

TITLE I SCHOOLWIDE PLAN		
School Name: Utopian Academy for the Arts Elementary School		District Name: Clayton County Public Schools
Principal Name: Dr. Selina Walton		School Year: 2026-2027
School Mailing Address: 2750 Forest Parkway, Ellenwood, GA 30294		
Telephone: 4040- 863- 6330		
District Title I Director/Coordinator Name: Katrina Thompson		
District Title I Director/Coordinator Mailing Address: 1058 Fifth Avenue, Jonesboro, GA 30236		
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ESSA ACCOUNTABILITY STATUS – Check only if applicable.		
Comprehensive Support ☐	Targeted Support ☐	Promise School ☐
BUDGET MODEL – Check all that apply.		
Title I, Part A Budget ☒	Title I School Improvement Grant (SIG) ☐	
L4GA Budget ☐		
SIGNATURES AND REVISION DATE		
Selina Walton		August 18, 2026
Revision Date: 7/17/26	Revision Date:	Revision Date:

District Strategic Goals

Performance Objective 1.1: From 2021-2026, Clayton County Public Schools and every school will demonstrate eight percentage points growth each school year for students scoring at the proficient and distinguished levels as evidenced by state and national assessments.

Performance Objective 1.2: From 2021-2026, Clayton County Public Schools and every high school will increase the first-time cohort graduation rate at least two percentage points annually.

Performance Objective 1.3: From 2021-2026, Clayton County Public Schools and every elementary school will demonstrate 10 percentage points of growth (Grades K to 3) in student reading on or above grade level as evidenced by AMIRA results.

Performance Objective 2.2: From 2021-2026, Clayton County Public Schools will support staff retention efforts by providing opportunities for personal and professional growth.

Performance Objective 4.3: From 2021-2026, Clayton County Public Schools will decrease the number and/or percent of discipline infractions and create access to behavioral interventions.

Performance Objective 4.5: From 2021-2026, Clayton County Public Schools will increase the number and/or percent of students absent less than 5 days.

Title I Planning Committee:

The Principal attests that at least one Title I committee meeting was held with a variety of stakeholders to work collaboratively throughout the plan’s development. The following stakeholders collaborated on this Title I Plan. Agendas and sign-in sheets for all Title I planning meetings must be submitted with the Title I Schoolwide/School Improvement Plan.

[illegible]

Data:

Include student achievement data charts, graphs and a written summary of the data that represent the schools' various subgroups (Academics, Discipline, and Attendance). Samples of student achievement data reports (iReady, MAP, Access Reports, EOC, Milestones, DIBELS).

Data Presentation Link:

[CSIP Presentation.pptx](#)

CCRPI Attendance

Level	2022-2023	2023-2024	2024-2025
Elementary	63.16%	91.21%	88.69%



Elementary CCRPI Comparison Report

Overall	Content Area	Content Mastery	Progress	Closing the Gap	Readiness	Attendance	Lexile At/Above
SY2024-2025							
35.8	ELA	40.55% ↓	63.6% ↑	0%	79.9 ↓	88.69% ↓	50.93% ↓
44.4 CCPS	Math	32.92% ↓	85.5% ↑	63.8% ↓	75.9 ↑		
68.0 State	Science	31.45%	86.1%	75.0% ↑	84.1 ↑		
SY2023-2024							
44	ELA	43%	63.4%	0%	81.5%	91.21%	53.21%
43.3 CCPS	Math	44.50%	83.3%	96.6%	75.0%		
67.8 State	Science	-----	86.2%	66.7%	83.2%		

2025–2026 School Climate Survey Summary

Family Responses



61 responses | 20% response rate

Area	Key Findings	What It Means
Communication	63% feel informed about schoolwide news 64% know the steps to share a concern 75% say it is easy to get information about student progress	Communication is generally positive, with room for greater consistency.
Teacher & Leader Access	84% feel comfortable going to their child's teacher 84% feel comfortable going to school leaders 75% say teachers respond the same day; 54% say the school responds the same day	Families report strong access to teachers and school leaders.
Safety & Respect	75% are very or extremely confident the school is safe 82% feel very or extremely respected 78% feel very or extremely welcome when entering the building	Trust and school climate are strengths.
Family Involvement	77% describe staff interactions as very or extremely positive 64% are very or extremely satisfied with parent involvement opportunities 42% enter the building weekly or almost every day	Relationships are strong, and involvement opportunities can keep growing.
Support for Learning	71% receive information on helping their child at least weekly 46% receive this information almost every day	Continue giving families practical strategies to support learning at home.
Best Communication Channels	- Apps: 87% effective - Text messages: 87% effective - Phone calls: 82% effective - Email and take-home information: 77% effective	Use apps and text messages as primary channels, supported by phone and email.

Source: 2025–2026 School Climate Survey All Family Response Report.

2025–2026 School Climate Survey Summary

Grades 3–5 Student Responses



152 responses | 101% response rate reported

Area	Key Findings	What It Means
Teaching & Learning	87% say teachers show examples before students begin 86% say teachers check that students know what to do 80% enjoy learning at least weekly	Instructional routines are a school strength
Student–Staff Relationships	72% say most or all adults care about students 63% say adults show respect 48% feel comfortable going to most or all adults for help	Trusted-adult connections should be strengthened
Safety	81% feel very or extremely safe in classrooms 70% feel safe in the lunchroom - Safety is lower in restrooms (36%) and on the playground (49%)	Common-area safety needs attention
Physical Environment	73% say classrooms are very or extremely organized 58% are proud of the school's appearance 33% say the school is very or extremely clean	Cleanliness and facility appearance need improvement
Student Supports	76% say adults help new students very or extremely well 72% say adults help when students are bullied 66% say adults help sad students	Support systems are a relative strength
Student Wellbeing & Attendance	63% say they were never bullied, but 53% call bullying a serious problem 32% feel very sad weekly; 38% feel very worried weekly - Top absence reasons: illness 63%, doctor appointments 53%	Wellbeing and attendance barriers remain priorities

Source: 2025–2026 School Climate Survey Elementary School Student Response Report.

2025–2026 School Climate Survey Summary

All Staff Responses

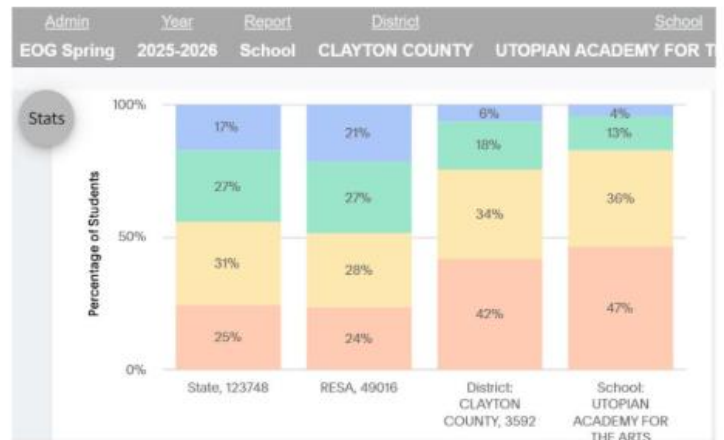
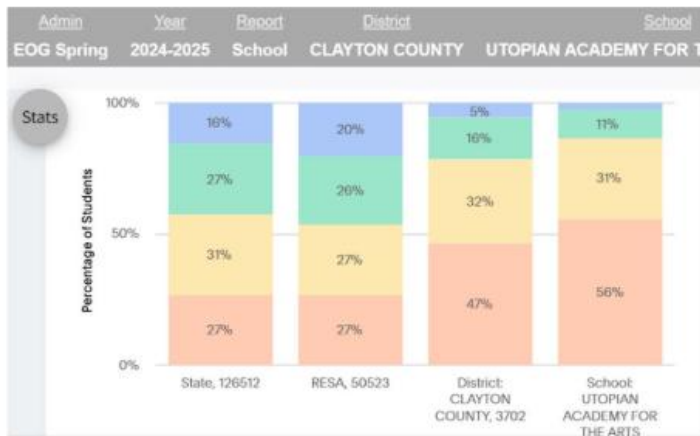


18 responses | 113% response rate reported

Area	Key Findings	What It Means
Leadership	78% say leaders follow through on concerns 78% rate leaders as very or extremely supportive 83% say school improvement priorities are clear	Leadership support and communication are strong assets.
Working Conditions	78% are very or extremely satisfied with their job 72% look forward to work almost every day 34% report stress at least weekly	Staff commitment is strong, but workload and stress should be monitored.
Professional Learning	89% say professional learning is helpful 78% say it aligns with the school improvement plan 50% say staff input is used to plan it	Professional learning is valued, and staff voice should continue to grow.
Community Partnerships	78% rate partnerships for students very or extremely well 89% rate partnerships for families very or extremely well 83% rate partnerships for staff very or extremely well	Community partnerships are a consistent strength.
Safety & Security	83% feel very or extremely safe at school 89% know emergency steps very or extremely well 94% know intruder-response steps very or extremely well	Safety preparedness is strong; security routines should stay a focus.
Physical Environment & Retention	72% say the school is very or extremely clean 84% say most or all equipment is in good working condition 89% plan to continue working at the school	Facilities are viewed positively and staff retention appears strong.

Source: 2025–2026 School Climate Survey All Staff Response Report.

5th GMAS Trends - Math



4th GMAS Trends - Math



3rd GMAS Trends - Math



MAP Math Trends 24/25

Data Tool: MAP

Subject: Math

Fall/Winter/Spring - 2024/2025

Grade	Beginning (1-40)	Developing (41-60)	Proficient (61-80)	Distinguished (80 and above)
Kindergarten	8/26/32	22/18/10	28/26/34	42/30/24
First Grade	31/59/62	23/26/23	31/9/4	15/6/11
Second Grade	35/57/56	25/23/16	23/10/20	17/10/8
Third Grade	55/68/58	29/20/10	14/10/8	2/2/0
Fourth Grade	60/67/43	18/25/14	20/8/10	2/0/0
Fifth Grade	48/62/41	27/19/20	20/17/9	5/2/0

MAP Reading Trends 24/25

Data Tool: MAP

Subject: Reading

Fall/Winter/Spring - 2024/2025

Grade	Beginning (1-40)	Developing (41-60)	Proficient (61-80)	Distinguished (80 and above)
Kindergarten	11/30/32	19/24/18	31/18/24	39/28/26
First Grade	38/55/54	25/26/25	25/13/15	12/6/6
Second Grade	43/46/45	23/29/22	17/17/25	17/8/8
Third Grade	55/61/67	16/23/20	21/12/11	8/4/2
Fourth Grade	45/50/57	29/23/21	16/27/10	10/0/12
Fifth Grade	37/49/61	23/27/14	27/13/20	13/11/5

MAP Reading Trends

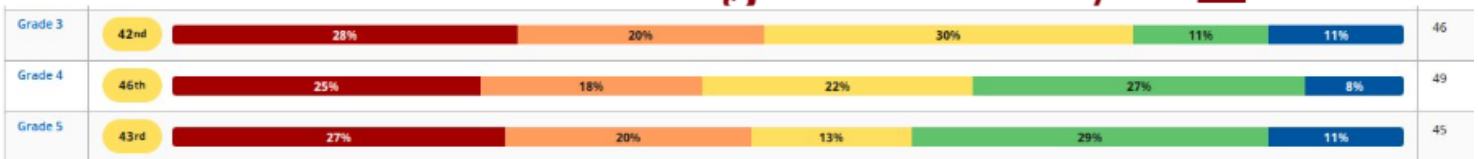
Goal: Increase the number of ALL (including SWD and EL) students scoring in developing or higher by 10% in ELA on the GMAS EOG assessments.

The data represents percentage of students in ELA scoring in each performance band for Fall, Winter, and Spring. The growth column represents growth from fall to spring in each performance band.

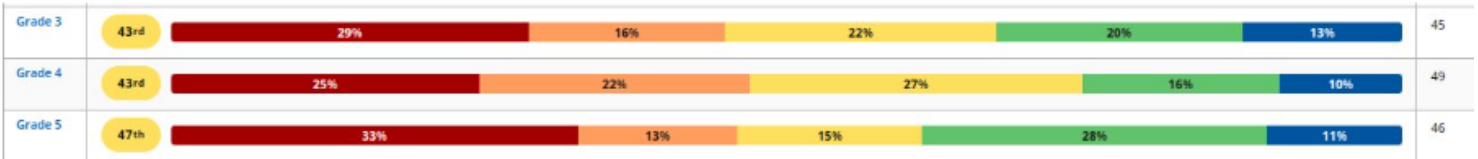
Grade	Beginning (Red & Orange)				Developing (Yellow)				Proficient (Green)				Distinguished (Blue)			
Term	Fall	Winter	Spring	Growth	Fall	Winter	Spring	Growth	Fall	Winter	Spring	Growth	Fall	Winter	Spring	Growth
3rd	44%	56%	47%	+3%	22%	15%	30%	+8%	20%	24%	11%	-9%	4%	13%	11%	+7%
4th	46%	46%	42%	-4%	27%	22%	22%	-5%	16%	22%	27%	+11%	8%	10%	8%	0%
5th	45%	48%	45%	0%	15%	13%	13%	-2%	28%	33%	29%	-1%	5%	11%	11%	+6%
DES	45%	40%	77%	+33%	23%	33%	18%	-5%	0%	4%	4%	+4%	0%	0%	0%	0%
ESOL	0%	0%	2%	2%	6%	2%	2%	-4%	2%	2%	4%	+2%	0%	0%	0%	0%
Gifted	0%	0%	0%	0%	0%	0%	0%	0%	2%	1%	4%	+2%	1%	2%	8%	+7%

MAP Reading Trends 25/26

Spring 2026



Winter 2025



Fall 2025



Percentiles key: 1st - 20th (Red), 21st - 40th (Orange), 41st - 60th (Yellow), 61st - 80th (Green), >80th (Blue)

Rostered Spring 202
Tested Winter 202

Percentage of Scholars Meeting or Exceeding Projected Growth ELA

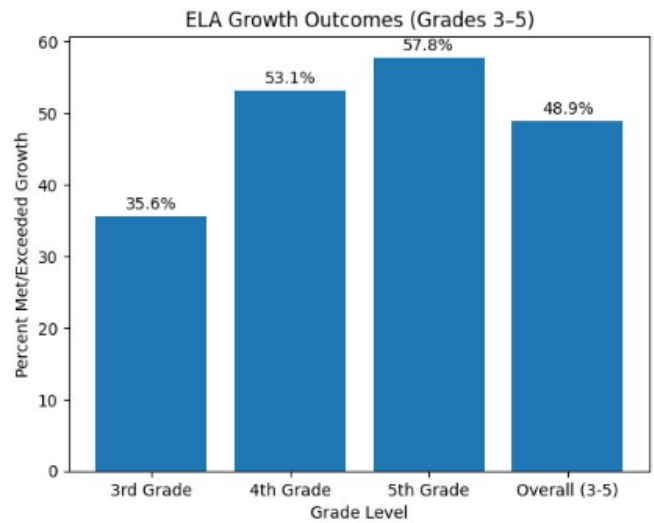
Grade Level	% Met or Exceeded
3rd	35.6%
4th	53.1%
5th	57.8%
Overall	48.9%

Key Insights

- 5th grade leads in ELA (57.8%)
- 4th grade remain strong but slightly lower (53.1%)
- 3rd grade again shows the greatest need (35.6%)

Implication for Practice

- Results suggest inconsistent implementation of instructional strategies across grade levels
- Indicates a need for targeted, differentiated professional learning and follow-up coaching
- Highlights a gap between professional development and classroom application



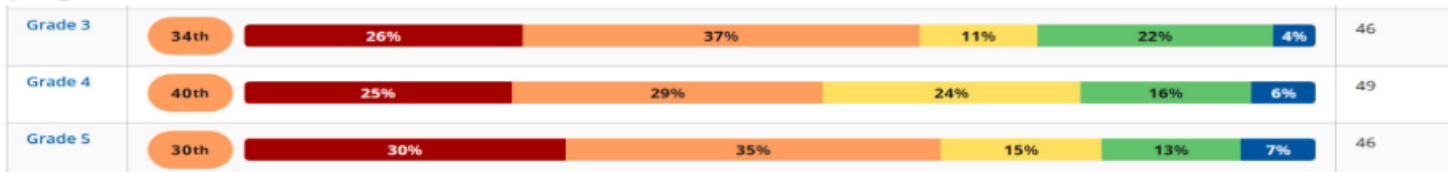
Math Trends

Goal: Increase the number of ALL (including SWD and EL) students scoring in developing or higher by 10% in Math on the GMAS EOG assessments. The data represents percentage of students in Math scoring in each performance band for Fall, Winter, and Spring. The growth column represents growth from fall to spring in each performance band.

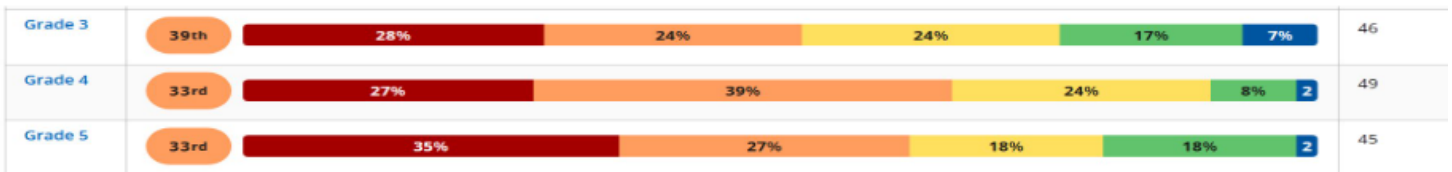
Grade	Beginning (Red and Orange)				Developing (Yellow)				Proficient (Green)				Distinguished (Blue)			
Term	Fall	Winter	Spring	Growth	Fall	Winter	Spring	Growth	Fall	Winter	Spring	Growth	Fall	Winter	Spring	Growth
3rd	54%	52%	63%	+9%	15%	24%	11%	-4%	18%	17%	22%	+4%	13%	7%	4%	-9%
4th	59%	66%	54%	-5%	23%	24%	24%	+1%	12%	8%	16%	+4%	6%	2%	6%	0%
5th	61%	62%	65%	+4%	24%	18%	15%	-9%	13%	18%	13%	0%	2%	2%	7%	+5%
DES	81%	67%	90%	+9%	0%	27%	0%	0%	19%	5%	10%	-9%	0%	0%	0%	+0%
ESOL	75%	75%	25%	-50%	25%	25%	50%	+25%	0%	0%	25%	+25%	0%	0%	0%	+0%
Gifted	16.5%	33%	16.5%	0%	16.5%	0%	16.5%	0%	0%	17%	0%	0%	67%	50%	67%	+0%

MAP Math Trends 25/26

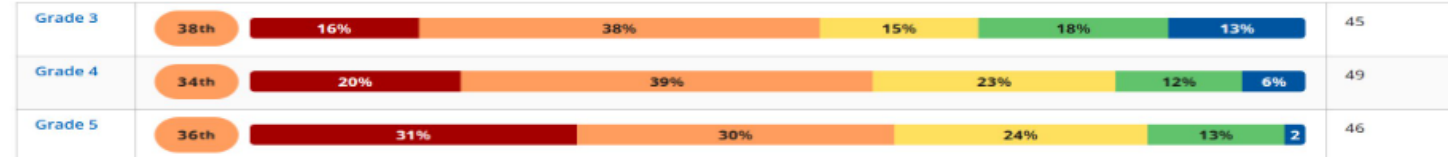
Spring 2026



Winter 2026



Fall 2026



Percentage of Scholars Meeting or Exceeding Projected Growth Math

Grade Level	% Met or Exceeded
3rd	35.6%
4th	55.1%
5th	52.2%
Overall	47.9%

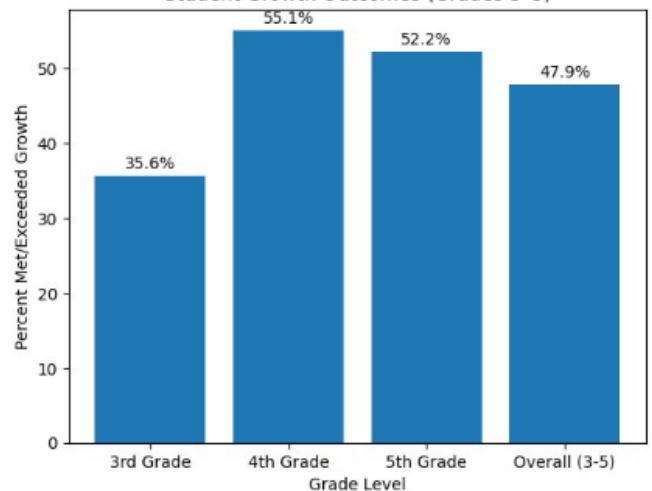
Key Insights

- 4th grade demonstrates the strongest growth performance (55.1%)
- 5th grade shows moderate success (52.2%), slightly below 4th
- 3rd grade is a clear area of concern (35.6%)
- Less than half of all students (47.9%) met projected growth**

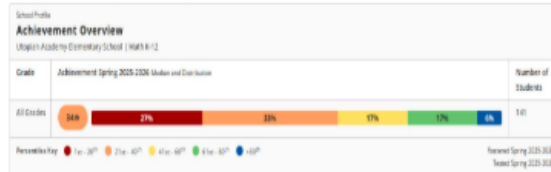
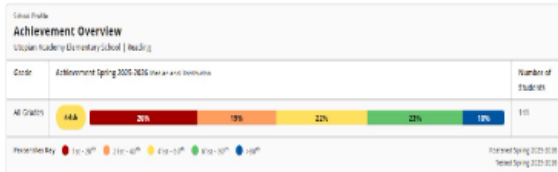
Implication for Practice

- Results suggest inconsistent implementation of instructional strategies across grade levels
- Indicates a need for targeted, differentiated professional learning and follow-up coaching
- Highlights a gap between professional development and classroom application

Student Growth Outcomes (Grades 3-5)



Proficiency & Performance Bands



Scholars currently at or above proficient 3-5

READING

33%

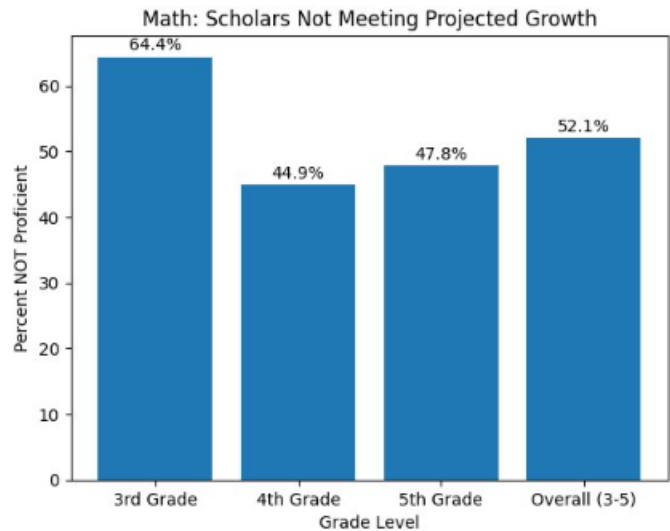
MATH

23%

The current data indicates that a limited percentage of scholars in grades 3–5 are performing at or above proficiency in both reading and math, highlighting a critical need for continued instructional focus. In reading, 33% of scholars are performing at or above proficiency, with 23% meeting proficiency and 10% exceeding expectations. In math, the percentage is notably lower, with only 23% of scholars performing at or above proficiency, including 17% at proficiency and 6% exceeding. Across the total population of 141 students assessed, these results suggest that while a subset of scholars is demonstrating strong performance, the majority remain below grade-level expectations. This gap is more pronounced in math, reinforcing the need for targeted, data-driven instructional strategies to strengthen foundational skills and accelerate student achievement across both content areas.

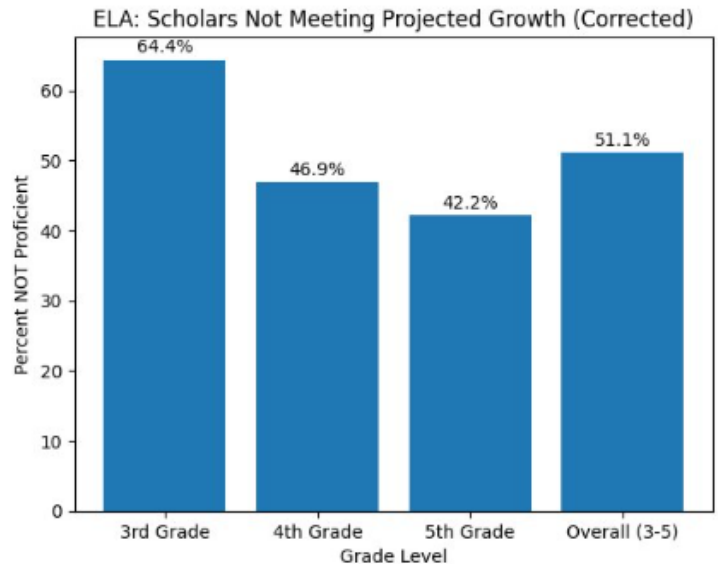
Scholars Not Yet Proficient Math

Grade	# of students	% NOT Proficient
3rd	29	64.4%
4th	22	44.9%
5th	22	47.8%
Overall	73	52.1%



Scholars Not Yet Proficient ELA

Grade	# of students	% NOT Proficient
3rd	29	64.4%
4th	23	46.9%
5th	19	42.2%
Overall	71	51.1%



1. Comprehensive Needs Assessment: Sec. 1114(b)(1)(A)

The Comprehensive Needs Assessment is a process that is used to identify needs and performance challenges in the entire school to determine root causes and set priorities for future action. The Comprehensive Needs Assessment considers information on the academic achievement of children in relation to the challenging

State Academic Standards, **particularly the needs of those children who are failing, or are at-risk of failing**. The information is used to inform future planning of instructional and budgetary needs to meet the State Academic Standards and any other factors as determined by the local educational agency.

Sec. 1114(b)(1)(A)

Describe the Comprehensive Needs Assessment Process used to develop your needs and goals for your school for this year's Title I schoolwide/school improvement plan.

Utopian Academy for the Arts Elementary School developed the 2026-2027 Comprehensive School Improvement Plan through a collaborative review of achievement, perception, process, demographic, attendance, and discipline data. Administrators, instructional coaches, teachers, support staff, and parents participated in the needs assessment process through leadership meetings, faculty meetings, collaborative planning sessions, parent meetings, and Title I stakeholder meetings.

Achievement data reviewed included Georgia Milestones, NWEA MAP Growth, i-Ready Diagnostic, AMIRA, common formative assessments, and other school-based assessment data. Data were analyzed by grade level, content area, performance level, and student subgroup to identify patterns in proficiency, growth, and unfinished learning. The analysis showed continued academic needs in reading comprehension, vocabulary, written response, foundational mathematics skills, mathematical reasoning, and problem solving. Students with disabilities, English learners, economically disadvantaged students, and students performing below grade-level expectations were reviewed closely to determine additional supports.

Perception data included student, staff, and family School Climate Survey results. Survey results identified strengths in classroom instructional routines, teacher support, family access to teachers and school leaders, and school safety procedures. Areas requiring continued attention include students' comfort seeking assistance from adults, student wellbeing, bullying perceptions, safety in common areas, school cleanliness, and barriers contributing to attendance.

Process data included implementation of the core curriculum, small-group instruction, MTSS interventions, instructional planning, progress monitoring, collaborative planning, coaching, professional learning, and use of formative assessment data. Review of these processes identified a need for greater consistency and fidelity in standards-aligned instruction, differentiated small groups, explicit

modeling, formative assessment, and implementation of evidence-based instructional practices across classrooms.

Demographic and subgroup data were reviewed to determine whether specific student populations were experiencing disproportionate academic or nonacademic needs. Collectively, the needs assessment identified reading and mathematics achievement as the school's highest academic priorities, with instructional consistency, intervention fidelity, progress monitoring, student wellbeing, and attendance serving as important supporting areas for improvement.

Review your data by subgroup and note areas of deficit, specifically the needs of those children who are failing or are at-risk of failing. (ED, EL, Race, Migrant, Foster Care, SWD)

Subgroup	Data Reviewed	Key Findings: Need / Trend and Strength / Progress
Students with Disabilities (SWD)	GMAS, MAP, i-Ready, AMIRA/CFA data	Need/Trend: Reading fluency, vocabulary, comprehension, and mathematics remain priority areas; current school data show a high concentration of students below grade-level expectations. Strength/Progress: Explicit small-group instruction, specially designed instruction, and progress monitoring provide a structure for targeted response.
English Learners (EL)	ACCESS/WIDA information, MAP, i-Ready, classroom assessments	Need/Trend: Academic vocabulary, language comprehension, and use of academic language across reading and mathematics require continued support. Strength/Progress: Language-responsive instruction, visuals, sentence supports, and structured academic discourse are established supports.
Migrant Students	Enrollment and subgroup records reviewed	Need/Trend: No reportable migrant subgroup data are available in the current plan because no reportable migrant population was identified. Strength/Progress: Student needs will be reviewed individually if enrollment status changes.
Race / Ethnicity	GMAS, MAP, i-Ready and schoolwide performance data reviewed by reportable racial/ethnic groups	Need/Trend: Achievement and growth patterns will continue to be monitored for disproportionality across reportable groups. Strength/Progress: Schoolwide instructional and intervention supports are available to all students, with subgroup results reviewed during data meetings.
Foster Care	Enrollment and subgroup records reviewed	Need/Trend: No reportable foster-care subgroup data are available in the current plan because the population is absent or too small for public reporting. Strength/Progress: Individual student attendance, academic progress, continuity of services, and transition needs are monitored when applicable.
Economically Disadvantaged (ED)	GMAS, MAP, i-Ready, attendance and school-based assessment data	Need/Trend: Reading vocabulary/comprehension and mathematics remain priority academic needs; barriers to resources and attendance may also affect access to learning. Strength/Progress: Title I resources, technology access, tutoring/intervention, and family supports are available to reduce barriers.
Gifted / Advanced Learners	MAP, GMAS, classroom assessments and gifted service data	Need/Trend: Students require continued acceleration, depth, complexity, and opportunities to generalize and justify learning. Strength/Progress: Advanced tasks, enrichment, gifted services, and flexible grouping support continued growth.

Historical Data

Multiple years of achievement and growth data demonstrate persistent needs in reading and mathematics. Schoolwide proficiency and growth data show that many students in grades 3-5 remain below grade-level expectations, with the greatest needs concentrated among students requiring intervention. Reading data identify continued needs in vocabulary, comprehension of informational and literary text, and written response. Mathematics data identify needs in foundational numeracy, computation, conceptual understanding, mathematical reasoning, and multi-step problem solving.

School data also show areas of progress. Small-group and differentiated practices have supported movement for some students across diagnostic performance bands, and several grade levels demonstrated stronger growth than others. However, variation across grade levels and student groups indicates a need for more consistent implementation of agreed-upon instructional practices, intervention routines, and progress monitoring.

Based on the comprehensive needs assessment, the SIP team prioritized reading and mathematics achievement for 2026-2027. Schoolwide strategies will emphasize explicit standards-aligned instruction, structured literacy, vocabulary and comprehension development, writing across content areas, Concrete-Representational-Abstract mathematics instruction, mathematical discourse, flexible small groups, rigorous tasks, and frequent checks for understanding.

Based on the SIP team data analysis, prioritization of needs, and agreed upon root causes list the prioritized foci and root causes.		
The SIP team identified the following prioritized foci based on the comprehensive needs assessment:		
Priority	Supporting Finding	Agreed-Upon Root Cause
1. Improve reading comprehension, vocabulary, and written response.	Schoolwide and subgroup data demonstrate continued needs in vocabulary acquisition, comprehension of literary and informational text, and students' ability to communicate understanding through written responses.	Implementation of explicit vocabulary, comprehension, writing, differentiated small-group instruction, and formative assessment practices has not been sufficiently consistent across classrooms.
2. Improve mathematics conceptual understanding, reasoning, and problem solving.	Math achievement and growth data demonstrate persistent needs in foundational numeracy, computation, mathematical reasoning, problem solving, and application of grade-level concepts, with the greatest needs among students performing below grade level.	Students have experienced inconsistent access to explicit modeling, Concrete-Representational-Abstract instruction, mathematical discourse, appropriately rigorous tasks, differentiated small groups, and timely instructional responses to formative assessment data.
3. Strengthen fidelity of instruction and intervention.	Achievement outcomes vary across grade levels and student groups, while process data indicate differences in implementation of instructional routines, small-group instruction, progress monitoring, and evidence-based interventions.	Teachers need continued job-embedded professional learning, collaborative planning, coaching, modeling, feedback, and common monitoring systems to support consistent implementation of agreed-upon instructional practices.

Goals and Strategies:

2. Address the School-wide reform strategies that the school will implement to meet the school needs, including a description of how such strategies will: Section 1114 (b)(7)(A) (i-iii)(I-V)

a) provide opportunities for all children, including each of the subgroups of students (economically disadvantaged students, students with disabilities, English learners, and foster/homeless students) to meet the State's challenging academic standards; 1111(c)(2)

b) use methods and instructional strategies an academic program in the school, will increase the amount and quality of learning time, and help provide an enriched and accelerated curriculum, which may include programs, activities, and courses necessary to provide a well-rounded education;

Goal 1: Increase students' performance by May 2027, by improving students' reading scores in grades K–5. Students meeting or exceeding grade-level expectations in reading will increase by at least 10% from fall 2026 baseline data on AMIRA Universal Screener, i-Ready Diagnostic, and MAP Growth. 60% of students receiving Tier 2 or Tier 3 reading interventions will meet or exceed their individual growth targets, as measured by diagnostic assessments, curriculum-based measures, and standards-aligned common formative assessments.

Evidenced Based Strategies and Interventions	Level of Evidence	Timeline for Implementation	Estimated Budget	Person/Position Responsible
Teachers will implement a structured literacy block that provides direct, explicit, and systematic instruction aligned with Georgia's New ELA Standards and grade-level expectations. Implement evidence-based, standards-aligned writing tasks across content areas that require students to interpret and construct texts in alignment with ELA standards. Reading instruction will follow the gradual release model with support adjusted according to students' independence and understanding of skills to ensure mastery throughout the lesson. (This is not a linear process) Homeroom teacher, DES, and EIP teacher will facilitate intentional collaboration, independent work, and flexible small group instruction based on student needs. Implementation of daily, flexible small groups based on data. Flexible groups monitored based on Savvas benchmarks, MAP, AMIRA, iReady, and Orton Gillingham for foundation skills Utilize Orton Gillingham Approach (OG) with fidelity. Phonemic Awareness, Phonics, Fluency, Comprehension Teachers will implement Explicit	Moderate	July 2026-June 2027	\$5,000	Principal Instructional Coach EIP Teacher DES/Special Education Teachers ESOL Teacher Grade-Level Teachers

Vocabulary Instruction across all content areas. Utilize (FCRR) Florida Center For Reading Research Resources during small groups. Extended learning opportunities will be provided after the school day to support both remediation and acceleration.				
Implementation Monitoring and Instructional Response The school leadership and instructional support team will monitor implementation of structured literacy, writing, flexible small groups, explicit vocabulary instruction, and intervention practices through collaborative planning, lesson plans, coaching, walkthroughs, and student evidence. Data will be reviewed regularly to identify instructional adjustments and professional learning needs.	Moderate	August 2026-May 2027	N/A	Principal Instructional Coach Lead Teacher Grade-Level Teachers
Job-Embedded Reading Support and Intervention Planning The Lead Teacher, Instructional Coach, EIP teacher, DES/Special Education teachers, ESOL teacher, and classroom teachers will use student-centered reading data to identify needs, establish short-cycle goals, select evidence-based instructional responses, monitor implementation, and adjust supports. Extended learning opportunities will support remediation and acceleration for students based on identified needs.	Strong	August 2026-May 2027	Local Funds / Title I as allowable	Principal Lead Teacher Instructional Coach EIP Teacher DES/Special Education Teachers ESOL Teacher Grade-Level Teachers

Implement parent engagement utilizing literacy events and providing resources and strategies to use with students at home. Conduct parent workshops to provide parents strategies and resources to support learning at home	Moderate	August 2026- May 2027	\$1,000	Principal Parent Liaison
Provide supplemental resources for students who are identified for supplemental instructional support in reading	Moderate/Promising	August 2026 April 2027	\$5,000	Principal Lead Teacher Grade Level Teachers
Supplemental Supports: What supplemental action steps will be implemented for these subgroups?				
Economically Disadvantaged		Foster and Homeless		
UAFA Elementary will ensure economically disadvantaged students have equitable access to instructional materials, books, technology/devices, digital learning platforms, tutoring, intervention services, and supplemental learning resources. Teachers will provide differentiated small-group instruction based on identified needs and monitor progress regularly. The parent liaison and instructional staff will provide families with information and resources to support learning at home and assist families in accessing available school and community resources.		Foster and homeless students will receive prompt enrollment, necessary school supplies and technology, and continuity of instructional, MTSS, intervention, IEP, and EL services as applicable. The counselor and parent liaison will coordinate with appropriate district and community supports, monitor attendance and academic progress, provide regular wellness checks, and help minimize interruptions in learning. A designated school-based adult will serve as a consistent point of contact when additional mentoring or transition support is needed.		
English Language Learners		Students with Disability		
Families and students who are English learners will receive language-responsive reading instruction aligned with WIDA standards. The ESOL teacher, intervention staff, instructional coach, and classroom teachers will collaborate to support academic vocabulary, comprehension, speaking, reading, writing, and listening. Visuals, sentence supports, partner rehearsal, explicit vocabulary instruction, and structured academic discourse will be used to preserve grade-level rigor while increasing language access. Student progress will be monitored and communicated to families in an accessible language and format.		General and special education teachers will collaboratively implement reading instruction aligned with each student's IEP and grade-level standards. Students will receive specially designed instruction, explicit modeling, differentiated small-group support, appropriate accommodations and assistive supports, and multiple opportunities to demonstrate learning. Progress toward academic and IEP goals will be monitored regularly and used to adjust instruction and intervention.		
Gifted / Advanced Learners				
Gifted and advanced learners will receive opportunities for acceleration, enrichment, advanced texts, increased complexity, independent inquiry, and tasks requiring analysis, synthesis, justification, and application. The gifted teacher and classroom teachers will collaborate to ensure students receive appropriate challenge while maintaining alignment with grade-level and advanced learning expectations.				

2. Address the School-wide reform strategies that the school will implement to meet the school needs, including a description of how such strategies will: Section 1114 (b)(7)(A)(i-iii)(I-V)

a) provide opportunities for all children, including each of the subgroups of students (economically disadvantaged students, students with disabilities, English learners, and foster/homeless students) to meet the State’s challenging academic standards; 1111(c)(2)

b) use methods and instructional strategies an academic program in the school, will increase the amount and quality of learning time, and help provide an enriched and accelerated curriculum, which may include programs, activities, and courses necessary to provide a well-rounded education;

Goal 2: By May 2027, the percentage of students in grades K–5 meeting or exceeding grade-level expectations in mathematics will increase by at least 5 percentage points from the fall 2026 baseline, as measured by i-Ready Diagnostic and NWEA MAP Growth. In addition, at least 60% of students receiving Tier 2 or Tier 3 mathematics intervention will meet or exceed their individual growth targets, as measured by diagnostic assessments, curriculum-based measures, and standards-aligned common formative assessments.

Evidenced Based Strategies and Interventions	Level of Evidence	Timeline for Implementation	Estimated Budget	Person/Position Responsible
Standards-Aligned Mathematics Instruction - Teachers will implement explicit, standards-aligned instruction that develops conceptual understanding, procedural fluency, reasoning, and problem solving. - Teachers will use mathematical progressions to identify prerequisite skills and connect instruction to grade-level expectations. - The Concrete–Representational–Abstract approach will be used to move students from hands-on learning to visual models and abstract symbols. - Visual representations, manipulatives, worked examples, and guided practice will support students in making connections among mathematical concepts.	Strong to Moderate	August 2026 – May 2027	\$5,000	- Principal - Lead Teacher - Grade Level Teachers - Instructional Support Coach
Data-Driven Small-Group Instruction and Intervention Teachers will use i-Ready, NWEA MAP, unit assessments, formative assessments, and student work to create flexible mathematics in small groups. Small-group instruction will target specific skill gaps in number sense, operations, fractions, reasoning, and problem solving. Tier 2 and Tier 3 interventions will provide increased instructional time, explicit modeling, corrective feedback, and repeated practice. Student progress will be monitored weekly or biweekly, and groups or interventions will be adjusted based on student response. Intervention Resources and Response to Progress	Strong	September 2026 – May 2027	N/A	- Principal - Numeracy Coach - Intervention Teachers - Grade-Level Teachers

• Targeted mathematics intervention will use aligned resources such as Savvas enVision intervention supports, GA Inspire student learning and intervention resources, i-Ready Teacher-Assigned lessons/MyPath, Hands2Mind manipulatives and intervention resources, and curriculum-based progress-monitoring tools. • Progress-monitoring results will guide instructional response: students demonstrating adequate progress will continue the intervention; students demonstrating partial progress will receive adjusted scaffolds, representations, grouping, or instructional strategies; students demonstrating minimal or no progress or regression will receive increased intervention intensity and MTSS review; and students demonstrating mastery will transition to the next skill, reduced intervention support, or enrichment while continued progress is monitored.				
Mathematical Language, Discourse, and Instructional Support • Teachers will explicitly teach mathematical vocabulary, symbols, sentence structures, and language used in problem-solving tasks. • Students will participate in number talks, partner discussions, and collaborative problem solving to explain and justify their reasoning. • Teachers will use sentence stems and questioning strategies to promote precise mathematical communication and deeper understanding. • Professional learning, collaborative planning, coaching, and classroom feedback will support consistent implementation of these practices.	Strong	September 2026 - May 2027	N/A	• Principal • MTSS Coordinator • Numeracy Coach • Intervention Teachers • Grade-Level Teachers

Supplemental Supports: What supplemental action steps will be implemented for these subgroups?	
Economically Disadvantaged	Foster and Homeless
UAFA Elementary will ensure that economically disadvantaged students have access to required instructional materials, manipulatives, technology, and supplemental mathematics resources. Teachers will provide differentiated, data-driven small-group instruction targeting identified skill gaps and will monitor progress using common formative assessments, i-Ready, NWEA MAP Growth, and intervention data. The parent liaison and instructional staff will communicate available academic support, virtual learning platforms, and student progress to families. School support personnel will also assist families in accessing community or school-based resources that may reduce barriers to consistent participation and learning.	The school counselor, parent liaison, and appropriate instructional/support staff will provide foster and homeless students with orientation, transition support, prompt access to academic materials and technology, and continuity of MTSS, intervention, IEP, EL, and gifted services as applicable. Teachers will review available assessment data promptly and provide flexible small-group instruction or intervention to address interrupted learning. Attendance, academic progress, and student wellbeing will be monitored through regular check-ins with students and families.
English Learners	Students with Disability
The ESOL teacher, intervention specialist, numeracy coach, and classroom teachers will collaborate to unpack mathematics standards and plan language-responsive instruction aligned with WIDA standards. Teachers will explicitly teach mathematical vocabulary, symbols, sentence structures, and problem-solving language while using visual representations, manipulatives, modeling, and the Concrete–Representational–Abstract approach. English learners will participate in structured mathematical discourse using sentence stems, partner discussions, writing, and opportunities to explain their reasoning. Teachers will monitor language development and mathematics progress through assessment data, student work, and classroom observations and will regularly communicate progress with families in an accessible manner.	Special education and general education teachers will collaborate to provide specially designed mathematics instruction aligned with students' individualized education programs and grade-level standards. Instruction will include explicit modeling, CRA, visual representations, guided practice, corrective feedback, and flexible small groups targeting identified skill deficits. Teachers will provide appropriate accommodation, assistive support, and multiple opportunities for students to demonstrate mathematical understanding through speaking, writing, modeling, and problem solving. Progress will be monitored regularly, reviewed through the MTSS and special education processes, and communicated to students and families.
Gifted / Advanced Learners	
Gifted and advanced learners will receive opportunities for acceleration, enrichment, depth and complexity, mathematical generalization, multiple-solution tasks, proof/justification, and authentic applications. The gifted teacher, numeracy coach, and classroom teachers will collaborate to provide advanced learning opportunities while monitoring continued growth.	



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3. Address the School-wide reform strategies that the school will implement to meet the school needs, including a description of how such strategies will: Section 1114 (b)(7)(A)(i- iii)(I-V)

c) address the needs of all children in the school, but particularly the needs of those at risk of not meeting the challenging State academic standards through activities which may include:

General Description of the Title I Instructional Program

Provide a general description of the Title I instructional program being implemented at this Title I school. Specifically define the subject areas to be addressed and the instructional strategies/methodologies to be employed to address the identified needs of the most academically at-risk students in the school.

Utopian Academy for the Arts Elementary School will implement a schoolwide Title I instructional program focused primarily on improving student achievement in reading and mathematics, with particular attention to students who are academically at risk of not meeting Georgia's grade-level standards. All students will receive standards-aligned Tier 1 instruction, while students demonstrating additional academic need will receive targeted Tier 2 and Tier 3 supports through differentiated small-group instruction, intervention, extended learning opportunities, and progress monitoring.

In reading, instruction will emphasize structured literacy, foundational reading skills, vocabulary, comprehension, writing, explicit instruction, and differentiated small groups using school-adopted curriculum and intervention resources. In mathematics, instruction will emphasize conceptual understanding, procedural fluency, reasoning, problem solving, Concrete-Representational-Abstract instruction, mathematical discourse, explicit modeling, and flexible data-driven small groups. Diagnostic, formative, benchmark, and progress-monitoring data will be used to identify student needs, adjust instruction, determine intervention intensity, and monitor progress toward grade-level standards.

i) counseling, school-based mental health programs, specialized instructional support services, mentoring services, and other strategies to improve students' skills outside the academic subject areas



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UAFA Elementary will provide counseling, social-emotional learning, mentoring, and wraparound support to address nonacademic barriers that may interfere with learning. The counselor and school leadership team will review attendance, behavior, academic, and student-support data through Circle of Support/SST and MTSS processes. Students identified for additional support may receive individual or small-group counseling, mentoring, check-in/check-out, goal setting, family outreach, or referrals to appropriate school/community resources. Academic and nonacademic supports will be coordinated so students can access grade-level instruction and intervention consistently.



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The counselor, SST/MTSS chair, teachers, and school leadership will collaborate through Circle of Support and SST/MTSS meetings to identify students demonstrating academic, attendance, social-emotional, or behavioral needs. Students will be matched to appropriate evidence-based supports, progress will be monitored, and interventions will be intensified or adjusted based on student response.

ii) preparation for and awareness of opportunities for postsecondary education and the workforce, which may include career and technical education programs and broadening secondary school students' access to coursework to earn postsecondary credit while still in high school (such as Advanced Placement, International Baccalaureate, dual or concurrent enrollment, or early college high schools)

Our students will explore the world of careers through various activities. The counselor will provide opportunities for students to participate in off-campus and virtual field trips to explore post-secondary education, performances, career and programs, and the world of work. We will invite local and world-renowned performers to share their career choices with our students.

- Provide students in need with access to on-site support
- Providing parents with resources (as needed) for wrap-around support

iii) implementation of a schoolwide tiered model to prevent and address problem behavior, and early intervening services, coordinated with similar activities and services carried out under the Individuals with Disabilities Education Act (20 U.S.C. 1400 et seq.);

UAFA Elementary will implement a schoolwide tiered behavior-support model aligned with PBIS and MTSS. Tier 1 will include schoolwide behavioral expectations, explicit teaching and reinforcement of expectations, classroom management routines, social-emotional learning, positive reinforcement, and consistent responses to behavior. Schoolwide discipline and attendance data will be reviewed regularly to identify patterns requiring additional support.

Students who do not respond adequately to Tier 1 supports may receive Tier 2 interventions such as targeted skill instruction, check-in/check-out, mentoring, behavior goal setting, increased home-school communication, counseling support, or small-group social-emotional instruction. Students demonstrating persistent or intensive needs may be referred through the Circle of Support/SST process for individualized Tier 3 intervention, progress monitoring, functional behavior assessment when appropriate, and consideration of additional services.

General education, counseling, MTSS, and special education staff will coordinate interventions to prevent duplication of services and ensure behavioral supports for students with disabilities are consistent with their IEPs, Behavior Intervention Plans, evaluations, and procedural protections under IDEA.

iv) professional development and other activities for teachers, paraprofessionals, and other school personnel to improve instruction and use of data from academic assessments, and to recruit and retain effective teachers, particularly in high need subjects; (A list of proposed professional development offerings must be included in the Professional Development (question 2 iv) section.)



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In addition to staff development opportunities at the school, all staff members at UAFA Elementary have opportunities to take courses through the district's professional learning department. Staff members are also encouraged to attend conferences, seminars, and other workshops.

v) strategies for assisting preschool children in the transition from early childhood education programs to local elementary school programs. Middle and high schools, describe how the school will implement strategies to facilitate effective transitions for students from middle to high school and from high school to post-secondary education including, if applicable.



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UAFA Elementary will coordinate with early childhood programs, families, and receiving/serving staff to support smooth transitions into kindergarten and from fifth grade to middle school.

Transition Activities for Pre-K to Kindergarten:

- Coordinate with local early childhood/Pre-K programs to share transition information and align readiness supports.
- Host a Kindergarten Round-Up and provide opportunities for families to visit kindergarten classrooms when possible.
- Provide opportunities for Pre-K students to experience kindergarten routines and the school environment.
- Provide families with information describing kindergarten expectations, curriculum, routines, and ways to support readiness at home.
- Coordinate a summer transition/orientation opportunity for incoming kindergarten students when available.
- Provide kindergarten transition packets and enrollment information to families.

Fifth Grade to Middle School Transition:

- Coordinate with receiving middle school personnel to support students transitioning to sixth grade.
- Provide middle school orientation and student/family information sessions, including opportunities to visit the receiving campus when available.
- Communicate academic expectations, schedules, extracurricular opportunities, school procedures, and available student supports.
- Counselors, teachers, special education staff, ESOL staff, gifted staff, and intervention personnel will communicate relevant information to promote continuity of IEP, EL, gifted, MTSS, and other services.
- Families will receive transition information and opportunities to ask questions before the end of the school year.

vi) describe how the school will use and implement effective parent and family engagement strategies for parents of English Learners and Students with Disabilities.

Families of English Learners

Families of English learners will be invited to participate in workshops and conferences focused on language development, WIDA expectations, ACCESS results, academic progress, and strategies for supporting literacy and mathematics at home. Interpretation and translated materials will be provided in the family's preferred language to the extent practicable. Participation options will include in-person, virtual, and telephone formats.

Families of Students with Disabilities

Families of students with disabilities will receive opportunities to participate in workshops and conferences focused on understanding IEP services, accommodations, progress monitoring, grade-level expectations, and strategies for supporting learning at home. General and special education staff will collaborate with families to strengthen home-school partnerships and support progress toward IEP and academic goals. In-person, virtual, and telephone participation options will be available.

Families of Students Identified as Both EL and SWD

For students identified as both English learners and students with disabilities, ESOL, special education, general education, and family-support personnel will collaborate to provide coordinated family engagement opportunities. Meetings, instructional resources, and progress information will be made linguistically and otherwise accessible based on family needs.



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Plan Development and Evaluation:

4. Evaluation of School-wide Plan ~ 34 CFR 200.26

a) Address the regularly monitoring and the implementation of, and results achieved by, the schoolwide program, using data from the State's annual assessments and other indicators of academic achievement.

b) Determining whether the schoolwide program has been effective in increasing the achievement of students in meeting the challenging State academic standards, particularly for those students who had been farther from achieving the standards.

c) Describe how the Schoolwide plan will be revised, as necessary, based on the regularly monitoring to ensure continuous improvement of students in the schoolwide program

Monitoring and Implementation

UAFA Elementary will monitor both student outcomes and implementation of the strategies identified in the CSIP. The principal, instructional coaches, intervention staff, and leadership team will review implementation through classroom walkthroughs, collaborative planning records, lesson plans, coaching documentation, intervention schedules, progress-monitoring logs, small-group plans, professional learning participation, and evidence of implementation of agreed-upon reading and mathematics practices. Student performance data will be reviewed during scheduled grade-level, data, MTSS, and leadership meetings throughout the year.

Effectiveness

Program effectiveness will be determined by progress toward each CSIP goal and by the extent to which students farthest from meeting grade-level standards demonstrate measurable improvement. Reading effectiveness will be evaluated using AMIRA, i-Ready, MAP Growth, common formative assessments, progress-monitoring measures, and applicable state assessment results. Mathematics effectiveness will be evaluated using i-Ready, MAP Growth, curriculum-based measures, common formative assessments, intervention progress-monitoring data, and applicable state assessment results. Results will be disaggregated by grade level and student subgroup, with specific attention to economically disadvantaged students, English learners, students with disabilities, and students receiving Tier 2 or Tier 3 intervention. Attendance, discipline, school climate, and family engagement data will also be reviewed to determine whether nonacademic barriers may be influencing student outcomes.

Revisions

Formal CSIP reviews will occur at least quarterly and following major benchmark or state assessment windows. The principal and school leadership/CSIP team will determine whether revisions are needed based on implementation evidence, progress toward goal benchmarks, subgroup performance, intervention response, attendance, discipline, and stakeholder feedback. When expected progress is not evident, revisions may include modifying instructional strategies, increasing intervention intensity, adjusting professional learning or coaching support, reallocating resources, revising timelines, or strengthening family supports. Changes will be documented in the CSIP revision record and communicated to staff and stakeholders through faculty meetings, leadership meetings, Title I meetings, parent communication platforms, and the school website as appropriate. Revised strategies will be reviewed during the next monitoring cycle to determine whether the changes resulted in improved implementation or student outcomes.



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5. ESSA Requirements to Include in the Schoolwide Plan Section 1116 (b)(1)

Jointly develop with, and distribute to, parents and family members of participating children a written parental and family engagement involvement plan, agreed on by such parents, that shall describe the means for carrying out the requirements of Subsections (c) through (f). Parents shall be notified of the plan in an understandable and uniform format and, to the extent practicable, provided in a language the parents can understand. Such plan shall be made available to the local community and updated periodically to meet the changing needs of parents and the school.

Utopian Academy for the Arts Elementary School recognizes the role families play in educating children. To help close the gaps in learning opportunities and student achievement, we welcome families to partner with us to develop jointly the Parent and Family Engagement Plan (PFEP). Together school staff, parents, and families will create the PFEP in a format that is easily understandable, distributed to parents and families, posted on the school website, and made available to the local community.



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All students participating in the Title I, Part A program, and their families will be encouraged and invited to fully participate in parent and family engagement opportunities at Utopian Academy for the Arts Elementary. Opportunities include parent-teacher conferences, student performances, Title I parent and family input meetings, student-led conferences (2nd grade and above), annual Title I parent meetings, and curriculum/literacy workshops.

Utopian Academy for the Arts Elementary School will provide information related to school programs, parent programs, meetings, and activities in an understandable and uniform format and, to the extent practicable, in each family's preferred language. Translation and interpretation services will be made available based on identified family needs. Information will be shared through multiple formats, including printed materials, the school website, electronic communication platforms, email, telephone communication, and in-person or virtual meetings.

Families will receive timely information about the Title I program, school performance data, curriculum, assessments used to measure student progress, grade-level expectations, and opportunities to participate in decisions related to their child's education. The jointly developed Parent and Family Engagement Plan, Family-School Compact, and other Title I documents will be made available to families and the local community in accessible formats.



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6. Schoolwide Plan Development ~ Section 1114 (2)(B)(i-iv)

- a) is developed during a 1-year period**
- b) is developed with the involvement of parents and other members of the community including teachers, principals, school leaders, paraprofessionals, instructional support staff, and student (high school)**
- c) remains in effect for the duration of the school's participation in a Title I School-Wide Program**
- d) is available to the school district, parents, and the public, in a language that parents can understand**
- e) is developed in coordination and integration with other Federal, State, and local services, resources, and programs, such as programs supported under this Act, violence prevention programs, nutrition programs, housing programs, Head Start programs, adult education programs, career and technical education programs, and schools implementing comprehensive support and improvement activities or targeted support and improvement activities under section 1111 (d), if appropriate and applicable.**

The Title I Plan is developed in coordination with the Comprehensive School Improvement Plan and will be reviewed throughout the year as part of a continuous improvement process. Parents, school staff, and community members will be involved in an organized, ongoing, and timely manner through Title I meetings, school improvement meetings, surveys, document review, and other opportunities for stakeholder input.

The plan will remain in effect for the duration of the school's participation in the Title I schoolwide program, subject to ongoing monitoring and necessary revisions.

The CSIP will be available to the district, parents, families, staff, and the public through the school website and school administrative office. Upon request, the school will provide translated, interpreted, alternate, or otherwise accessible formats to support families' language and accessibility needs.

Title I services will be coordinated with other school, state, federal, and local programs serving UAFA students to reduce duplication and strengthen continuity of support. Coordination will include special education/IDEA services, ESOL services, gifted education, MTSS/EIP intervention services, school counseling and social-emotional supports, school nutrition services, McKinney-Vento supports for students experiencing homelessness, and applicable district or community-based student and family services. School leaders and service providers will use common data, collaborative planning, and referral processes to ensure students receive aligned academic and nonacademic supports.



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Professional Development (question 2 iv)

Professional Learning Topic	Professional Learning Timeline	Audience (grade/subject)	Position Responsible
“Rigor in the Classroom” Implementation of strategies	September 2026-March 2027	All Teachers / All Subjects	Lead Teacher Principal Instructional Support Coach
Reading and Writing Across the Curriculum	September 2026-April 2027	All Teachers / All Subjects	Lead Teacher Principal Instructional Support Coach
Improving Teacher’s Content Pedagogical Knowledge: Language Arts, Math, Science, and Social Studies	July 2026-May 2027	All Teachers / All Subjects	Lead Teacher Principal Instructional Support Coach
Classroom Management, Procedures, and Routines Breaking Down GA ELA Standards/Creating Learning Targets and DOK Level Questioning Using Digital Tools Across Content Areas A Structured Literacy Block Schedule	Sept 2026-Oct 2026	K-5 / ELA	Lead Teacher Principal Instructional Support Coach
Benefits of Small Groups, Big Results Intervention Planning Enhancing Writing Everyday Diving into Data Productive Parent Teacher Conferences Reading Like Writers Using Craft Questions Academic Discourse/Student Accountability	Oct 2026-Dec 2026	K-5 / ELA	Lead Teacher Principal Instructional Support Coach
Classroom Culture for Productive Struggle Checking for Understanding Data Informed Instruction Planning effective small groups Using Formative Assessment	Jan 2027-Mar 2027	K-5 / ELA	Lead Teacher Principal Instructional Support Coach
Student Led Discussions Higher Level of Questioning Increasing Rigor with DOK	April 2027-May 2027	K-5 / ELA	Lead Teacher Principal Instructional Support Coach
Enhancing Math Achievement (Data, Flexible Grouping, Looking at Assessments, Rigor of Tasks)	August 2026-March 2027	K-5 / Math	Math Teacher Instructional Support Coach Principal Dean of



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			Elementary
Concrete–Representational–Abstract Instruction in Mathematics	August 2026 – October 2026	K-5 Grades /Math	Math Teacher Instructional Support Coach
Using Mathematical Progressions to Plan Standards-Aligned Instruction	July 2026 – October 2026	K-5 Grades /Math	Math Teacher Instructional Support Coach
Effective Mathematics Small Groups and Intervention	September 2026 – November 2026	K-5 Grades /Math	Math Teacher Instructional Support Coach
Mathematical Language, Discourse, and Student Reasoning	August 2026 – November 2026	K-5 Grades /Math	Math Teacher Instructional Support Coach
Progress Monitoring and Responsive Mathematics Instruction	September 2026 – January 2027	K-5 Grades /Math	Math Teacher Instructional Support Coach
Strengthening Problem Solving and the Rigor of Mathematical Tasks	November 2026 – April 2027	K-5 Grades /Math	Math Teacher Instructional Support Coach



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Parent and Family Engagement

Parent Engagement Activities (include title/subject of curriculum workshops)	Person / Position Responsible
Sent Home and Posted on School Website: School-Family Compact School Parent and Family Engagement Plan District Parent and Family Engagement Plan	Principal Teachers Parent Liaison
School-Family Compact Discussion: Parent-Teacher Conference (elementary) Ongoing discussion (middle/high school)	Principal Teachers Parent Liaison
Annual Title I Parent Meetings: Meetings held (at least two meetings) Documents posted on school website	Principal Teachers Parent Liaison
Building Parent Capacity Fall: (Face to Face or Zoom) <i>Required Parent Capacity Events (An event can be a workshop, night event, or a Zoom workshop). Checklists are required for every event, and the event must be aligned with the school's identified goals.</i> Curriculum Workshop	Principal Teachers Parent Liaison
Building Parent Capacity Fall: Curriculum Workshop	Principal Teachers Parent Liaison
Building Parent Capacity Fall: Technology/Copyright Piracy Workshop	Principal Teachers Counselor/Technology Parent Liaison
Building Parent Capacity Fall: EL/SWD Parent Workshop	Principal Teachers Counselor/ SST Chair Parent Liaison
Building Parent Capacity Continuous Communications (Fall) Continuous Communication 1-Oct. Continuous Communication 2-Nov. Continuous Communication 3-Dec	Principal Teachers Counselor Parent Liaison
Building Staff Capacity (Fall): (Face to Face or Zoom) <i>Required Staff Capacity Events (An event can be held during faculty meetings, grade level meetings, or a Zoom workshop). Checklists are</i>	Principal Teachers Parent Liaison



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<i>required with every event, and the event must be aligned with the school's identified goals and parent survey feedback.</i>	
Building Staff Capacity Continuous Communications (Fall): Continuous Communication 1- Oct. Continuous Communication 2- Nov.	Principal Teachers Parent Liaison
Building Staff Capacity (Spring): (Face to Face or Zoom) <i>Required Staff Capacity Events (An event can be held during faculty meetings, grade level meetings, or a Zoom workshop).</i>	Principal Teachers Parent Liaison
Building Staff Capacity Continuous Communications (Spring): Continuous Communication 1-Feb. Continuous Communication 2-Mar.	Principal Teachers Parent Liaison
Building Parent Capacity Spring: Curriculum Workshop	Principal Teachers Parent Liaison
Building Parent Capacity Spring: Assessment Workshop	Principal Teachers Parent Liaison
Building Parent Capacity Spring: Transition Meeting	Principal Teachers Parent Liaison
Building Parent Capacity Continuous Communications (Spring) Continuous Communication 1-Jan. Continuous Communication 2-Feb. Continuous Communication 3-Mar	Principal Teachers Parent Liaison
Spring March Data Dig PLC to review Dashboard data	Principal Teachers Parent Liaison
Building Parent Capacity Spring: EL/SWD Parent Workshop	Principal Teachers Parent Liaison
Input Meeting (s) FY25 - 26: Staff Parents/Families Students	Principal Teachers Parent Liaison
Spring Title I Parent Survey	Principal Teachers Parent Liaison