Education Lead, paraprofessionals, parents, PFE Coordinator, school governance members and community members) were invited to varied stakeholder input meetings. Most meetings were held digitally though meetings with the Parent Advisory groups and Community members were held in person. Stakeholders were invited to share comments in the Parent meeting with the Parent Advisory Scribe and Facilitators. During Community meetings, the input was conducted as a forum, and during the Parent stakeholder meetings, parents 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 &amp; using data-driven decision making in instruction. Teachers talked to parents about student needs and how to meet them and engaged in a forum with the Principal to discuss data on discipline, attendance, staff demographics, achievement data and parent engagement.</p> <p>UAFA worked with outside agencies such as Clark Atlanta University, Spelman-Morehouse College, Clayton State College, and Uncommon Schools NY to develop and plan support for student achievement. Additionally, UAFA works with two churches within the community and local non-profit organizations to procure resources for struggling families. UAFA conducts Partner Day to solicit support with additional partners such as Sugar Creek Golf &amp; Tennis community, Trillith Studios, Atlanta Technical College and the Georgia Military College. These agencies support UAFA with resources to provide a quality arts and athletic program.</p> <p>Utopian receives federal funding from Title I, Title II, Title IV, IDEA and ARP related grants. Utopian staff and stakeholders considered the purpose of each grant and selects research-based interventions that meet the needs of the staff. The goals and action steps selected will be implemented and monitored for effectiveness. Federal funds assist in the following ways: (1) improving the academic performance of ELA and math for low performing students (Title I), (2) planning programs that address the social emotional needs of scholars to improve attendance and behavior (Title IV), (3) addressing needs of students with disabilities (IDEA) and (4) planning professional development activities for staff and leaders that support the identified goals and action steps (Title II, using Griffin RESA training, academic coaches).</p>
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**Serving Low Income and Minority Children**

<p><b>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:</b></p> <ol style="list-style-type: none"> <li>1. ineffective teachers</li> <li>2. out-of-field teachers</li> <li>3. inexperienced teachers</li> </ol> <p>(Please specifically address all three variables)</p>	<p>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.</p> <p>Where teachers are inexperienced, Utopian Academy for the Arts will utilize the services of academic coaches or engage 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 teachers require more support.</p> <p>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.</p>
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**Professional Growth Systems**

<p><b>Describe the district's systems of professional growth and improvement for teachers and school leaders (serving both the district and individual schools). The description might include:</b></p>	<p>Utopian Academy For the Arts has a strategic professional development plan to meet the needs of our staff. Because teachers have varying skill sets and professional needs, we have created several steps for professional development. Content teachers participate in weekly meetings that serve current and trending academic needs of scholars. Teachers will look at data to determine instructional and social-emotional needs of students. Teachers will also consider arts integration as instructional plans are developed. These meetings will vary and will be whole group, small group or individualized depending on the support that staff needs. Additionally, Griffin Metro RESA will serve as a resource for staff development for ELA, reading and mathematics. Funds will be set aside for registration for each semester. Utopian will be utilizing a math and ELA coach to train teachers in effective inquiry-based instructional practices at once a week. The use of coaches will allow for training based on the specific needs of the teacher. While essential instructional expectations have been identified, the academic coaches can personalize support for staff. This will include training, modeling, observations, and feedback with recommended modifications. iReady toolbox training will be offered to staff as well as Beacon toolbox training. Our informational technology team will also provide training to maximize our technology instructional opportunities monthly. The principal will also provide training in inquiry-based instruction which will be provided to staff in a whole group, small group, and individual basis. Observations will include a co-teaching model where teachers are coached with immediate feedback during class. Professional learning communities (PLCs) will be employed with bi-monthly expectations of planning amongst teachers to incorporate support of core classes through arts</p>
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**Professional Growth Systems**

	classes. PLC meetings also allow teachers to research the best practices and engage in constructive dialogue where they can learn from each other.
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**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
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## 4. REQUIRED QUESTIONS

### **4.2 PQ, Federally Identified Schools, CTAE, Discipline**

#### Required Questions

##### PQ – Waiver Recipients

<p>If the LEA waives certification, specify whether or not, in the current fiscal year, certification is waived:</p> <ol style="list-style-type: none"> <li>1. for all teachers (except Special Education service areas in alignment with the student's IEP), or</li> <li>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).</li> </ol> <p>[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)]</p>	<p>The school waives certification for all teachers except those for whom the GaDOE regulations specifically stipulate certification is not waivable.</p>
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##### PQ – Minimum Qualification

<p>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)]</p>	<p>All 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.</p>
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#### State and Federally Identified Schools

**State and Federally Identified Schools**

<p><b>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.</b></p>	<p>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 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.</p>
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**CTAE Coordination**

<p><b>Describe how the district will support programs that coordinate and integrate academic and career and technical education content through:</b>  <b>coordinated instructional strategies, that may incorporate experiential learning opportunities and promote skills attainment important to in-demand occupations or industries; and</b>  <b>work-based learning opportunities that provide students in-depth interaction with industry professionals and, if appropriate, academic credit.</b></p>	<p>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.</p>
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**Efforts to Reduce Overuse of Discipline Practices that Remove Students from the Classroom**

<p><b>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.</b></p>	<p>Utopian makes 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.</p>
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## 4. REQUIRED QUESTIONS

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

#### Required Questions

##### Middle and High School Transition Plans

<p><b>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; and increased student access to early college high school or dual or concurrent enrollment opportunities or career counseling to identify student interests and skills.</b></p>	<p>Utopian Academy for the Arts 6th grade teachers will work with the Parent &amp; Family Engagement Coordinator to establish a 6th grade induction process and ceremony. The induction will prepare 6th graders to develop organization and study habits that support learning and managing multiple teachers and classes. The PFE Coordinator will host sessions for parents to help them navigate the changes for scholars and the need for more independence. Utopian Academy For the Arts has now opened a high school and there will be consistent communication between the middle and high school staffs. There will be regular meetings between the elementary, middle, and high school leaders to discuss the instructional plan, articulation and continuity between schools. There will be activities designed to prepare 8th graders for high school: 8th grade visitation day, grade level monthly assemblies, coordinated school spirit days. The high school principal will also be very active in 8th grade activities to promote students' matriculation to high school. Teachers will 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 stakeholder mentors who share with scholars regularly. Additionally, Utopian will engage mentors for male students to provide successful role models that will guide them into positive behaviors that lead to success.</p>
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##### Preschool Transition Plans

<p><b>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.</b></p>	<p>Utopian Academy for the Arts is a 6th - 8th grade charter school.</p>
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**Title I, Part A - Targeted Assisted Schools Description**

If applicable, provide a description of how teachers, in consultation 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 multi-criteria selection to be used to identify the students to be served.	NA
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**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.	<p>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:</p> <ul style="list-style-type: none"> <li>(1) Academic coaches will be contracted to work with all core academic content teachers to increase rigor, differentiation, and learning from inquiry in instruction. A math coach will provide professional development and coaching to improve math student achievement and increase the instructional capacity of the teachers.</li> <li>(2) Students will use iReady to identify their strengths and weaknesses and be assigned personalized lessons for improvement.</li> <li>(3) UAFA will provide an After school/Saturday school or virtual tutoring sessions in ELA/reading and math for targeted scholars.</li> <li>(4) Teachers will be provided professional learning and coaching with math and training to meet the needs of struggling learners.</li> <li>(6) UAFA will provide a parent workshops during academic nights to help parents understand the GA Milestones/iReady data and how to help their child prepare for the tests and to interpret the scores.</li> <li>(7) Observations with real time feedback will be conducted to help teachers understand models of working together, processing deficits and strategies to support Dept. Exceptional students.</li> <li>(8) Administrators will increase the number of informal classroom walk-throughs they conduct implementing real time feedback for immediate classroom instructional effectiveness.</li> <li>(9) 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.</li> </ul>
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## 4. REQUIRED QUESTIONS

### 4.4 Title I Part C

#### Required Questions

##### Title I, Part C – Migrant Intrastate and Interstate Coordination

<p><b>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).</b></p>	<p>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.</p>
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##### Title I, Part C – Migrant Supplemental Support Services

<p><b>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 should describe how it facilitates collaboration with ABAC consortium staff to ensure that these vulnerable populations receive appropriate instructional support services.)</b></p> <p><b>2. Describe how the district will ensure the local delivery of non-academic support 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</b></p>	<p>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 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</p>
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**Title I, Part C – Migrant Supplemental Support Services**

<p>year and summer periods. (A consortium member LEA should describe how it facilitates collaboration with ABAC consortium staff to ensure that these vulnerable populations receive appropriate non-academic support services.)</p>	<p>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.</p>
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## 4. REQUIRED QUESTIONS

### 4.5 IDEA

#### Required Questions

##### IDEA Performance Goals:

<p><b>Describe how the district will meet the following IDEA performance goals:</b></p> <p><b>IDEA Performance Goal 1: Improve graduation rate outcomes for students with disabilities.</b></p> <p><b>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?</b></p> <p><b>Include:</b>Description of your district's procedures</p> <p><b>Specific professional learning activities</b></p> <p><b>Plan to monitor implementation with fidelity</b></p>	<p><b>Portfolio Development and Monitoring:</b> The case manager of students with disabilities monitors students with disabilities on a weekly basis to ensure their success by reviewing the progress of the goals and objectives in each student's IEP, growth in Lexile Levels and growth on iReady Assessments.</p> <p>pThe case managers will establish a portfolio of formative and summative assessments that the student takes which includes a Learning Styles Inventory and Career Assessment.</p> <p>pThe case managers will meet with students during the first quarter to review their assessments, Lexile Levels and profile including a discussion of their future goals. Students will develop goals, review their data performance to plan how they will address 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 coordinator will monitor compliance by meeting with the case managers and reviewing the Student Portfolios on a quarterly basis.</p> <p>The coordinator will conduct a staff training on the Learning Styles Assessments, Career Assessments, Lexile Levels and Portfolio development Rubric during the beginning-of-the year pre-planning meeting and in subsequent team meetings as needed. Through monitoring portfolios and goal-setting documents, the coordinator will be able to shape any additional support in executing this requirement.</p>
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<p><b>Describe how the district will meet the following IDEA performance goals:</b></p> <p><b>IDEA Performance Goal 2: Improve services for young children (3-5) with disabilities.</b></p> <p><b>What specific young children activities (environment, outcomes, and transition) are you implementing in your LEA to improve services for young children (ages 3-5)?</b></p> <p><b>Include:</b>LEA procedures</p> <p><b>Services that are offered and provided within your district as well as where the service options are located.</b> (e.g. local daycares, Head Start, homes, community-based classrooms, PreK classrooms)</p> <p><b>Staff that will be designated to support the 3-5 population</b></p> <p><b>Collaboration</b></p>	<p>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</p>
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## IDEA Performance Goals:

<p><b>with outside agencies, including any trainings conducted by the LEA Parent trainings</b></p>	<p>Education teachers, the Parent &amp; 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 communication portals. Additionally, Utopian will work with area day cares to share any information on transition meetings that prepare parents for kindergarten.</p>
<p><b>Describe how the district will meet the following IDEA performance goals:</b></p> <p><b>IDEA Performance Goal 3: Improve the provision of a free and appropriate public education to students with disabilities.</b></p> <p>What specific activities align with how you are providing FAPE to children with disabilities?</p> <p>Include: How teachers are trained on IEP/eligibility procedures and instructional practices How LRE is ensured The continuum of service options for all SWDs How IEP accommodations/modifications are shared with teachers who are working with SWDs Supervision and monitoring procedures that are being implemented to ensure that FAPE is being provided</p>	<p>How do you ensure the provision of FAPE, LRE?</p> <p>Free Appropriate Public education (FAPE) is afforded to every student who has an Individual Education Program plan. This plan covers students from ages 3 through 21. The plan must include interventions and Curriculum resources that will aid the student in making progress in the academic and social environment. At Utopian Academy for the Arts Middle School all students identified as needing Special Education services and have an IEP are provided these resources and interventions at no cost to the family. In the classroom, students with an IEP education includes access to the Georgia curriculum and focuses on their needs and the disability that exist that keeps the student from academic achievement. To the greatest extent appropriate the Utopian staff will make accommodations (supports) and modifications (changes) so the child can participate in all school programs and activities; The Special Education Director and the Case managers ensure that FAPE and the LRE are 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, quarterly grades and progress reports. 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 are being met. This is done through monthly team meetings and a review of the student progression on a quarterly basis.</p> <p>How are teachers trained on IEP/Eligibility Procedures and Instructional Practices?</p> <p>During Pre-Planning, the coordinator will provide 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 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</p>

## IDEA Performance Goals:

	<p>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 collaborations and 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 &amp; 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 strengths and weakness, and the student growth being made to determine 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 Parent Rights brochure provided and reviewed at the beginning of each meeting. The coordinator provides a high-level of support to ensure the success of the Special Education Teacher in executing IEPs and ensuring FAPE/LRE requirements are met. This is monitored through meeting individually with Special Education teachers on a weekly schedule, during monthly team meetings, and when previewing draft IEPs.</p> <p>How are modifications/accommodations shared with teachers and monitored for implementation?</p> <p>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 provided accommodations. 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 classroom instructions. The student's case manager will be able to monitor the implementation of these accommodations and modifications as they provide services in</p>
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## IDEA Performance Goals:

	<p>classrooms and meet individually with students. The implementation of modifications and accommodations are monitored during monthly meetings conducted between general education teachers and case managers to monitor assessments of goals &amp; objectives. If a new teacher is hired during the year, training will take place as during the week-long orientation process and subsequently during monthly meetings.</p>
<p><b>Describe how the district will meet the following IDEA performance goals:</b></p> <p><b>IDEA Performance Goal 4: Improve compliance with state and federal laws and regulations.</b></p> <p>How procedures and practices are implemented in your district to ensure overall compliance?</p> <p>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 &amp; accurate data submission, and correction of noncomplianceSupervision and monitoring procedures that are being implemented to ensure compliance</p>	<p>The Federal Programs Director or State Special Services Coordinator will offer training through the GaDOE Special Education Department. This scheduled training is related to federal compliance requirements to all Special Education staff through monthly team meetings. Staff will participate in technical assistance addressing the indicators and Annual Reporting, IEP &amp; Eligibility determination, Accommodations/Modifications, Co-teaching, strategies, etc. to staff during the Special Education Meetings. The coordinator will monitor for understanding and the application of the training provided through classroom observations and monitoring portfolios and meet individually or as a group where gaps are noted. The supporting state level staff offer a calendar to assist in the execution of accurate and timely reporting. The Special Education case managers will create an annual calendar of due dates at the beginning of the school year.</p>

## 4. REQUIRED QUESTIONS

### 4.6 Title IV Part A

#### Required Questions

##### Title IV, Part A – Activities and Programming

<p><b>Provide a description of the Title IV, Part A needs-based activities and programming intended to improve students' academic achievement the LEA will implement:</b></p> <ol style="list-style-type: none"> <li>1. In support of well-rounded educational opportunities, if applicable</li> <li>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</li> <li>3. In support of safe and healthy students, if applicable</li> <li>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</li> <li>5. In support of the effective use of technology, if applicable</li> <li>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</li> </ol>	<p>Based on the comprehensive needs assessment of students' performance in academics, attendance and discipline, Utopian must focus on a program that addresses the social-emotional needs of Scholars. Climate results and survey responses also indicated the need for support in not only academics but also in understanding emotions and building relationships. Utopian Academy of the Arts will continue to focus on a well-rounded education of scholars through developing effective collaboration between the academic and arts instruction while addressing social-emotional and personalized academic needs. In addition to the emphasis on the arts and academics, Utopian will use the Second Step program which is a social-emotional learning program that teaches various social and emotional skills such as emotional recognition and management, bullying prevention, empathy, problem-solving and goal setting. Goal #1: Utopian Academy for the Arts will see a 25% decrease in student discipline referrals by the end of the 2022-2023 school year. Goal #2: Utopian Academy for the Arts will increase the attendance rate to 60% for the 2022-2023.</p> <p>Action Steps: To support this, Utopian would like to do the following:</p> <ol style="list-style-type: none"> <li>1. Utopian will purchase the Second Step Curriculum and engage teachers in training on the use of the curriculum and implementation.</li> <li>2. Embedded in the master schedule is a daily segment for teachers to implement lessons and reinforce behaviors using the Kickboard software platform.</li> <li>3. 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.</li> <li>4. A mentor program will be established where students are partnered with other individuals based on interest.</li> </ol> <p>With the implementation of Second Step and Kickboard, Utopian scholars will develop a stronger identity that is enriched by a sense of pride, understanding their strengths and how they can contribute to the world around them.</p>
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##### Title IV, Part A – Ongoing Consultation and Progress Monitoring

**Title IV, Part A – Ongoing Consultation and Progress Monitoring**

<b>Describe how and when the LEA will consult 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.</b>	Implementation will be assessed quarterly by the Dean of Students reviewing attendance rates and behavior referrals. The Principal will monitor implementation of the Second Step Curriculum through observations. Results of implementation and effectiveness will be shared with the community quarterly through meetings and newsletter. Updates will be given during staff meetings monthly to provide information on the effectiveness of the programs.
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## 4. REQUIRED QUESTIONS

### 4.7 Reducing Equity Gaps

#### Required Questions

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

<b>Equity Gap 1</b> Was the LEA Equity Action Plan effective in reducing the equity gap selected for the year? Intervention Effective – Equity Gap Eliminated Intervention Effective – Maintain Activities/Strategies Intervention Effective – Adjust Activities/Strategies Intervention Not Effective – Adjust Activities/Strategies Intervention Not Effective – Abandon Activities/Strategies	Intervention Effective – Adjust Activities/Strategies
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.	FY 22 Equity Gap 1 was student achievement in mathematics and targeted teacher development. Data used to determine effectiveness was Georgia Milestones, iReady Math and Beacon. While the academic coach provided staff development on scope and sequence and instructional organization of content, there should be additional professional development in deconstructing standards and increasing rigor using real world application of math.
<b>Equity Gap 2</b> Was the LEA Equity Action Plan effective in reducing the equity gap selected for the year? Intervention Effective – Equity Gap Eliminated Intervention Effective – Maintain Activities/Strategies Intervention Effective – Adjust Activities/Strategies Intervention Not Effective – Adjust Activities/Strategies Intervention Not Effective – Abandon Activities/Strategies	Intervention Effective – Adjust Activities/Strategies

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

<b>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.</b>	FY 22 Equity Gap 2 was student achievement in ELA and targeted teacher development. Data used to determine effectiveness was ELA/reading scores for Georgia Milestones, iReady ELA and Beacon. Through data analysis the weaker domains were in reading comprehension and writing, the adjustment in strategy will focus on deconstructing standards and writing across the curriculum using protocols.
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## 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.