



2026-2027 Title I Schoolwide Improvement Plan Clayton County Public Schools

School Strategic Plan Outcomes

TITLE I SCHOOLWIDE PLAN		
School Name: Utopian Academy for the Arts Middle School		District Name: Clayton County Public Schools
Principal Name: Travis Joshua		School Year: 2026-2027
School Mailing Address: 2750 Forrest Parkway Ellenwood, GA 30294		
Telephone: 470-446-1070		
District Title I Director/Coordinator Name: Katrina Thompson		
District Title I Director/Coordinator Mailing Address: 1058 Fifth Avenue, Jonesboro, GA 30236		
Email Address: katrina.thompson@clayton.k12.ga.us		
Telephone: 678-817-3081		
ESSA ACCOUNTABILITY STATUS – Check only if applicable.		
Comprehensive Support ☐	Targeted Support ☐	ATSI ☐
BUDGET MODEL – Check all that apply.		
Title I, Part A Budget ☒	Title I School Improvement Grant (SIG) ☐	
SIGNATURES AND REVISION DATE		
Principal's Signature:		Date:
Title I Programs' Specialist Signature:		Date:
Title I Director's Signature:		Date:
Revision Date:	Revision Date:	Revision Date:



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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.

NAME	POSITION/ROLE
Travis Joshua	Principal
Damion Miller	Assistant Principal
DaShawn Watkins	Instructional Coach
Jonathan Jucks	Department Chair/Lead Teacher
Kristy Bryant	Department Chair/Lead Teacher
Juan Smith	Parent Liaison
Dr. Damika Howard Wayne	PTSA/PTA Representative
Cynthia Talley	Parent
Dr. Marissa Prather	Higher Education Representative
	Choose an item.
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How will the team ensure that stakeholders, and in particular parents and/or guardians, were able to provide meaningful input into the needs assessment process?	
Utopian Academy for the Arts Middle School ensured that stakeholders, particularly parents and guardians, had multiple meaningful opportunities to provide input throughout the needs assessment and school improvement planning process. Input was gathered through Title I parent surveys, climate surveys, parent advisory meetings, school governance discussions, stakeholder forums, and individual conferences. Families were invited to participate in both face-to-face and virtual	



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meetings to review student achievement data, attendance trends, discipline information, and school climate results.

Parents and guardians were provided opportunities to share feedback regarding academic priorities, student supports, school culture, family engagement activities, and areas requiring improvement. Information was shared in formats that were understandable and accessible, and translation support was provided when needed to ensure participation from families of English Learners. Staff members, teachers, instructional leaders, community partners, and parents collaboratively analyzed perception, process, demographic, and achievement data to identify strengths, challenges, root causes, and priority areas for improvement.

Feedback from stakeholders directly informed the development of our goals, evidence-based strategies, parent engagement activities, and student support systems outlined in this Title I Schoolwide Improvement Plan. Through ongoing communication and continuous opportunities for engagement, Utopian Academy for the Arts Middle School remains committed to ensuring that families and stakeholders are authentic partners in the school improvement process.



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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).

Minimally include and summarize the following data if available for the school.

- 1) 2 years of the current the GMAS data (2024-2025 and 2025-2026)
- 2) 2 or 3 years of the current MAP scores, if available. Provide displays of grade level data by subgroups.
- 3) 3 years of the most current DIBELS data displays of grade level data by performance levels.
- 4) 2 or 3 years of the current iReady data displays of grade level data by performance levels.
- 5) 3 years of prior years' student attendance data.
- 6) 3 years of prior years' student discipline data.

Year GMAS 2024-2025	ELA	Math	Science	Social Studies
	<i>Level 2-4 (Proficient +)</i>	<i>Level 2-4 (Proficient +)</i>	<i>Level 2-4 (Proficient +)</i>	<i>Level 2-4 (Proficient +)</i>
All	61 (27)	56 (14)	44 (12)	63 (12)
EL	27	14	11	11
SWD	7	3	Too Few	Too Few

Year GMAS 2025-2026 Projected	ELA	Math	Science	Social Studies
	<i>Level 2-4 (Proficient +)</i>	<i>Level 2-4 (Proficient +)</i>	<i>Level 2-4 (Proficient +)</i>	<i>Level 2-4 (Proficient +)</i>
All	###	53 (19)	43 (16)	63 (11)
EL	###	0		
SWD	###	45 (0)		9 (0)



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GMAS Data Summary

The 2024–2025 GMAS results indicate that **ELA (27% Proficient and Above)** was the school's strongest content area, followed by **Math (14%)**, **Science (12%)**, and **Social Studies (12%)**. Overall participation at the developing and above levels (Levels 2–4) was highest in **Social Studies (63%)** and **ELA (61%)**, suggesting many students are approaching proficiency. English Learners and Students with Disabilities continue to perform below the overall student population, highlighting the need for targeted interventions and differentiated support.

For 2025–2026, the school has established higher proficiency targets, with projected increases to ***35% in ELA, 19% in Math, and 16% in Science**, reflecting a continued focus on improving academic achievement. Key opportunities for growth include increasing the percentage of students reaching proficiency across all content areas, particularly in Math and Science, while accelerating achievement for English Learners and Students with Disabilities.

Year MAP 2024-2025 Projected	ELA	Math	Science
	<i>Level 2-5 (Proficient 4-5)</i>	<i>Level 2-5 (Proficient 4-5)</i>	<i>Level 2-5 (Proficient 4-5)</i>
All	77 (34)	64 (16)	79 (37)
EL	50 (0)	50 (0)	NA
SWD	62 (8)	31 (0)	100 (0)

Year MAP 2025-2026 Projected	ELA	Math	Science
	<i>Level 2-5 (Proficient 4-5)</i>	<i>Level 2-5 (Proficient 4-5)</i>	<i>Level 2-5 (Proficient 4-5)</i>
All	84 (38)	70 (21)	82 (30)
EL	50 (0)	50 (0)	100 (0)
SWD	24 (0)	7 (0)	17 (0)

MAP Data Summary

The 2024–2025 MAP data shows **Science (37% Proficient)** and **ELA (34% Proficient)** as the school's strongest areas, while **Math (16% Proficient)** remains the greatest opportunity for improvement. A high percentage of students performed at Levels 2–5 in **Science (79%)** and **ELA (77%)**, indicating a strong foundation for continued growth. However, proficiency rates for



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English Learners and Students with Disabilities remain low, demonstrating the need for targeted instructional supports and interventions.

The 2025–2026 projections reflect ambitious growth goals, with increases in overall proficiency to **38% in ELA, 21% in Math, and sustained strong performance in Science**. Priorities for the coming year include increasing Math proficiency, moving more students from developing to proficient performance levels, and closing achievement gaps for English Learners and Students with Disabilities.

Year	% in Attendance
SY 23-24	91.91
SY 24-25	93.73
SY 25-26	93.21

Attendance Data Summary

Attendance has remained consistently above **93%** over the past two school years, increasing from **91.91% in 2023–2024** to **93.73% in 2024–2025**, demonstrating improved student engagement and successful attendance initiatives. While the **2025–2026 projection of 93.21%** reflects sustained strong attendance, there is an opportunity to return to or exceed the previous year's rate by continuing to reduce chronic absenteeism and strengthening family engagement and attendance supports.

School Year	Total Suspensions	Boys	Girls	Change from Prior Year
2023-2024	155	85	70	
2024-2025	104	75	34	-51 (32.9%)
2025-2026	104	62	42	No Change

Discipline Data Summary

The suspension data demonstrates a significant overall reduction in disciplinary removals over the three-year period. Suspensions decreased from 155 in 2023–2024 to 104 in 2024–2025,



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representing a 32.9% reduction. The number remained at 104 during 2025–2026, indicating that the school was able to maintain the improvement achieved the previous year.

Gender-specific data for 2025–2026 shows 62 suspensions involving boys (59.6%) and 42 involving girls (40.4%). Compared with the previous year, the number of suspensions involving boys decreased, while suspensions involving girls increased. This suggests the need for continued examination of the underlying behaviors, grade levels, incident types, and interventions associated with each group.



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Comprehensive Needs Assessment:

1. Comprehensive Needs Assessment: Sec. 1114(b)(1)(A)
Is based on a comprehensive needs assessment of the entire school that considers information of 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, to meet the challenging 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. What perception, process, achievement, and demographic data sources were reviewed, and what conclusions or trends were identified from the data analysis?
The Comprehensive Needs Assessment for Utopian Academy for the Arts Middle School was developed through a collaborative process that engaged teachers, instructional leaders, parents, students, and community stakeholders in analyzing multiple sources of data to identify our school's greatest areas of need and establish priorities for continuous improvement. Our School Improvement Planning Team met throughout the planning process to review perception, process, achievement, and demographic data to ensure that our goals and action steps are aligned with the academic and social-emotional needs of our scholars. Perception data included the Georgia Student Health Survey, Title I Parent and Family Engagement Survey, parent advisory committee feedback, stakeholder input meetings, school climate surveys, and teacher feedback. These data provided valuable insight into school culture, family engagement, student connectedness, and areas where additional academic and behavioral supports are needed.
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) What are your strengths and challenges
Achievement data reviewed included Georgia Milestones End-of-Grade (GMAS) assessment results, MAP Growth assessments, Spiral assessment data, and subgroup performance. Particular attention was given to the performance of English Learners, Students with Disabilities, Economically Disadvantaged students, and students performing below proficiency. While the school demonstrated continued academic growth in several content areas, the data revealed persistent achievement gaps among identified subgroups and a continued need to increase the percentage of students performing at the Developing, Proficient, and Distinguished levels while reducing the number of students performing at the Beginning Learner level.
Based on the SIP team data analysis, prioritization of needs, and agreed upon root causes list the prioritized foci and root causes.
The prioritized focus based on the above data charts is on increasing the number of EL and SWD students scoring proficient or higher. The focus is also on decreasing the number of students in the All-category scoring beginning or Level 1. Though the proficiency in ELA is higher than math there still exists a one-to-two-year gap in proficiency in both content areas. Root causes were as follows: teacher turnover, limited teacher efficacy, and low pedagogical knowledge. Students need more targeted support to close learning gaps.



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Goals and Strategies: (Identify 3 to 4 SMART goals based on school needs.)

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 the number of students scoring proficient or higher by 10% in ELA and Math on the GMAS EOG assessments.				
Evidenced Based Strategies and Interventions	Level of Evidence	Timeline for Implementation	Estimated Budget	Person/Position Responsible
Teachers will implement evidence-based instructional practices, including standards-based planning using Backwards Design, structured small-group instruction informed by formative assessment, and high-cognitive-demand tasks aligned to grade-level standards. These practices are supported by research demonstrating positive effects on student achievement and will be implemented through ongoing coaching and classroom observations.	Level I	Ongoing throughout the 2026-27 school year	NA	Instructional Coach Core Content Teachers
Grade-level and content-area teams will engage in a continuous	Level I	September 2026 through March 2027	\$10K	Instructional Coach



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improvement cycle by collaboratively analyzing quarterly MAP, Beacon, and Spiral Assessment data to identify unfinished learning, set SMART student growth goals, and implement evidence-based instructional practices, including explicit instruction, differentiated small-group intervention, and high-impact formative assessment. Teachers will monitor student progress through biweekly PLC data meetings, common formative assessments, and instructional coaching cycles to refine instructional strategies and improve proficiency and growth in ELA and Mathematics				Core Content Teachers
Implement an evidence-based intervention framework through the school's Multi-Tiered System of Supports (MTSS) to address identified learning gaps in ELA and Mathematics. Students identified through MAP, Beacon, Spiral Assessments, and classroom formative assessments will participate in daily targeted small-group instruction, high-dosage tutoring delivered by trained educators outside of the regular school day, and summer acceleration	Level I	February 2027 through June 2027	\$20K	Core Content Teachers/Tutors



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programs focused on unfinished learning and grade-level standards. Teachers and instructional leaders will monitor student progress through biweekly data reviews, progress monitoring assessments, and instructional coaching to refine interventions, evaluate implementation fidelity, and increase student proficiency and academic growth.				
Supplemental Supports: What supplemental action steps will be implemented for these subgroups?				
Economically Disadvantaged		Foster, Neglected & Delinquent and Homeless		
Support offered through after school tutoring program and CAB.		Once identified, support offered through wrap around services (ie CAB, Counseling, and Community Partners).		
English Learners		Students with Disability		
Additional time on assignments and paraphrase/restate directions based on documented accommodations.		Fully implement IEP/504 plan as written.		



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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: Increase the number of EL and SWD students scoring proficient or higher by 10% in ELA and Math on the GMAS EOG assessments.

Evidenced Based Strategies and Interventions	Level of Evidence	Timeline for Implementation	Estimated Budget	Person/Position Responsible
Implement an evidence-based co-teaching framework to improve academic outcomes for ELs and SWDs by providing sustained, job-embedded professional learning, weekly collaborative planning, and instructional coaching for general education, and special education teachers. Co-teaching teams will implement high-leverage instructional practices, explicit instruction, scaffolded learning, and differentiated small-group instruction to increase access to rigorous grade-level content. School leaders and instructional coaches will monitor implementation	Level I	September 2025 through January 2026		DES Lead Teacher Instructional Coach



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through classroom walkthroughs, co-teaching fidelity rubrics, PLC data discussions, and student progress monitoring to continuously refine instructional practices and increase proficiency in ELA and Mathematics.				
Teachers will implement evidence-based Specially Designed Instruction (SDI) through sustained, job-embedded professional learning, instructional coaching, and collaborative planning to ensure students with disabilities receive standards-aligned, individualized instruction that provides access to grade-level content. Teachers will use explicit instruction, scaffolded supports, differentiated instruction, formative assessment, and accommodations aligned to students' IEPs to improve achievement in ELA and Mathematics.	Level I	September 2025 through January 2026		MRESA
collaboration between EL and content teachers, academic vocabulary instruction, scaffolding, sentence frames, using ACCESS proficiency levels, progress monitoring of listening, speaking, reading/writing, interpretation for families				



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Supplemental Supports: What supplemental action steps will be implemented for these subgroups?				
Economically Disadvantaged		Foster, Neglected & Delinquent and Homeless		
Support offered through after school tutoring program and CAB.		Support offered through after school tutoring program and CAB.		
English Learners		Students with Disability		
Language development, vocabulary skills, scaffolding Collaboration between General Ed and ELL teacher.		Fully implement IEP/504 as written. Access to small group and co-taught instruction. Collaboration between Gen Ed and DES teacher.		



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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 3: Increase percentage of positive responses by 5% on the GA Climate Survey taken by students to obtain an overall 4-Star Climate rating.

Evidenced Based Strategies and Interventions	Level of Evidence	Timeline for Implementation	Estimated Budget	Person/Position Responsible
Implement a comprehensive, evidence-based schoolwide PBIS framework integrated with the Botvin LifeSkills Training curriculum to improve student behavior, attendance, engagement, and academic achievement. All faculty and staff will receive ongoing professional learning and instructional coaching to implement PBIS Tier I practices, explicitly teach behavioral expectations, deliver the Botvin curriculum with fidelity, and provide targeted behavioral interventions through a Multi-Tiered System of Supports (MTSS). School leadership teams will	Level II	Ongoing throughout the 2025-26 school year	\$5K	Dean/AP Student Engagement Specialist



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monitor implementation using PBIS Tiered Fidelity Inventory (TFI) data, office discipline referrals, attendance, student perception surveys, and academic performance data to continuously refine practices and improve student outcomes				
Supplemental Supports: What supplemental action steps will be implemented for these subgroups?				
Economically Disadvantaged		Foster, Neglected & Delinquent and Homeless		
Ensure club participation is not restricted due to families financial status.		Ensure students are identified and given access to the Cool Program for counseling support.		
English Learners		Students with Disability		
Ensure materials are translated into the scholar's home language.		Utilize Restorative Practices when looking at alternatives to traditional consequences.		



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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)

c) 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.

The Title I instructional program at Utopian Academy for the Arts Middle School focuses on providing targeted academic support in English Language Arts and Mathematics for scholars identified as academically at risk. The program utilizes data-driven small group instruction, targeted interventions, progress monitoring, differentiated instruction, and standards-based remediation to address individual learning gaps. Teachers provide additional support through research-based instructional strategies, including guided practice, collaborative learning, explicit instruction, and the use of supplemental resources to strengthen foundational skills and improve student achievement.

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

The Professional School Counselor will support students in 6th-8th grade by providing guidance lessons throughout the 26-27 school year. Within the first 2 weeks of school, the Counselor will conduct Townhall meetings with each grade level. Classroom Guidance lessons will be conducted once a month throughout the school year. Counseling services provided as outlined in IEPs and vocational assessments of special education students. Plan and conduct classroom guidance activities to meet the needs of all students in the areas that address social/emotional, academic and career planning. The most at-risk students will be identified by the School Wellbeing team and be offered teletherapy.

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)

Students will have individual meetings with their Counselor or the Dean to discuss their arts interests and future options. These options will include declaring an arts major in either Media Arts, Visual Arts, Coding, Drama, Dance, or Music. This is in addition to a rigorous course of study that includes high level courses in 8th grade such as Algebra I and Spanish I.

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.);

Describe how the school will support efforts to reduce the overuse of discipline practices that remove students from the classroom, specifically addressing the effects on all subgroups of students.



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Utopian Academy for the Arts Middle School is committed to reducing the overuse of exclusionary discipline practices by implementing restorative practices, PBIS, behavior interventions, and social-emotional learning supports. Discipline data will be reviewed regularly by student subgroup to identify and address disproportionality, ensuring that all scholars are treated equitably and remain engaged in meaningful learning opportunities whenever possible.

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;

Describe how the school will ensure that low-income and minority children enrolled in the Title I school are not served at disproportionate rates by ineffective, out of field, or inexperienced teachers. (A list of proposed professional development offerings must be included in the Professional Development (question 2 iv) section.)

Through strategic hiring, ongoing professional development, instructional coaching, regular classroom observations, and data-driven support, school leaders will monitor teacher effectiveness and provide targeted assistance to strengthen instructional practice. Staffing decisions are made to ensure that students are not disproportionately assigned to ineffective, out-of-field, or inexperienced teachers, promoting equitable learning opportunities for all scholars.

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, Coordination with institutions of higher education, employers, and local partners; and increased student access to early college, high school, or dual enrollment opportunities or career counseling to identify student interest and skills, if applicable.

The middle school will work with our network elementary school and surrounding Clayton Co elementary schools to effectively transition students from 5th to 6th grade including Open House, getting to know us, and visitations to elementary schools in Clayton County. In addition, students will be assigned a course of study based on previous Milestone scores to aid in the transition.

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

The school will offer documentation in all language's native to parents of our students and have a staff member translate when necessary for the parents of English Learners as needed. For students with disabilities, their case manager will contact their parents regularly to discuss academic progress and their teachers will be responsible for communicating with parents through multiple modes (email, phone, postal service), at least once a quarter and more often depending on academic progress.

vii) NEW Title I Schools ONLY – Provide a description of how teachers, in consultation with parents, administrators, and pupil services personnel, will identify eligible children most in need of services in Title I targeted assistance schools/programs. Please include a description of how the school will develop and implement multiple (a minimum of 2) objective, academic-based performance criteria to rank students for service. Also include a description of the measurable scale (point system) that uses the objective criteria to rank all students.



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Teachers, administrators, parents, and pupil services personnel will collaborate to identify scholars most in need of Title I services through a data-driven identification process. The school will review multiple sources of academic and student support data to determine eligibility, prioritize needs, and ensure services are provided to scholars demonstrating the greatest academic need.

Eligible scholars will be ranked using multiple objective, academic-based performance criteria, including: (1) Georgia Milestones assessment performance and/or benchmark assessment data, and (2) MAP Growth assessment scores and classroom performance data, including grades and progress toward grade-level standards. Additional factors, such as teacher recommendations and intervention progress-monitoring data, may be considered to provide a comprehensive understanding of student needs.

A measurable point system will be used to rank scholars for Title I services. Students will receive points based on academic performance indicators, with higher points assigned to students demonstrating greater need. For example:

- MAP Growth and benchmark assessment performance: 0–40 points based on performance level and academic gaps.
- Georgia Milestones and standards mastery data: 0–40 points based on achievement level and identified skill deficiencies.
- Classroom grades and intervention progress-monitoring data: 0–20 points based on demonstrated need and rate of academic growth.

Students with the highest total scores will be prioritized for Title I services. The ranking process will be reviewed regularly by the Title I team to ensure that services remain aligned to student needs, are equitable across student groups, and provide targeted support to scholars requiring additional academic assistance.



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Plan Development and Evaluation:

3. 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

- A. The School Leadership Team (SLT) will monitor the implementation of the CSIP monthly. GMAS data will be reviewed as well as MAP and Beacon results to track progress towards CSIP goals. Targeted instructional support will be provided to teachers based on walkthrough data.
- B. The SLT will analyze Fall benchmark data from MAP and Beacon assessments to establish baselines and targets for SY 26-27. Benchmark assessments will again be administered in the Winter and Spring and the SLT will analyze the results after each administration to determine whether the schoolwide program has been effective in increasing student achievement. A specific focus will be given to students historically scoring at the beginning level and those receiving services through Special Education and/or ESOL.
- C. The SLT will conduct an in-depth review of the CSIP on a quarterly basis and make revisions as needed. Stakeholders will have an opportunity to participate and give feedback through monthly parent meetings. The Title I Committee will review feedback and make revisions based on data (achievement and survey) collected.

4. 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.

Briefly describe how the school sought advice from individuals (teachers, staff, other school leaders, paraprofessionals, specialized instructional support personnel, parents, community partners, and other stakeholders).

Utopian Academy for the Arts recognizes the role families play in educating children. To help close the gaps in learning opportunities and student achievement, we will welcome families to



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partner with us to develop jointly the Parent and Family Engagement Plan. Together the parent liason, 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 community. We sought advice from various stakeholders through Focus Groups and our Principal's Advisory Council (PAC). Language provisions were made by including translations of communication based on student's home language. We also leveraged weekly newsletters and Class Dojo as communication tools to parents.



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5. 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.**

- A. The CSIP has been developed for a 1-year period (SY 26-27)
- B. It has been developed with the involvement of parents, teachers, school staff, and other members of the community
- C. The CSIP process will remain in effect for the duration of the school's participation in a Title I School-Wide Program
- D. It has been made available to the school district, parents, and the public in a language that parents can understand
- E. It has been developed in coordination and integration with other Federal, State, and local services, resources, and programs



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Professional Development (question 2 iv)

[illegible]



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Parent and Family Engagement

Parent Engagement Activities (include title/subject of curriculum workshops)	Scheduled Date(s) of Required Activity/Event	Person / Position Responsible for Delivery & Documentation
Sent Home and Posted on School Website: School-Family Compact School PFEP CSIP Annual Title I Meeting Parents Right to Know 1% Parent & Family Engagement Budget	July 30, 2026	Delivery: Juan Smith, PFE Coordinator Documentation: Juan Smith, PFE Coordinator
FY27 Parent Input Meetings (Plan, Compact, CSIP, Building Staff Capacity and 1%)	September 10, 2026	Delivery: Juan Smith, PFE Coordinator Documentation: Juan Smith, PFE Coordinator
Parents of EL and SWD Specific Event 1 (Fall) Understanding Programs, Offerings and curriculum	TBD	Delivery: ESOL Lead, DES Lead, Counselor, PFE Coordinator Documentation: ESOL Lead, DES Lead, Counselor, PFE Coordinator
Parents of EL and SWD Specific Event 2 (Fall) Understanding Test Scores and Student Progress	TBD	Delivery: ESOL Lead, DES Lead, Counselor, PFE Coordinator Documentation: ESOL Lead, DES Lead, Counselor, PFE Coordinator
Annual Title I Parent Meeting:	September 10, 2026	Delivery: Travis Joshua, Juan Smith, PFE Coordinator Documentation: Juan Smith, PFE Coordinator
Technology – including harms of copyright piracy and monitoring student progress (Infinite Campus/Canvas)	August 25, 2026	Delivery: Juan Smith, PFE Coordinator Documentation: Juan Smith, PFE Coordinator



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Building Parent Capacity Fall Event 1 (may include-Math, ELA/Reading, Science, Social Studies) Middle School Success: Understanding Academic Expectations	August 25, 2026	Delivery: Juan Smith, Content leaders Documentation: Juan Smith, Content leaders
Building Parent Capacity Fall Event 2 (may include-Math, ELA/Reading, Science, Social Studies) Math in Everyday Life	October 6, 2026	Delivery: Juan Smith, Content leaders Documentation: Juan Smith, Content leaders
Building Parent Capacity Fall Event 3 (may include-Math, ELA/Reading, Science, Social Studies) Building Strong Readers and Writers	November 10, 2026	Delivery: Juan Smith, Content leaders Documentation: Juan Smith, Content leaders
Building Parent Capacity Fall Event 4 (may include-Math, ELA/Reading, Science, Social Studies) Science at Home: Inquiry and Investigation	December 15, 2026	Delivery: Juan Smith, Content leaders Documentation: Juan Smith, Content leaders
Building Parent Capacity Continuous Communications (Fall) Weekly Newsletter	Weekly starting August 2, 2026	Delivery: Juan Smith, Documentation: Juan Smith, Travis Joshua, Content Experts
Parents of EL and SWD Specific Event 1 (Spring) Resources, Rights, and Support for EL and SWD Families	TBD	Delivery: ESOL Lead, DES Lead, Counselor, PFE Coordinator Documentation: ESOL Lead, DES Lead, Counselor, PFE Coordinator
Parents of EL and SWD Specific Event 2 (Spring)	TBD	Delivery: ESOL Lead, DES Lead, Counselor, PFE Coordinator



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Using Technology to Support Learning at Home		Documentation: ESOL Lead, DES Lead, Counselor, PFE Coordinator
Building Staff Capacity #1 (Fall): Federal Programs: Processes, Policies, and Staff Responsibilities	July 28, 2026	Delivery: Juan Smith, Zinta Perkins – Federal Programs Director Documentation: Zinta Perkins – Federal Programs Director
Building Staff Capacity #2 (Fall): ClassDojo: New Features and Family Engagement Strategies	August 5, 2026	Delivery: Juan Smith, Travis Joshua, Damion Miller Documentation: Juan Smith
Building Staff Capacity #3 (Fall): Engaging the Middle School Learner	October 14, 2026	Delivery: Juan Smith, Dashawn Watkins – Instructional Coach Documentation: Juan Smith, Dashawn Watkins – Instructional Coach
Building Staff Capacity #1 (Spring): Making Student Data Meaningful to Families	January 6, 2026	Delivery: Juan Smith, Dashawn Watkins – Instructional Coach Documentation: Dashawn Watkins – Instructional Coach
Building Staff Capacity #2 (Spring): Building Strong Relationships with Students and Families	February 17, 2026	Delivery: Juan Smith Documentation: Juan Smith
Building Staff Capacity #3 (Spring): From Communication to Partnership	March 24, 2026	Delivery: Juan Smith Documentation: Juan Smith
Building Parent Capacity Spring Event 1 (may include-Math, ELA/Reading, Science, Social Studies) Preparing for the Second Semester	January 19, 2027	Delivery: Juan Smith, Cynthia Jones – School Counselor Documentation: Juan Smith, Cynthia Jones – School Counselor
Building Parent Capacity Spring Event 2 (may include-Math, ELA/Reading, Science, Social Studies) Making Sense of Social Studies	February 16, 2027	Delivery: Juan Smith, Content Leaders Documentation: Juan Smith, Content Leaders
Building Parent Capacity Spring Event 3 (may include-Math, ELA/Reading, Science, Social Studies) Supporting Success on Assessments	March 9, 2027	Delivery: Juan Smith, Dashawn Watkins – Instructional Coach



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		Documentation: Juan Smith, Dashawn Watkins – Instructional Coach
Building Parent Capacity Spring Event 4 (may include-Math, ELA/Reading, Science, Social Studies) Ready for the Next Grade: Summer Learning Launch	April 20, 2027	Delivery: Juan Smith, Dashawn Watkins – Instructional Coach, Cynthia Jones- School Counselor Documentation: Dashawn Watkins – Instructional Coach, Cynthia Jones- School Counselor
Building Parent Capacity Spring: Transition Meeting	May 4, 2027	Delivery: Juan Smith Documentation: Juan Smith
Building Staff Capacity Continuous Communications (Spring): Newsletter	Starting January 3, 2027	Delivery: Juan Smith Documentation: Juan Smith
Building Parent Capacity Continuous Communications (Spring) Newsletter	Starting January 3, 2027	Delivery: Juan Smith Documentation: Juan Smith
FY28 Staff Input Meetings (Plan, Compact, and CSIP) Surveys, Staff Meeting	May 5, 2027	Delivery: Juan Smith Documentation: Juan Smith
FY28 Parent Input Meetings (Plan, Compact, CSIP, Building Staff Capacity and 1%) Surveys, Input Meeting	May 4, 2027	Delivery: Juan Smith Documentation: Juan Smith
FY28 Student Input Meetings (if applicable) (Plan, Compact, and CSIP) Surveys	May 6, 2027	Delivery: Juan Smith Documentation: Juan Smith