



Comprehensive Needs Assessment 2024 - 2025 District Report



Utopian Academy for the Arts Trilith

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	Pamela Dingle
Multiple Program(s)	Federal Programs Director	Zinta Perkins
Multiple Program(s)	Curriculum Director	Pamela Dingle
Multiple Program(s)	School Leader (#1)	Caleb Land
Multiple Program(s)	School Leader (#2)	Ashley Collins
Multiple Program(s)	Teacher Representative (#1)	Kimberly Stephens
Multiple Program(s)	Teacher Representative (#2)	Shannon Lawson
McKinney-Vento Homeless	Homeless Liaison	Kristen DeSantis
Neglected and Delinquent	N&D Coordinator	Kristen DeSantis
Rural	REAP Coordinator	NA
Special Education	Special Education Director	Paula Harris-Harvey
Title I, Part A	Title I, Part A Director	NA
Title I, Part A	Family Engagement Coordinator	N/A
Title I, Part A - Foster Care	Foster Care Point of Contact	Robin Brooks
Title II, Part A	Title II, Part A Coordinator	Zinta Perkins
Title III	Title III Director	Glyns Terrell
Title IV, Part A	Title IV, Part A Director	N/A
Title I, Part C	Migrant Coordinator	Kristen DeSantis

Recommended and Additional Team Members

Program	Position/Role	Name
Multiple Program(s)	Assistant Superintendent	
Multiple Program(s)	Testing Director	
Multiple Program(s)	Finance Director	
Multiple Program(s)	Other Federal Programs Coordinators	
Multiple Program(s)	CTAE Coordinator	

Recommended and Additional Team Members

Program	Position/Role	Name
Multiple Program(s)	Student Support Personnel	
Multiple Program(s)	Principal Representatives	
Multiple Program(s)	High School Counselor / Academic Counselor	
Multiple Program(s)	Early Childhood or Head Start Coordinator	
Multiple Program(s)	Teacher Representatives	
Multiple Program(s)	ESOL Teacher	
Multiple Program(s)	Local School Governance Team Representative (Charter Systems only)	
Multiple Program(s)	ESOL Coordinator	
21st CCLC	21st CCLC Program Director	
21st CCLC	21st CCLC Site Coordinator or Data Specialist	
Migrant	Preschool Teacher	
Special Education	Student Success Coach (SSIP)	
Title II, Part A	Human Resources Director	
Title II, Part A	Principal Supervisors	
Title II, Part A	Professional Learning Coordinators	
Title II, Part A	Bilingual Parent Liaisons	
Title II, Part A	Professional Organizations	
Title II, Part A	Civil Rights Organizations	
Title II, Part A	Board of Education Members	
Title II, Part A	Local Elected/Government Officials	
Title II, Part A	The General Public	
Title III	Refugee Support Service Staff	
Title III	Community Adult ESOL Providers	
Title III	Representatives from Businesses Employing Non-English Speakers	
Title IV, Part A	Media Specialists/Librarians	
Title IV, Part A	Technology Experts	
Title IV, Part A	Faith-Based Community Leaders	

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)	N/A
Multiple Program(s)	Private School Officials	N/A
Migrant	Out-of-School Youth and/or Drop-outs	Kristen DeSantis
Title I, Part A	Parent Representatives of Title I Students	Keisha Thomas
Title I, Part A - Foster Care	Local DFCS Contacts	Robin Brooks
Title II, Part A	Principals	Caleb Land
Title II, Part A	Teachers	Kimberly Stephens
Title II, Part A	Paraprofessionals	Ayala Mack
Title II, Part A	Specialized Instructional Support Personnel	Aaryn Coley-Gooden
Title II, Part A	Other Organizations or Partners with relevant and demonstrated expertise	Griffin RESA
Title III, Part A	Parents of English Learners	No English Learners

Recommended and Additional Stakeholders

Program	Position/Role	Name
Multiple Program(s)	RESA Personnel	
Multiple Program(s)	Technical, College, or University Personnel	
Multiple Program(s)	Parent Advisory Council Members, School Council Parents, Parent - Teacher Association or Parent - Teacher Organization Members	
21st CCLC	21st CCLC Advisory Council Members	
Migrant	Local Head Start Representatives (regular and/or migrant Head Start agencies)	
Migrant	Migrant PAC Members	

Recommended and Additional Stakeholders

Program	Position/Role	Name
Migrant	Local Farmer, Grower, or Employer	
Migrant	Family Connection Representatives	
Migrant	Local Migrant Workers or Migrant Community Leaders	
Migrant	Farm Worker Health Personnel	
Migrant	Food Bank Representatives	
Migrant	Boys and Girls Club Representatives	
Migrant	Local Health Department Representatives	
Migrant	ABAC MEP Consortium Staff	
Migrant	Migrant High School Equivalence Program / GED Representatives	
Migrant	College Assistance Migrant Programs	
Neglected and Delinquent	Residential Facility(ies) Director(s)	
Special Education	Parents of a Student with Disabilities	
Special Education	Parent Mentors	
Title II, Part A	School Council Members	

How did the team ensure that the selection of stakeholders created an inclusive group with varied perspectives?	The LEA reached out to and met with community members at various levels including churches, political officials, the chamber of commerce, the Trilith Institute, the NAACP, etc. We conducted parent and staff surveys and met regularly with parents through parent meetings and PTO meetings. We conducted and reviewed student surveys.
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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?	A Parent Teacher Organization was created and a Parent Needs Assessment Survey was distributed to all parents. Data was reviewed and considered in the process and meetings are held regularly. The Principal was available to parents and regular meetings with the principal are scheduled.
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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		
1. Exemplary	The district continuously engages and supports all schools in systematic processes for curriculum design to align instruction and assessment with the required standards. District staff work to build the capacity of school staff to lead curriculum design efforts.	
2. Operational	The district engages and supports all schools in systematic processes for curriculum design to align instruction and assessments with the required standards.	✓
3. Emerging	The district processes for engaging and supporting schools in curriculum design without district process or support.	
4. Not Evident	District schools are left to work in isolation on curriculum design without district processes or support.	

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

Coherent Instruction Data

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

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

Leader Keys Effectiveness System- Standard

Standard	Score
1. Instructional Leadership: The leader fosters the success of all students by facilitating the development, communication, implementation, and evaluation of a shared vision of teaching and learning that leads to school improvement.	
3. Planning and Assessment: The leader effectively gathers, analyzes, and uses a variety of data to inform planning and decision-making consistent with established guidelines, policies, and procedures.	
4. Organizational Management: The leader fosters the success of all students by supporting, managing, and overseeing the school's organization, operation, and use of resources.	
Note: To maximize the validity and reliability of growth measures for evaluating educator performance, GaDOE continued LKES flexibility for school leaders through the 2023-2024 school year, with this flexibility not all LEAs will receive complete scores. All pre-pandemic requirements related to LKES will resume in the 2024-2025 school year. Please see the LKES 2023-2024 Implementation Handbook for further guidance regarding LKES scores.	

Teacher Keys Effectiveness System- Standard

Standard	Score
2. Instructional Planning: The teacher plans using state and local school district curricula and standards, effective strategies, resources, and data to address the differentiated needs of all students.	
3. Instructional Strategies: The teacher promotes student learning by using research-based instructional strategies relevant to the content area to engage students in active learning and to facilitate the students' acquisition of key knowledge and skills.	
4. Differentiated Instruction: The teacher challenges and supports each student's learning by providing appropriate content and developing skills which address individual learning differences.	
5. Assessment Strategies: The teacher systematically chooses a variety of diagnostic, formative, and summative assessment strategies and instruments that are valid and appropriate for the content and student population.	
6. Assessment Uses: The teacher systematically gathers, analyzes, and uses relevant data to measure student progress, to inform instruction content and delivery methods, and to provide timely and constructive feedback to both students and parents.	
8. Academically Challenging Environment: The teacher creates a student-centered, academic environment in which teaching and learning occur at high levels and students are self-directed learners.	
<p>Note: To maximize the validity and reliability of growth measures for evaluating educator performance, GaDOE continued TKES flexibility for school teachers through the 2023-2024 school year, with this flexibility not all LEAs will receive complete scores. All pre-pandemic requirements related to TKES will resume in the 2024-2025 school year. Please see the TKES 2023-2024 Implementation Handbook for further guidance regarding TKES scores.
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2. DATA COLLECTION ANALYSIS

2.2 Effective Leadership

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

Effective Leadership Data

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

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

Effective Leadership Data

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

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

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

Effective Leadership Data

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

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

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

Effective Leadership Data

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

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

Leader Keys Effectiveness System- Standard

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

Leader Keys Effectiveness System- Standard

Standard	Score
4. Organizational Management: The leader fosters the success of all students by supporting, managing, and overseeing the school's organization, operation, and use of resources.	
5. Human Resources Management: The leader fosters effective human resources management through the selection, induction, support, and retention of quality instructional and support personnel.	
6. Teacher/Staff Evaluation: The leader fairly and consistently evaluates school personnel in accordance with state and district guidelines and provides them with timely and constructive feedback focused on improved student learning.	
7. Professionalism: The leader fosters the success of students by demonstrating professional standards and ethics, engaging in continuous professional development, and contributing to the profession.	
8. Communication and Community Relations: The leader fosters the success of all students by communicating and collaborating effectively with stakeholders.	
<p>Note: To maximize the validity and reliability of growth measures for evaluating educator performance, GaDOE continued LKES flexibility for school leaders through the 2023-2024 school year, with this flexibility not all LEAs will receive complete scores. All pre-pandemic requirements related to LKES will resume in the 2024-2025 school year. Please see the LKES 2023-2024 Implementation Handbook for further guidance regarding LKES scores.
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Teacher Keys Effectiveness System- Standard

Standard	Score
9. Professionalism: The teacher exhibits a commitment to professional ethics and the school's mission, participates in professional growth opportunities to support student learning, and contributes to the profession.	
<p>Note: To maximize the validity and reliability of growth measures for evaluating educator performance, GaDOE continued TKES flexibility for school teachers through the 2023-2024 school year, with this flexibility not all LEAs will receive complete scores. All pre-pandemic requirements related to TKES will resume in the 2024-2025 school year. Please see the TKES 2023-2024 Implementation Handbook for further guidance regarding TKES scores.
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2. DATA COLLECTION ANALYSIS

2.3 Professional Capacity

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

Professional Capacity Data

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

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

Professional Capacity Data

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

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

Leader Keys Effectiveness System- Standard

Standard	Score
4. Organizational Management: The leader fosters the success of all students by supporting, managing, and overseeing the school's organization, operation, and use of resources.	
5. Human Resources Management: The leader fosters effective human resources management through the selection, induction, support, and retention of quality instructional and support personnel.	
6. Teacher/Staff Evaluation: The leader fairly and consistently evaluates school personnel in accordance with state and district guidelines and provides them with timely and constructive feedback focused on improved student learning.	
7. Professionalism: The leader fosters the success of students by demonstrating professional standards and ethics, engaging in continuous professional development, and contributing to the profession.	
8. Communication and Community Relations: The leader fosters the success of all students by communicating and collaborating effectively with stakeholders.	
Note: To maximize the validity and reliability of growth measures for evaluating educator performance, GaDOE continued LKES flexibility for school leaders through the 2023-2024 school year, with this flexibility not all LEAs will receive complete scores. All pre-pandemic requirements related to LKES will resume in the 2024-2025 school year. Please see the LKES 2023-2024 Implementation Handbook for further guidance regarding LKES scores. 	

Teacher Keys Effectiveness System- Standard

Standard	Score
1. Professional Knowledge: The teacher demonstrates an understanding of the curriculum, subject content, pedagogical knowledge, and the needs of students by providing relevant learning experiences.	
9. Professionalism: The teacher exhibits a commitment to professional ethics and the school's mission, participates in professional growth opportunities to support student learning, and contributes to the profession.	
10. Communication: The teacher communicates effectively with students, parents or guardians, district and school personnel, and other stakeholders in ways that enhance student learning.	
<p>Note: To maximize the validity and reliability of growth measures for evaluating educator performance, GaDOE continued TKES flexibility for school teachers through the 2023-2024 school year, with this flexibility not all LEAs will receive complete scores. All pre-pandemic requirements related to TKES will resume in the 2024-2025 school year. Please see the TKES 2023-2024 Implementation Handbook for further guidance regarding TKES scores.
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2. DATA COLLECTION ANALYSIS

2.4 Family and Community Engagement

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

Family and Community Engagement Data

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

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

Family and Community Engagement Data

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

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

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

Leader Keys Effectiveness System- Standard

Standard	Score
2. School Climate:The leader promotes the success of all students by developing, advocating, and sustaining an academically rigorous, positive, and safe school climate for all stakeholders.	
8. Communication and Community Relations:The leader fosters the success of all students by communicating and collaborating effectively with stakeholders.	
<p>Note: To maximize the validity and reliability of growth measures for evaluating educator performance, GaDOE continued LKES flexibility for school leaders through the 2023-2024 school year, with this flexibility not all LEAs will receive complete scores. All pre-pandemic requirements related to LKES will resume in the 2024-2025 school year. Please see the LKES 2023-2024 Implementation Handbook for further guidance regarding LKES scores.
</p>	

Teacher Keys Effectiveness System- Standard

Standard	Score
10. Communication:The teacher communicates effectively with students, parents or guardians, district and school personnel, and other stakeholders in ways that enhance student learning.	
<p>Note: To maximize the validity and reliability of growth measures for evaluating educator performance, GaDOE continued TKES flexibility for school teachers through the 2023-2024 school year, with this flexibility not all LEAs will receive complete scores. All pre-pandemic requirements related to TKES will resume in the 2024-2025 school year. Please see the TKES 2023-2024 Implementation Handbook for further guidance regarding TKES scores.
</p>	

2. DATA COLLECTION ANALYSIS

2.5 Supportive Learning Environment

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

Supportive Learning Environment Data

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

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

Supportive Learning Environment Data

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

Leader Keys Effectiveness System- Standard

Standard	Score
1. Instructional Leadership: The leader fosters the success of all students by facilitating the development, communication, implementation, and evaluation of a shared vision of teaching and learning that leads to school improvement.	
2. School Climate: The leader promotes the success of all students by developing, advocating, and sustaining an academically rigorous, positive, and safe school climate for all stakeholders.	
3. Planning and Assessment: The leader effectively gathers, analyzes, and uses a variety of data to inform planning and decision-making consistent with established guidelines, policies, and procedures.	
4. Organizational Management: The leader fosters the success of all students by supporting, managing, and overseeing the school's organization, operation, and use of resources.	
5. Human Resources Management: The leader fosters effective human resources management through the selection, induction, support, and retention of quality instructional and support personnel.	
6. Teacher/Staff Evaluation: The leader fairly and consistently evaluates school personnel in accordance with state and district guidelines and provides them with timely and constructive feedback focused on improved student learning.	
7. Professionalism: The leader fosters the success of students by demonstrating professional standards and ethics, engaging in continuous professional development, and contributing to the profession.	
8. Communication and Community Relations: The leader fosters the success of all students by communicating and collaborating effectively with stakeholders.	
<p>Note: To maximize the validity and reliability of growth measures for evaluating educator performance, GaDOE continued LKES flexibility for school leaders through the 2023-2024 school year, with this flexibility not all LEAs will receive complete scores. All pre-pandemic requirements related to LKES will resume in the 2024-2025 school year. Please see the LKES 2023-2024 Implementation Handbook for further guidance regarding LKES scores.
</p>	

Teacher Keys Effectiveness System- Standard

Standard	Score
1. Professional Knowledge: The teacher demonstrates an understanding of the curriculum, subject content, pedagogical knowledge, and the needs of students by providing relevant learning experiences.	
2. Instructional Planning: The teacher plans using state and local school district curricula and standards, effective strategies, resources, and data to address the differentiated needs of all students.	
3. Instructional Strategies: The teacher promotes student learning by using research-based instructional strategies relevant to the content area to engage students in active learning and to facilitate the students' acquisition of key knowledge and skills.	
4. Differentiated Instruction: The teacher challenges and supports each student's learning by providing appropriate content and developing skills which address individual learning differences.	
5. Assessment Strategies: The teacher systematically chooses a variety of diagnostic, formative, and summative assessment strategies and instruments that are valid and appropriate for the content and student population.	
6. Assessment Uses: The teacher systematically gathers, analyzes, and uses relevant data to measure student progress, to inform instruction content and delivery methods, and to provide timely and constructive feedback to both students and parents.	
7. Positive Learning Environment: The teacher provides a well-managed, safe, and orderly environment that is conducive to learning and encourages respect for all.	
8. Academically Challenging Environment: The teacher creates a student-centered, academic environment in which teaching and learning occur at high levels and students are self-directed learners.	
9. Professionalism: The teacher exhibits a commitment to professional ethics and the school's mission, participates in professional growth opportunities to support student learning, and contributes to the profession.	
10. Communication: The teacher communicates effectively with students, parents or guardians, district and school personnel, and other stakeholders in ways that enhance student learning.	
<p>Note: To maximize the validity and reliability of growth measures for evaluating educator performance, GaDOE continued TKES flexibility for school teachers through the 2023-2024 school year, with this flexibility not all LEAs will receive complete scores. All pre-pandemic requirements related to TKES will resume in the 2024-2025 school year. Please see the TKES 2023-2024 Implementation Handbook for further guidance regarding TKES scores.
</p>	

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).

<p>What perception data did you use? [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]</p>	<p>We had both parents and students complete surveys on perceptions of the school and school climate and academics a month after school started. We completed an additional survey during the final month of school last year for our parents, teachers, and students.</p>
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<p>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?")</p>	<p>People are generally happy with the school environment, culture, and academics but want more and consistent communication. While the communication happens regular, the process for adding parents and signing parents up for communication needs some work.</p>
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<p>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)</p>	<p>Parent participation data in PTO meetings and in responding to communication, student participation in extracurricular events like community movie nights and clubs. Culture and climate survey data from parents, teachers, and students.</p>
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<p>What does the process data tell you? (process data describes the way programs are conducted; provides evidence of participant involvement in programs; answers the question "What did you do for whom?")</p>	<p>We have a good parent participation in PTO activities with a majority of parents participating. We have clubs during school hours, so participation is mandatory. We had excellent participation for our first film festival at the end of the year last year from both parents and students. We are having interest meetings this fall for extracurricular sports to gauge interest as we expand to two grade levels.</p>
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What achievement data did you use?	We use IXL data, Beacon data, and Milestone data in addition to assessment data, attendance data, and behavior data.								
	Grade		Reading Status^						
			Number Tested	% Below Grade Level (Lexile925L)			% Grade Level or Above (Lexile ≥ 925L)		
	06		127,176	41.1			58.9		
	UAFA TRILITH		65	38.5			61.5		
	English Language Arts								
	Number Tested	Mean Scale Score	Standard Deviation	% Beginning Learner	% Developing Learner	% Proficient Learner	% Distinguished Learner	% Developing Learner & Above	% Proficient Learner & Above
127,176	508	68.4	31.4	27.0	32.1	9.6	68.6	41.6	
65	521	58.6	26.2	24.6	41.5	7.7	73.8	49.2	

What does your achievement data tell you?	Our students are coming into school with a majority below grade level. The first-year data shows large gains in ELA and gains in Math. Continued interventions are needed to continue to drive improvements in math and literacy. Our students achieved higher than the state average and half of our students were proficient or above in ELA. We will continue to strive to improve these results. The vast majority of our students were African American, there were too few students of other races to differentiate statistically.
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What demographic data did you use?	Demographic data is collected in student enrollment applications. We have 94% African American students, 4% Hispanic/Latino, and 2% White students.
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What does the demographic data tell you?	The demographic data told us that we had a majority of African-American students and a small minority of white and Latinx students in our population. We had a slight majority of female students and slight minority of male students. All of our students this year are sixth grade and their ages range from 11-13.
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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

<p>Coherent Instructional: Summarize the coherent instructional system trends and patterns observed by the team while completing this section of the report. What are the important trends and patterns that will support the identification of student, teacher, and leader needs?</p>	<p>As a startup charter school we don't necessarily have trends and patterns yet, but to support student, teacher, and leader needs we have consistent meetings with instructional staff to express their needs, consistent monitoring of data and instructional trends and implementation by administration to identify needs and gaps, and solicit feedback at minimum twice a school year from parents and students to express their needs.</p>
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<p>Effective Leadership: Summarize the effective leadership trends and patterns observed by the team while completing this section of the report. What are the important trends and patterns that will support the identification of student, teacher, and leader needs?</p>	<p>As a startup charter school we don't necessarily have trends and patterns yet, but to support student, teacher, and leader needs we see a leadership team that is committed to student centered pedagogy and growth, as well as consistent professional development for leaders and a professional learning community across all our schools for administration to discuss needs, strategies, and opportunities for effective leadership.</p>
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<p>Professional Capacity: Summarize the professional capacity trends and patterns observed by the team while completing this section of the report. What are the important trends and patterns that will support the identification of student, teacher, and leader needs?</p>	<p>As a startup charter school we don't necessarily have trends and patterns yet, but to support student, teacher, and leader needs we encourage and provide opportunities for professional development and professional learning communities across our network of schools, as well as provide consistent feedback and professional development from within the school.</p>
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<p>Family and Community Engagement: Summarize the family and community engagement trends and patterns observed by the team while completing this section of the report. What are the important trends and patterns that will support the identification of student, teacher, and leader needs?</p>	<p>As a startup charter school we don't necessarily have trends and patterns yet, but to support student, teacher, and leader needs we have begun by providing community events to connect families and build a sense of community, facilitated open house and academic nights, conducted frequent parent meetings, helped establish a PTO program, send weekly newsletters and behavior reports to parents, and provided opportunities for one-on-one meetings with parents and teachers and administration.</p>
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Strengths and Challenges Based on Trends and Patterns

Supportive Learning Environment: Summarize the supportive learning environment trends and patterns observed by the team while completing this section of the report. What are the important trends and patterns that will support the identification of student, teacher, and leader needs?	As a startup charter school we don't necessarily have trends and patterns yet, but to support student, teacher, and leader needs we are tracking behavior data and sharing it with parents, facilitating ongoing parent and teacher communication about classroom behavior and culture, leading targeted professional development around classroom culture and the learning environment, and soliciting feedback from stakeholders through surveys.
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Demographic and Financial: Summarize the demographic and financial trends and patterns observed by the team while completing this section of the report. What are the important trends and patterns that will support the identification of student, teacher, and leader needs?	As a startup charter school we don't necessarily have trends and patterns yet, but to support student, teacher, and leader needs, but we have identified the initial demographic data on our students, provide free and reduced lunch applications for families, share information about student homelessness and resources for meeting those needs.
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Student Achievement: Summarize the student achievement trends and patterns observed by the team while completing this section of the report. What are the important trends and patterns that will support the identification of student, teacher, and leader needs?	As a startup charter school we don't necessarily have trends and patterns yet, but to support student, teacher, and leader needs, but we have collected initial data, begun targeted math and ELA interventions weekly, begun gifted/extension opportunities weekly, emphasized arts integration for all students, and have a testing and data analysis calendar in place with built in times for remediation based on data collection.
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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.

Strengths	Our strengths in this area are identifying student needs and meeting those needs within the general education classroom as much as possible, creating a warm and caring environment for students with IEP's to grow and thrive. We have supportive and caring Special Education staff and we support them through professional learning opportunities. Parents have a voice and input on the needs of their students through consistent communication and ongoing monitoring meetings.
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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	We have a limited staff due to a smaller population of Special Education students creating some unique scheduling challenges as a startup charter school. We have excellent Special Ed teachers, but sometimes we have to contract for specialists, speech and occupational therapists, etc.
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Title I - Part A - Improving Academic Achievement of Disadvantaged

Strengths	UAFA @ Trilith is not eligible for Title IA funds. We have small (16-19 student) class sizes allowing for greater differentiation of learning. We are committed to arts integration in all subject areas allowing for a diversity of learning and demonstration of knowledge. We have started targeted interventions for all students who are struggling and gifted/extension activities for students who need higher levels of rigor.
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Challenges	We are coming from a diverse region, uniquely having a statewide attendance zone, so identifying needs and resources can be problematic.
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Title I, Part A - Foster Care

Strengths	UAFA @ Trilith is a start-up charter but has a caring staff who would step in to provide personalized support for a scholar in the Foster Care system. Additionally, UAFA @ Trilith has the resources and support of the UAFA network to identify resources and supports for all scholars.
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Challenges	UAFA @ Trilith is a start up school with limited funding as a two grade school.
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NEEDS IDENTIFICATION AND ROOT CAUSE ANALYSIS

Title I, Part A - Parent and Family Engagement

Strengths	UAFA @ Trilith is not eligible to be a Title IA School. We communicate with parents on a weekly basis and offer open houses, family movie nights, academic nights, etc. We have a monthly newsletter and behavior report. We facilitate one-on-one communication with parents and teachers.
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Challenges	Sometimes contact information is entered incorrectly or we have trouble getting the right information so some parents don't receive all the communication.
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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.)

Strengths	UAFA @ Trilith has no migratory children enrolled in the past three years. UAFA @ Trilith has small class sizes and staff that offers personalized support for all scholars.
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Challenges	UAFA @ Trilith has no migratory children enrolled in the past three years.
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Title I, Part A and Title I, Part D - Neglected and Delinquent Children

Strengths	UAFA @ Trilith does not serve any N & D Children but would offer personalized support as needed.
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Challenges	UAFA @ Trilith does not have any N & D Children.
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Title II, Part A - Supporting Effective Instruction

If transferring 100% of Title II, Part A, INSERT the following statement in the STRENGTHS/CHALLENGES:
 "100% transfer of FY25 Title II, Part A funds."

Strengths	UAFA @ Trilith has teacher leaders and administrative leaders with strong instructional backgrounds. UAFA @ Trilith has access to Metro and Griffin RESA for teacher professional development and will bring in professional development for teachers. Teachers will also set a Professional Learning Goal this year as part of ongoing professional development.
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Challenges	UAFA @ Trilith is a start-up charter and has staff from a variety of backgrounds and perspectives. This year we are incorporating a few young and inexperienced teachers in with our seasoned and experienced team, which is both exciting and challenging.
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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.

Strengths	UAFA @ Trilith is a small two grade charter that can offer more personalized learning for all scholars.
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Challenges	UAFA @ Trilith is a two-grade start-up charter with limited resources for serving small groups of scholars.
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Title IX, Part A - McKinney-Vento Education for Homeless Children and Youth

NEEDS IDENTIFICATION AND ROOT CAUSE ANALYSIS

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

Strengths	We have identified a point person for this program and have posted flyers in the building and with community partners.
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Challenges	UAFA @ Trilith is a small charter and does not receive external funding to support a Homeless scholar. With a statewide attendance zone, it can be a challenge to identify and provide a lot of resources in our community.
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Title IV, Part A - Student Support and Academic Enrichment

If transferring 100% of Title IV, Part A, INSERT the following statement in the STRENGTHS/CHALLENGES: "100% transfer of FY25 Title IV, Part A funds."

Strengths	UAFA @ Trilith is not eligible to be a Title IVA school.
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Challenges	UAFA @ Trilith is not eligible to be a Title IVA school.
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Title I, Part A - Equitable Access to Effective Educators

Strengths	UAFA @ Trilith is not eligible to be a Title IA school.
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Challenges	UAFA @ Trilith is not eligible to be a Title IA school.
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Title V, Part B - Rural Education

Strengths	UAFA @ Trilith is not eligible to be a Title V,B school.
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Title V, Part B - Rural Education

Challenges	UAFA @ Trilith is not eligible to be a Title VB school.
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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	The need to build teacher capacity for teaching literacy across the curriculum.
How severe is the need?	High
Is the need trending better or worse over time?	Unknown
Can Root Causes be Identified?	Yes
Priority Order	2

Additional Considerations	
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Overarching Need # 2

Overarching Need	The need to close the achievement gaps for students in 6th and 7th grade math standards including rate, ratio, and proportional reasoning.
How severe is the need?	High
Is the need trending better or worse over time?	Unknown
Can Root Causes be Identified?	Yes
Priority Order	1

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 - The need to build teacher capacity for teaching literacy across the curriculum.

Root Cause # 1

Root Causes to be Addressed	A need for teachers skilled at differentiation and implementation of literacy across the curriculum.
This is a root cause and not a contributing cause or symptom	Yes
This is something we can affect	Yes
Impacted Programs	IDEA - Special Education Title II, Part A, Preparing, Training and Recruiting High-Quality Teachers, Principals and other School Leaders

Additional Responses	
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Overarching Need - The need to close the achievement gaps for students in 6th and 7th grade math standards including rate, ratio, and proportional reasoning.

Root Cause # 1

Root Causes to be Addressed	A need for prerequisite Math skills, specifically needing reinforcement in basic math skills, decimals, positive and negative numbers scaffolding to 6th grade standards on rate, ratio, and proportional reasoning and reviewing those standards for 7th grade students.
This is a root cause and not a contributing cause or symptom	Yes
This is something we can affect	Yes
Impacted Programs	IDEA - Special Education Title II, Part A, Preparing, Training and Recruiting High-Quality Teachers, Principals and other School Leaders

Root Cause # 1

Additional Responses	
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District Improvement Plan 2024 - 2025



Utopian Academy for the Arts Trilith

DISTRICT IMPROVEMENT PLAN

1 General Improvement Plan Information

General Improvement Plan Information

District	Utopian Academy for the Arts Trilith
Team Lead	Caleb Land
Federal Funding Options to Be Employed (SWP Schools) in this Plan (Select all that apply)	Traditional funding (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)	
<input checked="" type="checkbox"/>	Free/Reduced meal application
<input type="checkbox"/>	Community Eligibility Program (CEP) - Direct Certification ONLY
<input type="checkbox"/>	Other (if selected, please describe below)

DISTRICT IMPROVEMENT PLAN

2 ED - Flex Waiver

Do you need a waiver? No

3. DISTRICT IMPROVEMENT GOALS

3.1 Overarching Need # 1

Overarching Need

Overarching Need as identified in CNA Section 3.2	The need to build teacher capacity for teaching literacy across the curriculum.
Is Need # 1 also an Equity Gap?	Yes
Root Cause # 1	A need for teachers skilled at differentiation and implementation of literacy across the curriculum.
Goal	Utopian @ Trilith students will increase by 5% student performance for proficient and distinguished in reading literacy domain on the Georgia Milestone by the end of the 2024-2025 school year.

Equity Gap

Equity Gap	TAPS Distribution
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Content Area(s)	ELA
Grade Level Span(s)	6 7
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 are given targeted, monthly professional development to build their capacity for interventions with students struggling in ELA and to build capacity for literacy across the curriculum.
Funding Sources	Title II, Part A
Subgroups	Economically Disadvantaged Foster Homeless English Learners

Action Step # 1

Subgroups	Race / Ethnicity / Minority Student with Disabilities
Systems	Coherent Instruction Professional Capacity
Method for Monitoring Implementation	Monitoring monthly professional development - review sign in sheets, training documents. ELA teachers identify students for intervention and, with Principal, oversee implementation- Meeting Agendas and Sign-in Sheets- TKES/ Data Meetings
Method for Monitoring Effectiveness	Principal's Focus Walks, ELA Teachers analyze formative assessments- and IXL and Beacon data to track student growth- growth data reports
Position/Role Responsible	Caleb Land/Principal/Monitoring ELA/Math Teacher/Implementation
Evidence Based Indicator	Strong

Timeline for Implementation Monthly

Does this action step support the selected equity intervention? Yes

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

3.2 Overarching Need # 2

Overarching Need

Overarching Need as identified in CNA Section 3.2	The need to close the achievement gaps for students in 6th and 7th grade math standards including rate, ratio, and proportional reasoning.
Is Need # 1 also an Equity Gap?	Yes
Root Cause # 1	A need for prerequisite Math skills, specifically needing reinforcement in basic math skills, decimals, positive and negative numbers scaffolding to 6th grade standards on rate, ratio, and proportional reasoning and reviewing those standards for 7th grade students.
Goal	6th and 7th grade students will show 5% growth in proficiency in math milestone scores and a 10% improvement on scores related to rate, ratio, and proportional reasoning.

Equity Gap

Equity Gap	TAPS Distribution
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Content Area(s)	Mathematics
Grade Level Span(s)	6 7
Subgroup(s)	Economically Disadvantaged Race / Ethnicity / Minority
Equity interventions	EI-7 Provide equitable access to student support programs and interventions

Action Step # 1

Action Step	Students below grade level will complete targeted Math interventions in a daily study hall blocks and complete a minimum of 1 hour per week additional practice in IXL.
Funding Sources	IDEA
Subgroups	Economically Disadvantaged Race / Ethnicity / Minority Student with Disabilities

Action Step # 1

Systems	Supportive Learning Environment
Method for Monitoring Implementation	Review documentation from IXL data Review student attendance for IXL practice
Method for Monitoring Effectiveness	Student results on diagnostic and benchmark assessments.
Position/Role Responsible	Principal
Evidence Based Indicator	Strong

Timeline for Implementation Monthly

Does this action step support the selected equity intervention? Yes

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

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

Required Questions

Coordination of Activities

<p>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).</p>	<p>We do not receive most of these, so the coordination needs aren't extensive. We also currently only serve 6th and 7th grades, so this limits many of our requirements. We have a federal programs coordinator within our network who ensures our compliance and coordination and has regular meetings with leadership. We have a Parent Teacher Organization that meets with school leadership regularly to help develop partnerships and identify needs. Utopian Academy works with the Federal Programs Director to ensure that federal funds are supplemental and work with local, state and other funding sources to meet the needs of its scholars. Utopian Academy is working to build partnerships with state agencies, the faith-based community and other community agencies to support scholar growth.</p>
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Serving Low Income and Minority Children

<p>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:</p> <ol style="list-style-type: none"> 1. ineffective teachers 2. out-of-field teachers 3. inexperienced teachers <p>(Please specifically address all three variables)</p>	<p>UAF@ Trilth is a start-up charter school in its first year and is not designated as a Title IA school. Ongoing efforts are made to attract certified teachers. Teacher effectiveness is monitored through analysis of students' performance data and school focus walks. Teachers are enrolled in the GaTAPP or similar programs when out-of-field as resources allow. All staff participate in ongoing professional development through PLC days and after school training. An Instructional Coordinator works with inexperienced staff to provide onboarding support and development.</p>
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Professional Growth Systems

<p>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:</p>	<p>We evaluate teachers and leaders through the TKES and LKES platform as well as internally developed evaluation methods created in conjunction with Uncommon Schools. Teachers and leaders are encouraged to pursue professional development goals and opportunities and if needed, opportunities are identified and shared with teachers and leaders. Paid time off is given for these pursuits. Professional development is also conducted internally through training and practice clinics as well as network wide professional development. UAF@ Network has a leadership development model with a principal</p>
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Professional Growth Systems

	<p>and aspiring leaders PLC. Coordination is in place to work with GOSA to tap into their Leadership Development resources for new principals and leaders. New principals and leaders are assigned to a mentor with bi-monthly support.</p> <p>Funds will be used to purchase a book for teachers for professional development and for stipends for teachers and/or contractors to lead professional development for teachers.</p>
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PQ – Intent to Waive Certification

<p>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)]</p>	<p>Yes</p>
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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"> 1. for all teachers (except Special Education service areas in alignment with the student's IEP), or 2. for a select group of teachers. If waived for a select group of teachers, the response must address content fields and grade level bands (P-5, 4-8, 6-12, P-12). <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>Certification is waived for all teachers except Special Education Teachers and Special Education Paraprofessionals.</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>The minimum qualifications for all teachers except Arts teachers is a Clearance certificate and Bachelor's degree. Arts teachers must have 10 years of industry experience.</p>
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State and Federally Identified Schools

State and Federally Identified Schools

<p>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.</p>	<p>Utopian Academy for the Arts @ Trilith is a start-up charter and is not a federally identified school. Should there be a future need identified, the district will prioritize any additional funds available to provide professional development for staff on evidence-based interventions and to provide extended day intensive intervention services.</p>
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CTAE Coordination

<p>Describe how the district will support programs that coordinate and integrate academic and career and technical education content through: coordinated instructional strategies, that may incorporate experiential learning opportunities and promote skills attainment important to in-demand occupations or industries; and work-based learning opportunities that provide students in-depth interaction with industry professionals and, if appropriate, academic credit.</p>	<p>UAFA @ Trilith opened with only sixth grade with seventh grade being added for the 2024-2025 school year, but is an arts integrated school, specifically in partnership with the Trilith Institute, the education arm of Trilith Studios. Students at UAFA @ Trilith pursue Media Arts pathways that provide real-world skills in the Media Arts. As an arts-integration school, arts are integrated into the core academic classes and support learning goals.</p>
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Efforts to Reduce Overuse of Discipline Practices that Remove Students from the Classroom

<p>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.</p>	<p>UAFA @ Trilith will utilize restorative practices to prevent overuse of punitive discipline and time out of class.</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>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.</p>	<p>UAFA does not receive Title I funds and will only serve 6th and 7th grade students for 2024-25 Academic year. A daily community meeting is used to support student transitions.</p>
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Preschool Transition Plans

<p>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.</p>	<p>UAFA @ Trilith only serves 6th and 7th grade students for 2024-25 Academic year.</p>
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Title I, Part A - Targeted Assisted Schools Description

<p>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.</p>	<p>UAFA @ Trilith is not eligible for Title IA Funds.</p>
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Title I, Part A – Instructional Programs

<p>Provide a general description of the instructional program in the following: Title I schoolwide schools; Targeted Assistance Schools; and schools for children living in local institutions for neglected or delinquent children.</p>	<p>UAFA @ Trilith is not eligible for Title IA Funds.</p>
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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>Consortium LEAs describe how they collaborate with the MEP Consortium staff at Abraham Baldwin Agricultural College (ABAC) to support the records transfer process for students moving in and out of the school (including academic and health records), and how the use of the occupational survey during new student registration and back-to-school registration for all returning students is coordinated and reviewed. Consortium LEAs and Direct-funded LEAs describe how the Migrant Student Information Exchange (MSIX) is used in the records transfer process (both interstate and intrastate):description includes who in the LEA accesses MSIX when migratory children and youth enroll and depart;description includes how the information in MSIX, when available, is used for enrollment and course placement decisions for migratory children and youth.</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

<ol style="list-style-type: none"> 1. Consortium LEAs describe how academic and non-academic services are coordinated with Abraham Baldwin Agricultural College (ABAC). 2. Direct-funded LEAs describe: 3. how the needs of preschool children and families are identified and how services are implemented and evaluated during the regular school year and summer. 4. how the needs academic and non-academic needs of out-of-school youth and drop-outs are identified, how the OSY profile is used to support the 	<p>UAFA @ Trilith does not have migrant students but would use Abraham Baldwin Agricultural College's academic and non-academic resources should a migrant student enroll.</p>
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Title I, Part C – Migrant Supplemental Support Services

identification of needs and the delivery of appropriate services, and how services are implemented and evaluated during the regular school year and summer.	
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4. REQUIRED QUESTIONS

4.5 IDEA

Required Questions

IDEA Performance Goals:

<p>Describe how the district will meet the following IDEA performance goals: IDEA Performance Goal 1: Improve graduation rate outcomes for students with disabilities. What specific post-secondary outcome activities (school completion, school age transition, and post-secondary transition) are you implementing in your LEA to improve graduation rates? Include:Description of your district's proceduresSpecific professional learning activitiesPlan to monitor implementation with fidelity</p>	<p>The case manager of students with disabilities monitors students with disabilities on a monthly basis to ensure their success by reviewing the progress of the goals and objectives in each students IEP, growth in Lexile Levels and growth on iXL Assessments. The case managers will establish a sampling of formative and summative assessments that the student will place in their portfolio. Additionally, students will take the Learning Styles Inventory and Career Assessment to learn their style of learning and career interests. The case managers will meet with students during the first quarter to review their assessments, Lexile Levels and profile and discuss 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 Director of Special Education will monitor compliance by meeting with the case managers and reviewing the Student Portfolios on a semester basis. 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>
<p>Describe how the district will meet the following IDEA performance goals: IDEA Performance Goal 2: Improve services for young children (3-5) with disabilities. What specific young children activities (environment, outcomes, and transition) are you implementing in your LEA to improve services for young children (ages 3-5)? Include:LEA proceduresServices that are offered and provided within your district as well as where the service options are located. (e.g. local daycares, Head Start, homes, community-based classrooms, PreK classrooms)Staff that will be designated to support the 3-5</p>	<p>Utopian Academy @ Trilith serves grades 6-8 and does not serve students within the target age range; however, were Utopian Academy 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 Academy @ Trilith 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</p>

IDEA Performance Goals:

<p>population Collaboration with outside agencies, including any trainings conducted by the LEA Parent trainings</p>	<p>kindergarten teachers, the Special Education teachers, the Parent & Family Engagement Coordinator would all work together to plan the curriculum night and parent support sessions. Utopian would work with Bright from the Start or Head Start to plan the content of teacher and parent sessions and ensure the connection to the developmental needs and curriculum resources that meets the needs of this population. Teachers would participate in ongoing online professional learning and face-to-face professional learning to develop and understanding of effective teaching practices for this age group.</p>
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<p>Describe how the district will meet the following IDEA performance goals: IDEA Performance Goal 3: Improve the provision of a free and appropriate public education to students with disabilities. What specific activities align with how you are providing FAPE to children with disabilities? Include: How teachers are trained on IEP/eligibility procedures and instructional 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 are teachers trained on IEP/Eligibility Procedures and Instructional Practices? During staff planning, the DES teacher 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 Rtl to making the determination that an assessment is needed and on how eligibility is determined. Additionally, the teacher/Dir. Special Education will train staff on the different areas of eligibility and characteristics that students may demonstrate. Strategies for implementing modifications or accommodations will then be shared, and teachers will learn about the continuum of service delivery options that may be appropriate based on the eligibility and required services. Ongoing training and support will occur through weekly lesson 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 & 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. 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, virtual education, special day school/programs, or in/out-of-state residential programs, 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.</p>
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IDEA Performance Goals:

	<p>How are modifications/accommodations shared with teachers and monitored for implementation? Student accommodations are provided to all teachers by the case managers in a meeting to discuss individual students at the beginning of the year. In return, the general education teachers sign a notification stating that they have received and will follow the 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 to the student.</p>
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<p>Describe how the district will meet the following IDEA performance goals: IDEA Performance Goal 4: Improve compliance with state and federal laws and regulations. How procedures and practices are implemented in your district to ensure overall compliance? Include:LEA procedures to address timely and accurate data submissionLEA procedures to address correction of noncompliance (IEPs, Transition Plans)Specific PL offered for overall compliance, timely & accurate data submission, and correction of noncomplianceSupervision and 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 & 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>
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4. REQUIRED QUESTIONS

4.6 Title IV Part A

Required Questions

Title IV, Part A – Activities and Programming LEAs must provide a description of each activity/program to be implemented during the fiscal year of allocation and as identified in the District Improvement Plan by focus area and include program objectives/goals/outcomes. (ESSA Sec. 4106)

<p>A. Well-Rounded Activities (WR)—Instruction Provide: Overarching Need number/Action Step number(s) New or Continuing Name/Description of Activity Measurable Goal/Intended Outcome</p>	<p>Utopian Academy for the Arts @ Trilith is not eligible for Title IVA Funds as a start-up Charter.</p>
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<p>B. Safe and Healthy (SH)-Climate/Culture Provide: Overarching Need number/Action Step number(s) New or Continuing Name/Description of Activity Measurable Goal/Intended Outcome</p>	<p>Utopian Academy for the Arts @ Trilith is not eligible for Title IVA Funds as a start-up Charter.</p>
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<p>C. Effective Use of Technology (ET)-Professional Learning Provide: Overarching Need number/Action Step number(s) New or Continuing Name/Description of Activity Measurable Goal/Intended Outcome</p>	<p>Utopian Academy for the Arts @ Trilith is not eligible for Title IVA Funds as a start-up Charter.</p>
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<p>D. Effective Use of Technology 15% (ET15)-Infrastructure Provide: Overarching Need number/Action Step number(s) New or Continuing Name/Description of Activity Measurable Goal/Intended Outcome</p>	<p>Utopian Academy for the Arts @ Trilith is not eligible for Title IVA Funds as a start-up Charter.</p>
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Title IV, Part A – Ongoing Consultation and Progress Monitoring

<p>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.</p>	<p>Utopian Academy for the Arts @ Trilith is not eligible for Title IVA Funds as a start-up Charter.</p>
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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

<p>Equity Gap 1 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</p>	<p>Intervention Effective. Utopian Academy for the Arts @ Trilith is a start-up charter. Last year was a first year, we saw 2+ years of growth in ELA, met our goals for milestone achievement in ELA and are waiting for the math results.</p>
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<p>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.</p>	<p>Utopian Academy for the Arts @ Trilith is a start-up charter. Last year was a first year, we saw 2+ years of growth in ELA, met our goals for milestone achievement in ELA and are waiting for the math results.</p>
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<p>Equity Gap 2 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</p>	<p>Intervention Effective. Utopian Academy for the Arts @ Trilith is a start-up charter. Last year was a first year, we saw 2+ years of growth in ELA, met our goals for milestone achievement in ELA and are waiting for the math results.</p>
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<p>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.</p>	<p>Utopian Academy for the Arts @ Trilith is a start-up charter. Last year was a first year, we saw 2+ years of growth in ELA, met our goals for milestone achievement in ELA and are waiting for the math results.</p>
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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	Equitable Services does not apply to LEA Charters.
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Title II, Part A	Equitable Services does not apply to LEA Charters.
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Title III, Part A	Equitable Services does not apply to LEA Charters.
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Title IV, Part A	Equitable Services does not apply to LEA Charters.
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Title IV, Part B	Equitable Services does not apply to LEA Charters.
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Title I, Part C	Equitable Services does not apply to LEA Charters.
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IDEA 611 and 619	Equitable Services does not apply to LEA Charters.
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