



Comprehensive Needs Assessment 2025 - 2026 District Report



Excelsior Village Academies

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	Michelle Flowers
Multiple Program(s)	Federal Programs Director	Michelle Flowers
Multiple Program(s)	Curriculum Director	Jazmyne Brown
Multiple Program(s)	School Leader (#1)	Michelle Flowers
Multiple Program(s)	School Leader (#2)	Jazmyne Brown
Multiple Program(s)	Teacher Representative (#1)	Tiffany Westbrook
Multiple Program(s)	Teacher Representative (#2)	Jazmyne Brown
McKinney-Vento Homeless	Homeless Liaison	Michelle Flowers
Neglected and Delinquent	N&D Coordinator	Tiffany Westbrook
Rural	REAP Coordinator	Tiffany Westbrook
Special Education	Special Education Director	Michelle Flowers
Title I, Part A	Title I, Part A Director	Jazmyne Brown
Title I, Part A	Family Engagement Coordinator	Tiffany Westbrook
Title I, Part A - Foster Care	Foster Care Point of Contact	Tiffany Westbrook
Title II, Part A	Title II, Part A Coordinator	Jazmyne Brown
Title III	Title III Director	Michelle Flowers
Title IV, Part A	Title IV, Part A Director	Michelle Flowers
Title I, Part C	Migrant Coordinator	Annetta Adams Heyliger

Recommended and Additional Team Members

Program	Position/Role	Name
Multiple Program(s)	Assistant Superintendent	N/A
Multiple Program(s)	Testing Director	Jazmyne Brown
Multiple Program(s)	Finance Director	Peter Laub
Multiple Program(s)	Other Federal Programs Coordinators	Michelle Flowers
Multiple Program(s)	CTAE Coordinator	N/A

Recommended and Additional Team Members

Program	Position/Role	Name
Multiple Program(s)	Student Support Personnel	Michelle Flowers
Multiple Program(s)	Principal Representatives	N/A
Multiple Program(s)	High School Counselor / Academic Counselor	N/A
Multiple Program(s)	Early Childhood or Head Start Coordinator	Jazmyne Brown
Multiple Program(s)	Teacher Representatives	Paige Walters
Multiple Program(s)	ESOL Teacher	Chauntea Hall
Multiple Program(s)	Local School Governance Team Representative (Charter Systems only)	Nisah Brinson
Multiple Program(s)	ESOL Coordinator	Michelle Flowers
21st CCLC	21st CCLC Program Director	N/A
21st CCLC	21st CCLC Site Coordinator or Data Specialist	N/A
Migrant	Preschool Teacher	Paige Walters
Special Education	Student Success Coach (SSIP)	Michelle Flowers
Title II, Part A	Human Resources Director	Annetta Adams Heyliger
Title II, Part A	Principal Supervisors	Nisah Brinson
Title II, Part A	Professional Learning Coordinators	Michelle Flowers
Title II, Part A	Bilingual Parent Liaisons	Yari Mena Lopez
Title II, Part A	Professional Organizations	Nisah Brinson
Title II, Part A	Civil Rights Organizations	William Smith
Title II, Part A	Board of Education Members	Reginald Hutchins, Kristal Rutherford
Title II, Part A	Local Elected/Government Officials	Nisah Brinson
Title II, Part A	The General Public	Annetta Adams Heyliger
Title III	Refugee Support Service Staff	Dr. Myela Paige
Title III	Community Adult ESOL Providers	Yari Mena Lopez
Title III	Representatives from Businesses Employing Non-English Speakers	N/A
Title IV, Part A	Media Specialists/Librarians	Afi Holmes
Title IV, Part A	Technology Experts	Daniel Hayman
Title IV, Part A	Faith-Based Community Leaders	N/A

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)	K-8th School
Multiple Program(s)	Private School Officials	N/A
Migrant	Out-of-School Youth and/or Drop-outs	N/A
Title I, Part A	Parent Representatives of Title I Students	Kristal Rutherford
Title I, Part A - Foster Care	Local DFCS Contacts	Shurtone Wilcox
Title II, Part A	Principals	Michelle Flowers
Title II, Part A	Teachers	Chloe Rouse
Title II, Part A	Paraprofessionals	Daniella Ayala
Title II, Part A	Specialized Instructional Support Personnel	Michelle Flowers
Title II, Part A	Other Organizations or Partners with relevant and demonstrated expertise	Georgia Charter School Association
Title III, Part A	Parents of English Learners	Yari Mena-Lopez

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	Kristal Rutherford
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	N/A
Migrant	Family Connection Representatives	Anneta Adams Heyliger
Migrant	Local Migrant Workers or Migrant Community Leaders	N/A
Migrant	Farm Worker Health Personnel	N/A
Migrant	Food Bank Representatives	Afi Holmes
Migrant	Boys and Girls Club Representatives	N/A
Migrant	Local Health Department Representatives	Anneta Adams Heyliger
Migrant	ABAC MEP Consortium Staff	N/A
Migrant	Migrant High School Equivalence Program / GED Representatives	N/A
Migrant	College Assistance Migrant Programs	N/A
Neglected and Delinquent	Residential Facility(ies) Director(s)	N/A
Special Education	Parents of a Student with Disabilities	
Special Education	Parent Mentors	
Title II, Part A	School Council Members	Nisah Brinson

<p>How did the team ensure that the selection of stakeholders created an inclusive group with varied perspectives?</p>	<p>Excelsior Village Academies (EVA) leveraged its extensive network of employees, families, and board members to cultivate a diverse team, encompassing a broad range of perspectives. This diversity is essential for effectively addressing the varied needs of stakeholders within our district and community. The selection of individuals for each position or role was undertaken by EVA's Superintendent, Leadership Team members, board members, and community stakeholders. These individuals were chosen based on their personal and professional experiences, with additional team members added to further enhance our capacity to serve different groups effectively.</p>
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<p>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?</p>	<p>Excelsior Village Academies (EVA) outlines its workflow with board members during all public meetings, including board meetings and community information sessions. We actively engage our community through our developing Community Engagement Task Force. Leadership areas are identified, with roles, responsibilities, time commitments, and communication processes discussed, allowing interested employees and community members to support these roles. The Superintendent evaluates and determines the best fit for each candidate, with their positions being confirmed and updated at the subsequent board meeting. Throughout the year, we will utilize progress monitoring tools such as teacher planning and development meetings, Data Trackers, student data, and surveys to ensure the effectiveness and proper implementation of our initiatives. Additional school-level and district-level collaboration and shared decision-making opportunities will also be provided throughout the school year.</p>
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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 2024-2025 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 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 2024-2025 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 2024-2025 Implementation Handbook for further guidance regarding LKES scores.</p>	

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 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 2024-2025 Implementation Handbook for further guidance regarding TKES scores.</p>	

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 2024-2025 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 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 2024-2025 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 2024-2025 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 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 2024-2025 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 2024-2025 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 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 2024-2025 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>EVA engaged with stakeholders through information sessions and focus groups to gather input on school programmatic design based on community needs assessment.</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>The perception revealed that our programming is aligned to what stakeholders aspire to experience in a new school coming to the community.</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>EVA will use iReady and IRLA (Independent Reading Level Assessment) three times a year, GMAS data and ongoing formative and summative assessments to determine the needs of scholars.</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>Our community co-designed process and research of achievement levels of the local publics schools revealed that we focus on improving proficiency in ELA and Math :</p> <ul style="list-style-type: none"> ● In efforts to deliver more students to upper elementary and middle school grades as confident and capable readers, EVA is concentrating on the rapid development of early literacy skills in grades K-3 through a focus on teacher training in our phonics and guided reading (IRLA) programs. ● In grades K-5, the math block allows for 60 minutes, allotted to 300 minutes weekly. i-Ready Classroom Mathematics multiplies the impact of core math instruction on student growth through grade-level lessons with built-in small-group instruction, differentiation, and daily student-to-student discourse. Teachers will receive weekly training and
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	<p>support from the dean of instruction to ensure students develop a strong understanding of concepts and procedural skills.</p> <ul style="list-style-type: none"> • Students will be challenged daily to engage deeply with rigorous academic content. Still, they will also be supported with flexible small groupings tailored to their specific learning needs in reading and mathematics.
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<p>What achievement data did you use?</p>	<p>EVA will use iReady and IRLA given three time a year. GMAS in grade 3 and ongoing formative/summative assessment data.</p>
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<p>What does your achievement data tell you?</p>	<p>The community needs analysis and achievement data from surrounding schools suggest the EVA will need to focus on greater proficiency in ELA and Math.</p> <ul style="list-style-type: none"> • In efforts to deliver more students to upper elementary and middle school grades as confident and capable readers, EVA is concentrating on the rapid development of early literacy skills in grades K-3 through a focus on teacher training in our phonics and guided reading (IRLA) programs. • i-Ready Classroom Mathematics multiplies the impact of core math instruction on student growth through grade-level lessons with built-in small-group instruction, differentiation, and daily student-to-student discourse. Teachers will receive weekly training and support from the dean of instruction to ensure students develop a strong understanding of concepts and procedural skills. • Students will be challenged daily to engage deeply with rigorous academic content. Still, they will also be supported with flexible small groupings tailored to their specific learning needs in reading and mathematics.
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<p>What demographic data did you use?</p>	<p>Collective demographic data of surround schools. Infinite Campus (SIS) will be used moving forward once established with GaDoe.</p>
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<p>What does the demographic data tell you?</p>	<p>Collective demographic data of surround schools in the zip codes we will serve reveals majority African-American (Black) population and at least 13% Students with disabilities (SWD). EVA is projected to have at least 3 English Language Learners (ELLs), less than 4 scholars in gifted. We anticipated 79% FRPL.</p>
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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>Excelsior Village Academies have several instructional tools that can support and guide effective planning and preparation to ensure high-quality instruction during the school day. These instructional tools include: access to research based curriculum pacing guides, teacher planning and development meetings, and additional instructional resources. GSE aligned scope and sequences for literacy and mathematics programs that elevate the newer standards to ensure vertical planning and success for students. Friday early dismissal for content development and collaborative planning for grade level supported by instructional leadership. Additionally, 1:1 coaching support to ensure specific needs are met for teachers which impact student growth positively.</p>
<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>At Excelsior Village Academies, we are dedicated to the growth and development of our instructional staff through intentional and continuous professional development. All staff participate in differentiated weekly professional development through coaching and weekly teacher planning and development meetings (TPDs). Fridays are shortened school days, allowing EVA staff to participate in two additional hours of professional development. Coaching is not about evaluation or judgment; it's about partnership, empowerment, and improvement. It involves personalized, one-on-one interactions where coaches provide constructive feedback, share effective strategies, and support educators in refining their teaching practices to enhance student learning outcomes.</p>

Strengths and Challenges Based on Trends and Patterns

<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>At Excelsior Village Academies, coaching is a cornerstone of our commitment to excellence in education. By fostering a culture of continuous improvement and professional growth, we aim to create an inspiring, supportive environment where educators feel empowered to achieve their best, ultimately leading to the success of our students. Our Deans</p>
<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>Our families and our communities are our partners. We will promote collaboration and engagement with our families and communities through calendared events and our school "open door" policy. We will actively engage our village to support the development of our scholars. We have the following programs to support families active engagement Infinite Campus, LiveSchool and Parent Square for real time updates. Families enjoy this flexibility, but will need support with navigating the system. We plan to embed some of this support during family orientation.</p>
<p>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?</p>	<p>At EVA, our Classical Education iteration has two important aspects. It is language focused, and it follows a specific pattern which ensure practices that are systematic and rigorous. Rigorous and systematic study is defined by knowledge-based schooling and is the structure of the curriculum EVA has adopted to support our classical educational model from ARC. This curriculum blends explicit teaching with inquiry learning, small group learning, and college-style discussion. ARC has proven to be far more engaging for students and teachers. ARC English Language Arts (ELA) focuses on strengthening reading in all grades by developing strong close reading habits and increasing relevant background knowledge in grades K-8. In efforts to deliver more students to upper elementary and middle school grades as confident and capable readers. EVA is concentrating on the rapid development of early literacy skills in grades K-3 through a focus on teacher training in our phonics and guided reading (IRLA) programs. The schedule of literacy instruction for students in kindergarten through grade 5 has 750 minutes weekly in foundational literacy blocks—phonics/grammar, reading lab (guided reading and independent reading), read aloud and ARC ELA (Literature study/close reading) instruction. In line with our rigorous and systematic study, in grades K-5, the math block allows for 60 minutes allotting 300 minutes weekly K-5.</p> <p>SMALL-GROUP INSTRUCTION</p> <p>Students will be challenged every day to engage deeply with rigorous academic content but will also be supported with flexible small groupings tailored to their specific learning needs in reading and mathematics daily, approximately 180 minutes with no more than 6 students in a group. Academic coaches will provide support for teachers to attend to the critical need of foundational skills that is</p>

NEEDS IDENTIFICATION AND ROOT CAUSE ANALYSIS

Strengths and Challenges Based on Trends and Patterns

	explicit and comprehensive, providing guidance and targeted coaching for data driven small group instruction.
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?	Early demographical data reveals the majority African American (Black) population of around 97%, around 8%-10% Students with Disabilities (SWD), Less than 4% English Language Learners (ELLs). Less than 4% Talented/Gifted Development and a possibility of around 79% qualifying for free and reduced lunch programming.
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?	<p>EVA will be the first charter school to launch in Henry County, where there are chronically failing public schools. Data (2019) from the Georgia Milestones assessments, shows that students in Henry County as well as surrounding districts are performing well below the state average for reading proficiency in grades 3 and 8. In these areas, families also have fewer school choice options and these districts have historically showed significantly lower CCRPI scores.</p> <p>Analyzing the CCRPI data before the pandemic (2019) from the Georgia Milestones assessments, shows that elementary aged children in Henry County schools are performing below the state average when it comes to reading at or above grade level targets in the 3rd grade and 8th grade. Henry County's overall CCRPI average is a C, 35% of 3rd graders are proficient or above in reading, 44% in mathematics. 46% of 8th graders are proficient or above in reading, 21% in mathematics and 56% of high school graduates are college and career ready.</p> <p>Strengthening literacy (K-5) By focusing on the rapid development of early literacy skills in grades K-6, we will deliver more students to upper elementary and middle schools as confident and capable readers.</p> <p>School strategies:</p> <ol style="list-style-type: none"> 1. Establish a school-wide vision of excellent ELA instruction and provide ELA training and oversight throughout the year. 2. Establish Balanced literacy instruction in grades K-5, to ensure that students listen, read, write and discuss great books and see models of the thinking readers do. 3. Establish small group targeted reading instruction to ensure teachers strategically introduce to all students the skills and strategies to tackle grade level texts. Students will then be able to apply those skills during independent reading while developing their love for reading. <p>Continuous monitoring and response to student work (K-5) By continuously monitoring our students' work, we will accurately diagnose their misconceptions, strategically adjust instruction, and</p>

Strengths and Challenges Based on Trends and Patterns

	<p>ensure that they receive effective feedback that improves their understanding.</p> <p>School strategies:</p> <ol style="list-style-type: none"> 1. 1. Provide staff development to teachers that develops their capacity to monitor and respond to student work. Re. 2. Require weekly teacher planning and development meetings (TPDs) to analyze student work and prepare for response to data (RTD) periods.
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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	<p>EVA meets the needs of all students no matter how they learn. The role of the Student Services Coordinator (SSC) is to support the school and families in the Special Education Referral process, timelines, and procuring documents related to Individualized Education Plans (IEP). The SSC also supports the DOI, SETSS Providers, Related Services Providers, Paraprofessionals, and Intervention Teachers in implementing students' IEPs through Specially Designed Instruction targeting specific academic goals and supporting the DOI in monitoring students' progress in achieving these goals.</p>
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Challenges	<p>We are still learning the needs of our scholars as new school and still hiring based on the identified needs.</p>
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Title I - Part A - Improving Academic Achievement of Disadvantaged

Strengths	<p>The general education teacher delivers academic content in an engaging, multi-sensory approach, emphasizing meeting the needs of all students through differentiation in the General Education classroom and small group instruction.</p> <p>The Dean of Instruction's Role in Tier 1 RTI is to support the General Education Teacher in providing appropriate differentiation for all students. The DOI and teachers will use data from all assessments to determine whether a student requires additional Tier 1 Interventions or more intensive Tier 2 Interventions.</p>
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NEEDS IDENTIFICATION AND ROOT CAUSE ANALYSIS

Title I - Part A - Improving Academic Achievement of Disadvantaged

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Challenges	We are still learning the needs of our students as the school does not have any historical data to reference.
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Title I, Part A - Foster Care

Strengths	As a school that focusing on the development of the whole child, we work with entities that work with children and families. This includes working with foster care programs and groups to ensure parents know EVA is a public, tuition-free option, working with them around registration guidance, and connecting families to non-profit groups focused on helping foster and adoptive families.
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Challenges	Limited resources means that we have to get innovative with how collaboration around transportation and services are received.
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Title I, Part A - Parent and Family Engagement

Strengths	EVA provides monthly parent university sessions for families to connect with the Head of School and Board of Directors. These meetings revolve around ensuring families have the necessary resources to navigate EVA, answer any questions around academics, and establish their family community organization. During the school year, we will work with our family community organization to get feedback on our nutrition program, academic improvement program, strategic plan, and more.
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Challenges	We will work to record and host meetings both in person and virtually to ensure the maximum number of attendees can receive information.
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NEEDS IDENTIFICATION AND ROOT CAUSE ANALYSIS

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

Strengths	Our Director of Operations screens all occupational surveys when they are submitted at the enrollment stage. Pending the results of those surveys, the Director then meets with the families to establish a support plan to ensure the student(s) and family have what they need. EVA is able to provide resources to support with academics and meals. EVA is also able to connect families to other entities which specialize in support
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Challenges	This type of support can often take trust and time and as a new school, we want to ensure that our students and families know that they can trust us to support them across a number of living situations. We also do not provide transportation, so this may present a challenge.
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Title I, Part A and Title I, Part D - Neglected and Delinquent Children

Strengths	N&D does not apply to state charter schools.
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Challenges	N&D does not apply to state charter schools.
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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	<p>We are committed to ensuring that our educators receive high-quality professional development and resources to enhance instructional effectiveness.</p> <p>To move forward, we will take the following action steps:</p> <ol style="list-style-type: none"> 1. Consistently Assessing Professional Development Needs– Assess areas where additional training and support are required for our educators. 2. Align Training Opportunities– Identify and coordinate professional development sessions that align with Title II, Part A goals. 3. Monitor and Evaluate Impact– Track
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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."

	the effectiveness of funded programs and make adjustments as necessary.
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Challenges	As new and small school, resources related to Title II will require us to lean on our internal staff to support ongoing teacher training and development.
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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	EVA anticipates 2-4% of our scholars being identified as ESOL. All students are screened during the enrollment process through the Home Language Survey and a review of academic records. ESOL students are served during ELA, social studies and/or intervention blocks through a certified ESOL teacher.
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Challenges	We will maximize the schedule of the ESOL teacher based on needs after the results of the Home Language Survey
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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	Excelsior Village Academies has appointed a dedicated McKinney-Vento liaison to oversee the implementation of the McKinney-Vento Act, ensuring that homeless children and youth have equal access to educational opportunities. We allocate specific resources, such as school supplies and uniforms, to eliminate barriers to education for homeless
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Challenges	We do not currently offer transportation as a full service, but will work to offer transportation assistance.
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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	EVA does not anticipate receiving Title IV, Part A funds.
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Challenges	EVA does not anticipate receiving Title IV, Part A funds.
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Title I, Part A - Equitable Access to Effective Educators

Strengths	Excelsior Village Academies employs a rigorous hiring process to ensure that all educators are highly qualified, experienced, and committed to excellence in education. We actively recruit a diverse teaching staff to reflect the backgrounds of our student population and to bring a variety of perspectives to the classroom. We offer instructional coaching to help teachers refine their instructional practices and improve student outcomes.
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Challenges	Our teachers engage in regular collaborative planning sessions to share strategies, analyze student data, and develop effective lesson plans. However, many of them are new teachers and are working towards full certification.
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Title V, Part B - Rural Education

Strengths	EVA does not anticipate receiving Title IV, Part B funds.
Challenges	EVA does not anticipate receiving Title V, Part B funds.

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	Developing Literacy skills addressing gaps in all grade Kindergarten through grades 3.
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	Our strategic initiatives to raise student achievement in reading is our top priority. We are ensuring all students are screened through iReady and IRLA and receive targeted support to grow individual proficiency levels.
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Overarching Need # 2

Overarching Need	Developing conceptual understanding to address math gaps in all grade Kindergarten through grades 3.
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	Our strategic initiatives to raise student achievement in Math is another of our top priority. We are ensuring all students are screened through iReady and receive targeted support to grow individual proficiency levels.
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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 - Developing Literacy skills addressing gaps in all grade Kindergarten through grades 3.

Root Cause # 1

Root Causes to be Addressed	- Phonics -Reading skills (KUD) for each grade level -Close Reading
This is a root cause and not a contributing cause or symptom	Yes
This is something we can affect	Yes
Impacted Programs	Title II, Part A, Preparing, Training and Recruiting High-Quality Teachers, Principals and other School Leaders

Additional Responses	Our strategic initiatives to raise student achievement in reading is our top priority and by targeting these three areas in reading development will lead to greater reading proficiency.
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Overarching Need - Developing conceptual understanding to address math gaps in all grade Kindergarten through grades 3.

Root Cause # 1

Root Causes to be Addressed	-Fluency -Conceptual understanding
This is a root cause and not a contributing cause or symptom	Yes
This is something we can affect	Yes
Impacted Programs	Title II, Part A, Preparing, Training and Recruiting High-Quality Teachers, Principals and other School Leaders

Root Cause # 1

Additional Responses	Our strategic initiatives to raise student achievement in math is another of our top priority and by targeting these two areas in math development will lead to greater math proficiency.
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District Improvement Plan 2025 - 2026



Excelsior Village Academies

DISTRICT IMPROVEMENT PLAN

1 General Improvement Plan Information

General Improvement Plan Information

District	Excelsior Village Academies
Team Lead	Michelle Flowers
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 type="checkbox"/>	Free/Reduced meal application
<input type="checkbox"/>	Community Eligibility Program (CEP) - Direct Certification ONLY
<input checked="" type="checkbox"/>	Other (if selected, please describe below)GADOE will provide the data.

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	Developing Literacy skills addressing gaps in all grade Kindergarten through grades 3.
Is Need # 1 also an Equity Gap?	Yes
Root Cause # 1	- Phonics -Reading skills (KUD) for each grade level -Close Reading
Goal	Strengthening literacy by focusing on the rapid development of early literacy skills in grades K-6, we will deliver more students to upper elementary and middle schools as confident and capable readers

Equity Gap

Equity Gap	TAPS Distribution
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Content Area(s)	ELA
Grade Level Span(s)	K 1 2 3 4 5 6
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	1.Establish a school-wide vision of excellent ELA instruction and provide ELA training and oversight throughout the year.
Funding Sources	Title II, Part A
Subgroups	N/A Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities Immigrant
Systems	Coherent Instruction Professional Capacity
Method for Monitoring Implementation	Observation and feedback
Method for Monitoring Effectiveness	iReady and IRLA
Position/Role Responsible	Dean of Instruction
Evidence Based Indicator	Strong

Timeline for Implementation Weekly

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)?	This work will align with our core curriculum, ARC, and be monitored by our diagnostic program, iReady and IRLA.
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Action Step # 2

Action Step	2. Provide professional learning on balanced literacy for K-6 teachers.
Funding Sources	Title II, Part A
Subgroups	N/A Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities Immigrant
Systems	Coherent Instruction Professional Capacity
Method for Monitoring Implementation	Observation and feedback; TPDs
Method for Monitoring Effectiveness	iReady and IRLA
Position/Role Responsible	Dean of Instruction
Evidence Based Indicator	Strong

Timeline for Implementation Weekly

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)?	This work will align with our core curriculum, ARC, and be monitored by our diagnostic program, iReady and IRLA.
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Action Step # 3

Action Step	Provide professional learning on differentiated reading strategies.
Funding Sources	Title II, Part A
Subgroups	N/A Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities Immigrant
Systems	Coherent Instruction Professional Capacity Supportive Learning Environment
Method for Monitoring Implementation	Observation and feedback; TPDs; Coaching meetings
Method for Monitoring Effectiveness	iReady and IRLA
Position/Role Responsible	Dean of Instruction
Evidence Based Indicator	Strong

Timeline for Implementation Weekly

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)?	This work will align with our core curriculum, ARC, and be monitored by our diagnostic program, iReady and IRLA.
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3. DISTRICT IMPROVEMENT GOALS

3.2 Overarching Need # 2

Overarching Need

Overarching Need as identified in CNA Section 3.2	Developing conceptual understanding to address math gaps in all grade Kindergarten through grades 3.
Is Need # 1 also an Equity Gap?	Yes
Root Cause # 1	-Fluency -Conceptual understanding
Goal	Continuous monitoring and response to student work by continuously monitoring our students' work.

Equity Gap

Equity Gap	TAPS Distribution
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Content Area(s)	Mathematics
Grade Level Span(s)	K 1 2 3 4 5 6
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 # 1

Action Step	1.Require weekly teacher planning and development meetings (TPDs) to analyze student work and prepare for response to data (RTD) periods.
Funding Sources	Title II, Part A
Subgroups	N/A Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities Immigrant
Systems	Coherent Instruction Effective Leadership Professional Capacity Supportive Learning Environment
Method for Monitoring Implementation	Observation and feedback; TPDs
Method for Monitoring Effectiveness	iReady mathematics diagnostic
Position/Role Responsible	Dean of Instruction
Evidence Based Indicator	Strong

Timeline for Implementation Weekly

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)?	This work will align with our core curriculum, iReady Mathematics, and be monitored by our diagnostic program, iReady. Teachers will accurately diagnose students misconceptions, strategically adjust instruction, and ensure that students receive effective feedback that improves their understanding.
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Action Step # 1

What partnerships, if any, with IHEs, business, Non-Profits, Community based organizations, or any private entity with a demonstrated record of success is the LEA implementing in carrying out this action step(s)?	This work will align with our core curriculum, iReady Mathematics, and be monitored by our diagnostic program, iReady. Teachers will accurately diagnose students misconceptions, strategically adjust instruction, and ensure that students receive effective feedback that improves their understanding.
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Action Step # 2

Action Step	2. Provide staff development to teachers that develops their capacity to monitor and respond to student work.
Funding Sources	Title II, Part A
Subgroups	N/A Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities Immigrant
Systems	Coherent Instruction Effective Leadership Professional Capacity Supportive Learning Environment
Method for Monitoring Implementation	Observation and feedback; TPDs
Method for Monitoring Effectiveness	iReady mathematics diagnostic
Position/Role Responsible	Dean of Instruction
Evidence Based Indicator	Strong

Timeline for Implementation

 Weekly

Action Step # 2

Does this action step support the selected equity intervention?	Yes
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What partnerships, if any, with IHEs, business, Non-Profits, Community based organizations, or any private entity with a demonstrated record of success is the LEA implementing in carrying out this action step(s)?	This work will align with our core curriculum, iReady Mathematics, and be monitored by our diagnostic program, iReady. Teachers will accurately diagnose students misconceptions, strategically adjust instruction, and ensure that students receive effective feedback that improves their understanding.
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4. REQUIRED QUESTIONS

4.1 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>The EVA's prioritizes the needs of its students through collaboration with staff, internal and external stakeholders, families, and other successful charter school to determine effective measures of support. EVA plans to leverage GADOE provided professional learning through IDEA and Title II, Part A funds to improve EVA's staff members knowledge of programs and ways to support students. This also includes planning the use of Title funds to deepen all staff members content and pedagogical knowledge related to the support of all students, dual exceptional students, and students with varying needs across content and social emotional areas. EVA will ensure all Title Funds supplement the learning of students by equipping of staff and families with the knowledge and resources to help grow students.</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>Our mission at Excelsior Village Academies is to provide quality K-8 school choice by offering a rigorous academic program in a community-centered learning environment. Students will develop the skills needed to thrive in college and careers.</p> <p>This requires EVA to hire, train, and retain high-quality educators from traditional and non-traditional backgrounds. Since part of our charter is devoted to a We guide our students to think critically and independently, and to relish learning as an end in itself. We teach a knowledge-based curriculum building strong foundations for later learning and opens doors to effective participation and mutual understanding in a global society. We foster a positive, non-punitive school culture where students feel interconnected, emboldened, and secure to take academic risks.</p> <p>We invest profoundly in our faculty by providing ongoing professional training and support and encourage our educators to collaborate closely and push each other to achieve great outcomes to curate this thriving learning community where there is a palpable sense of reciprocal teaching and learning. To monitor and help teachers grow, EVA leaders will monitor teacher effectiveness through the Teacher Keys Effectiveness System (TKES) and account for teacher training, development and certification through the Certified/Classified Personnel Information (CPI) data collection process. EVA's teachers must go through a rigorous hiring process. From there, we place teachers based upon their experiences so that marginalized students get the most experienced professional educators. Throughout the year,</p>
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Serving Low Income and Minority Children

	we will support our novice teachers through summer professional development, weekly teacher planning and development meetings, weekly 1:1 coaching meetings and academic and culture Friday PD's.
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Professional Growth Systems

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>At Excelsior Village Academies, we are dedicated to the growth and development of our instructional staff through intentional and continuous professional development. All staff participate in differentiated weekly professional development through coaching and weekly teacher planning and development meetings (TPDs). Fridays are shortened school days, allowing EVA staff to participate in two additional hours of professional development.</p> <p>Coaching All EVA instructional staff will have a coach. The Dean of Instruction coaches instructional staff and provides ongoing professional development through goal setting, reflection, co-planning, looking at student work, observation debriefs, and celebrations of progress. At a minimum, all teachers receive weekly classroom observations and follow-up meetings from their instructional coach, grounded in student work outcomes.</p>
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PQ – Intent to Waive Certification

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

4.2 PQ, Federally Identified Schools, CTAE, Discipline

Required Questions

PQ – Waiver Recipients

<p>If the LEA waives certification, specify whether or not, in the current fiscal year, certification is waived:</p> <ol style="list-style-type: none"> 1. for all teachers (except Special Education and Gifted 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.</p>
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PQ – Minimum Qualification

<p>If the district waives certification, state the minimum professional qualifications required for employment of teachers for whom certification is waived (example: Bachelor's Degree, Content Assessment, Coursework, Field Experience etc.). If no requirements exist beyond a Clearance Certificate, please explicitly state so. [Sec. 1112(e)(1)(B)(ii)]</p>	<p>All teachers must have Clearance Certificate and a Bachelor's Degree. Special Education teachers providing services must be certified.</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>We are not a currently identified as a CSI or TSI school, and we will closely monitor performance during the first year to ensure that we meet all state compliance. If identified, EVA will spend funds on a whole school approach model by hiring additional faculty to reduce the teacher student ratio in order to maximize instruction. Additionally, we would evaluate the master schedule to reflect additional instructional minutes of services in the greatest areas of need.</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>Excelsior Village Academies is dedicated to providing a comprehensive education that prepares students for both academic success and future career opportunities. Our approach to integrating academic and career and technical education (CTE) content focuses on coordinated instructional strategies and experiential learning opportunities.</p> <p>Coordinated Instructional Strategies:</p> <p>Interdisciplinary Curriculum:</p> <ul style="list-style-type: none"> ● Integrated Learning: Our curriculum is designed to integrate academic subjects with CTE content, allowing students to see the connections between what they learn in the classroom and real-world applications. For example, science classes might include units on environmental technology, while math courses incorporate real world context for mathematics. This approach helps students develop critical thinking, collaboration, and problem-solving skills that are essential in both academic and career contexts. ● Skill Attainment: Instructional strategies are aligned with the skills required for in-demand occupations. Through research we have identified key competencies and ensure our programs are relevant and up-to-date. <p>Experiential Learning Opportunities:</p> <ul style="list-style-type: none"> ● Field Trips: Students participate in field trips to gain firsthand experience of various career paths. ● Simulations and Role-Playing: In the classroom, students engage in simulations and role-playing activities that mimic real-world scenarios, allowing them to apply their academic knowledge to practical problems. ● Exposure to Opportunities: We organize career fairs where students learn about different career paths, and understand the educational and training requirements for various careers. <p>Cooperative Education:</p> <ul style="list-style-type: none"> ● Skill Development: School programming that emphasizes the development of both technical and soft skills, such as communication, teamwork, and problem-solving, which are crucial for success in any career.
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CTAE Coordination

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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>Excelsior Village Academies, a Classical Education K-8 charter school, is dedicated to fostering service, impact, and equity in education. Built upon four foundational principles—service, operating with integrity, achieving with excellence, and respect—we aim to empower each scholar to soar in their future collegiate and career endeavors. Our pride lies in the Responsive Classroom philosophy, which promotes positive communities and relationships, nurturing an environment conducive to accountability, academic advancement, and socio-emotional growth. Within this supportive community, scholars will develop proactive approaches to redirection, encouraging reflection and life skills essential for becoming productive citizens in our communities. Our classrooms serve as safe havens for success.</p>
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4. REQUIRED QUESTIONS

4.3 Title I A: Transitions, TA Schools, Educational 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>Excelsior Village Academies is committed to ensuring smooth transitions for students from elementary and middle grades to high school and from high school to postsecondary education. We recognize the importance of these transitional periods and have developed comprehensive strategies to support our students through these critical stages. Our approach includes:</p> <ul style="list-style-type: none"> ● Academic Support: Provide academic support services, such as tutoring and advising, to help students succeed on the path to college. ● Student Tracking: Implement systems to track student progress through their transition periods, identifying any challenges or barriers and providing targeted support as needed. ● Feedback Mechanisms: Gather feedback from students, parents, and partners to continuously improve our transition strategies and programs. ● Outcome Analysis: Regularly evaluate the effectiveness of our transition programs by analyzing student outcomes, such as graduation rates and eventually college enrollment rates.
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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>Excelsior Village Academies is committed to providing a seamless educational experience for our youngest learners as they transition from early childhood programs to elementary school. Our approach involves supporting, coordinating, and integrating services with early childhood programs at both the district and school levels. This ensures a smooth transition for participants and promotes continuity in their educational journey.</p>
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Title I, Part A - Targeted Assisted Schools Description

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>Excelsior Village Academies will apply for a waiver to implement a school-wide program.</p>
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Title I, Part A – Educational 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>Intervention is our school-wide intervention skills block. Alternating between literacy and mathematics skills every week, Intervention is the time teachers target individualized, small group learning outside of the instructional block. Title funds will be used to purchase curriculum and resources aligned to the standards which supplement student learning by ensuring they are growing on individualized needs and mastering grade level content. Intervention groups will be determined based upon iReady and IRLA results, and teachers will be given groups of 10-12 students to work with for intervention. During these intensive learning times students go to an educator specializing in their area of need - Math, Literacy, ESOL, Gifted, etc. - and receive small group direct instructional support. These structures mean that students could have upwards of 180 minutes of intensive small group instruction weekly. This intends to ensure students individual growth goals and grade level standards are met as we think of ways to enhance learning and ensure mastery at EVA. The programs used will be ARC Core (ELA) And evaluated using the Independent Reading Leveled Assessment IRLA and iReady Classroom for Mathematics and evaluated by iReady diagnostic. These assessments are administered three times a year. The school engages in a data die each round and share the data with all stakeholders for input and next steps.</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>Migrant students are identified through the occupation survey, which is a portion of the student enrollment packet. The surveys that are marked "yes" are sent to the GaDOE representative. Once the migrant students are identified, a comprehensive needs assessment and delivery plan will be developed for each student. The Director of Operations is responsible for maintaining, updating, and properly coding all required enrollment, educational, and health data for all appropriate students at EVA within our Infinite Campus system. Our Director will continue to use SLDS as a way to stay aligned with all students' records. Presently, Excelsior Village Academies does not have any migrant students enrolled. If this changes, EVA will use the MSIX and collaborate with the MEP Consortium staff at Abraham Baldwin Agriculture College to support the records transfer process and ensure the needs of migrant students are met. The Federal Programs Coordinator will ensure that the occupational survey is completed by parents of all students at the beginning of the school year.</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:ul 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>Our Dean of Students will work directly with district's Enrollment and Records Center and consortium designee to identify and work with our migrant children and their families to provide stability in school attendance and other services. Special attention will be given to ensuring the enrollment and attendance migrant students not currently attending school in a manner that will not stigmatize or segregate them on the basis of their status. Every child is entitled to equal access to the same free, appropriate public education and transportation as provided to other students.</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>Goal 1: Improve graduation rate outcomes for students with disabilities Description: Our Student Support Services focuses on the following 4 areas for improving outcomes for students with disabilities, including graduation rate outcomes:</p> <ul style="list-style-type: none"> -Specialized Instruction- teaching our students with disabilities in different ways (or different things) to meet their unique needs -Social Emotional Engagement– promoting student investment in learning, making learning relevant and developmentally appropriate, providing information in multiple ways, and encouraging student expression -Independence- improving active learning, self-advocacy, and self-actualization -Compliance– meeting all compliance requirements to promote positive outcomes <p>EVA's Student Support Services have already and will continue to collaborate with IDEA and Special Education staff at GADOE, SCSC and other surrounding charter schools to ensure collaborative efforts and ideas to increase graduation rates for students with disabilities continues to increase. Internally, The SST will complete monthly Co-Teacher trainings with Staff, review IEPs and 504 plans quarterly, and work with students daily during Character Education time to ensure they are develop social emotional, executive functioning, and self-regulation skills. The Student Services Coordinator and team monitors the progress of all students, every 6-8 weeks during interim assessments and every 4 weeks for students who are already in the intervention process. The team intervenes when students show early signs of attendance, behavior, or academic problems. This monitoring will occur on a weekly and biweekly basis for students in the RTI process- attendance and behavior basis which allows the data to be reviewed and discussed. The Student Services team will seek to provide specialized individualized support to students who are at risk and face significant challenges to succeed. The teachers will use programs such as iReady and IRLA benchmark assessments, progress monitoring, and weekly formative curriculum assessments to monitor student goals and interventions. Students will be engaged with curricula and programs that connect schoolwork with college and career readiness that improve students' capacity to manage challenges in and out of school. As a state public charter school serving grades K-8, we will not generate a graduation rate, but our students will be introduced to a path that leads to graduation. Our school provides high-quality special education and related services to students with disabilities at all grade levels. Due to the low student/teacher ratios, the SST work</p>
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IDEA Performance Goals:

	<p>together to build positive relationships with students and provide intensive support directly to them. The Student Services Coordinator and leadership team will support teachers in implementing lessons focusing on student interests and assets. The leadership team observes classrooms daily and provides feedback to teachers. Weekly teacher planning and development meetings, summer teacher institute and professional development for 2 hours on Fridays are in place to ensure professional learning is provided for all school staff on implementing services through IEP's and meeting the needs of all learners.</p>
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<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 populationCollaboration with outside agencies, including any trainings conducted by the LEAParent trainings</p>	<p>Goal 2: Improve services for young children with disabilities. Description: Child Find is an element of the Individuals with Disabilities Education Act (IDEA) that requires all states to identify, locate, evaluate and refer all children with disabilities. All referrals are considered confidential, and services are provided at no cost to the family. Eligibility will be determined by state and federal guidelines and an eligibility committee. If you know a child who may have a problem with learning, speech, vision, hearing, or who has physical, cognitive or health impairments, please encourage his or her parents and/or guardians to contact Excelsior Village Academies' Student Services Coordinator at (404) 986-8595. Kindergarten students will be served with a teacher and teacher assistant during core instructional blocks, should additional paraprofessional services be warranted for students with disabilities, this will be addressed and be in place during an IEP meeting with the IEP team members. We will partner with local head starts, childcare centers, and private pre-ks to distribute information by hosting meet and greets with EVA's leadership team and teachers for input.</p> <p>EVA will host virtual and in person parents training and information sessions to expand knowledge to our parents and prospective parents. EVA will invite specialist instructors to inform parents about our MTSS process, Special Education topics, utilization of standards & curriculum, GADOE updates, and etc.</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</p>	<p>Goal 3: Improve the provision of a free and appropriate education to students with disabilities Description: To ensure that we provide a free and appropriate public education (FAPE) to all students with disabilities attending Excelsior Village Academies, we examine the individual needs of each student and develop goals and objectives as well as special education and related services to target those needs so that students make progress that is appropriate in light of their circumstances. We provide legal compliance training so that our teachers and administrators understand our</p>
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IDEA Performance Goals:

<p>practicesHow LRE is ensuredThe continuum of service options for all SWDsHow IEP accommodations/modifications are shared with teachers who are working with SWDSupervision and monitoring procedures that are being implemented to ensure that FAPE is being provided</p>	<p>obligations to our students and parents. Every summer, Leaders from EVA's staff participate in Leader Institute, which includes training sessions provided by the Student Services Coordinator. During summer teacher institute each year, all staff members (general education and special education teachers, teacher assistants, paraprofessionals, and other support staff) receive written reminders and updates regarding IDEA, which they must read and acknowledge. In addition, all teachers receive access to IEPs and IEP summaries for all of the students with disabilities in their classes. These summaries are a quick reference for teachers regarding student strengths, needs, goals/objectives, and student supports and accommodations. Also during summer teacher institute, special education teachers follow guidelines provided by the student services coordinator for checking student IEPs and verifying that appropriate services and supports are in place for each student and submit documentation to the student services coordinator.</p> <p>Excelsior Village Academies has partnered with members of GADOE to be effectively trained on GO-IEP as well as GO-MTSS to better serve our teachers and community stakeholders in regard to record keeping, student files, and progress monitoring. Least restrictive environment is always the focus and student-centered success is the priority. The decision for LRE is determined in an IEP team meeting using data and all factors that affect the individual student. Excelsior Village Academies ensures that the full continuum of services are offered to students with disabilities based on the student needs, data, and team decision based upon the least restrictive environment for each individual student. These service include regular education, additional support services, direct service consultative, direct service collaborative, direct service co-teaching, individual or small group instruction outside of regular classroom, separate day or school program, home based instruction, residential placement in state or out of state, hospital or homebound instruction. Teachers that are associated with any exceptional students are given professional training on student services and supports. Once teachers completed a compliance training, teachers are given the student support page to support students in the general education setting. General education teachers will be provided an updated student support page after annual review and prior to state testing. EVA's Student Services Coordinator will conduct monthly training on relatable topics. EVA will also partner with Metro Resa and GCSA on professional development throughout the school year. The Student Services Coordinator will attend state and district training throughout the school year.</p>
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IDEA Performance Goals:

<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>Goal 4: Improve compliance with state and federal laws and regulations Description: Professional learning related to compliance with state and federal laws and regulations is an annual priority at Excelsior Village Academies. Annually, during the summer institute weeks, designated monthly faculty meetings, and professional learning days, staff, faculty, and leaders will receive and deliver training around compliance training so that our full faculty understand our obligations to our students and parents. During summer institute each year, all staff members (general education and special education teachers, paraprofessionals, and other support staff) receive written reminders and updates regarding IDEA, which they must read and acknowledge. In addition, all teachers receive access to IEPs and IEP summaries for all of the students with disabilities in their classes. These summaries are a quick reference for teachers regarding student strengths, needs, goals/objectives, and student supports and accommodations. Also, during summer insitute, special education teachers follow guidelines provided by our Student Services Coordinator for checking student IEPs and verifying that appropriate services and supports are in place for each student and submit documentation to the SSC. Professional learning is provided annually to all special education teachers on the IEP process. EVA's Director of Operations and Student Services Coordinator work together to ensure policies and procedures in place. During Summer Institute all teachers are provided the school policy and procedures handbook. All teachers are required to review the Special Education Manual for any reference questions regarding students with disabilities. Teachers are trained and given refresher training during spring semester. Teachers are trained on how to conduct a meeting(annual review, re-evaluation, amendment, etc.), progress monitoring, extended school year, goal setting, data collection, parent communication, as well as any intervention platforms that address student's goals and objectives. The exceptional children training is conducted year-round. The LEA uses GO-IEP and will use this platform to monitor compliance. Should there be any noncompliance, the Student Services Coordinator will address all the concerns during team meetings, one-on-ones, and assistance from GADOE staff. The Student Services Coordinator monitors all compliance and records with fidelity through data meetings, weekly check ins, etc.</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>Excelsior Village Academies does not receive Title IVA funds for FY26.</p>
<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>Excelsior Village Academies does not receive Title IVA funds for FY26.</p>
<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>Excelsior Village Academies does not receive Title IVA funds for FY26.</p>
<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>Excelsior Village Academies does not receive Title IVA funds for FY26.</p>

Title IV, Part A – Ongoing Consultation and Progress Monitoring

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.	Excelsior Village Academies does not receive Title IVA funds for FY26.
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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>As EVA prepares for its first year, the Leadership Team is preparing to address equity issues related to the allocation of services to students by ensuring all students are screened for intervention, Gifted & Talented Development, and ensures growth between iReady and IRLA assessments. This will ensure we have established a foundation of screening all students for services which may not always be provided to all students.</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>Our goal is to ensure the success of this gap by closely monitoring it throughout our first year of operation.</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>EVA is committed to closely monitoring discipline data to ensure that male, and students of color are not (a) too harshly punished, and (b) disproportionality receive discipline referrals. We are using the data from surrounding schools and districts to establish our baseline, and will use LiveSchool data management as the main tracker for us to monitor discipline data.</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>Our goal is to ensure the success of this gap by closely monitoring it throughout the year.</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	As a state charter school, Excelsior Village Academies is exempt from serving private schools.
Title II, Part A	As a state charter school, Excelsior Village Academies is exempt from serving private schools.
Title III, Part A	Excelsior Village Academies does not have plans to serve private schools under Title III, Part A.
Title IV, Part A	As a state charter school, Excelsior Village Academies is exempt from serving private schools.
Title IV, Part B	Excelsior Village Academies does not have plans to serve private schools under Title IV, Part B.
Title I, Part C	As a state charter school, Excelsior Village Academies is exempt from serving private schools.
IDEA 611 and 619	As a state charter school, Excelsior Village Academies is exempt from serving private schools.