



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 High School	District Name: Clayton County Public Schools	
Principal Name: Khadijah Turner	School Year: 2026-2027	
School Mailing Address: 2299 Old Rex Rd, Morrow, GA 30260		
Telephone: 470-568-4464		
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
Khadijah Turner	Principal
Paul Johnson	Assistant Principal
Dr. Marcus Broadhead	Other
Keana Millar	Instructional Coach
Pamela Dingle	Other
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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 will engage parents, students, staff, and community stakeholders through surveys, family engagement events, stakeholder advisory meetings, and the Parent-Teacher Association (PTA). Stakeholder feedback will be reviewed alongside academic and school climate data to identify needs, inform CSIP priorities, and monitor progress throughout the 2026–2027 school year.



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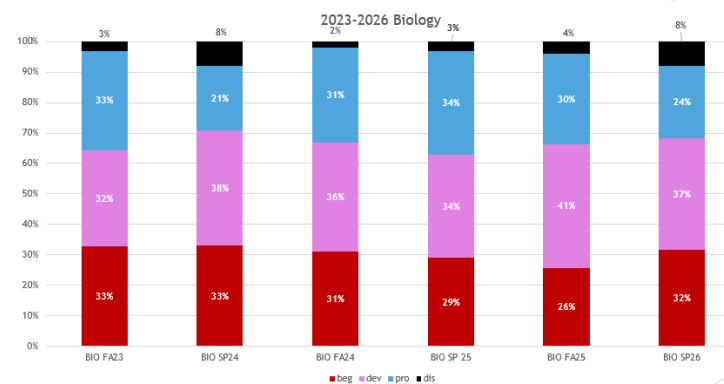
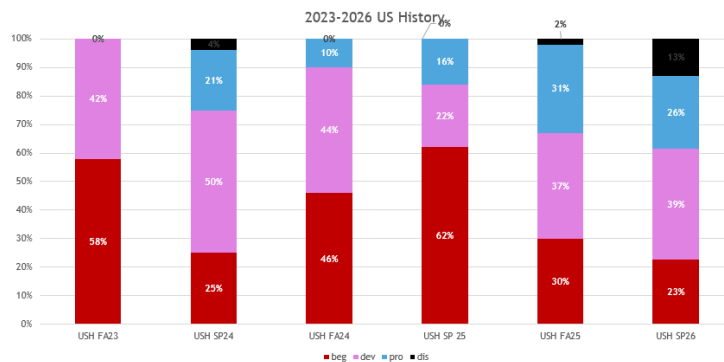
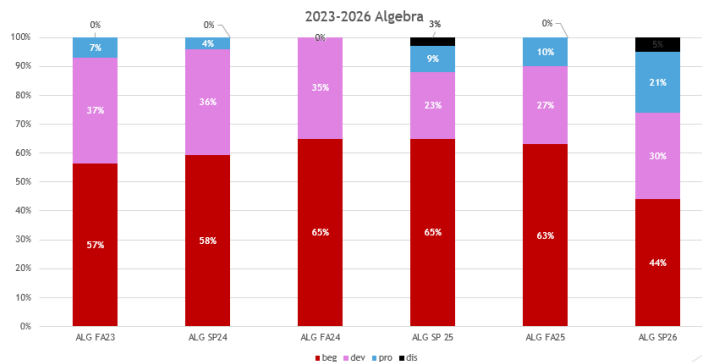
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Data:

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)



Analysis of three years of Georgia Milestones data indicates that academic achievement remains the school's highest priority. Across all tested content areas, the majority of students continue to perform below the Proficient and Distinguished levels. Biology

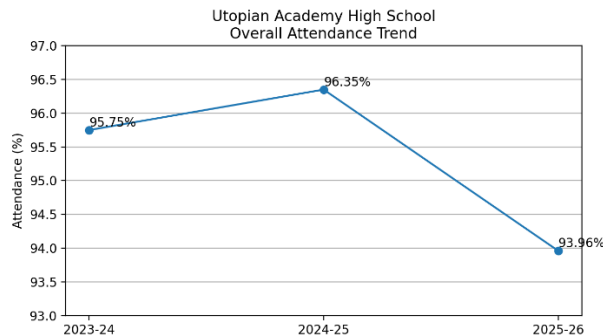


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demonstrated the strongest subgroup performance, with Economically Disadvantaged students and Black students meeting or exceeding state improvement targets. Students with Disabilities exceeded the Algebra improvement target. However, Algebra and U.S. History remain areas of significant concern, particularly for Economically Disadvantaged students, who did not meet achievement targets in either content area, and Black students, who fell below the target in U.S. History. Several student groups, including English Learners, Migrant, and Foster Care students, had enrollment too small for state reporting, requiring continued monitoring through local assessments and MTSS.

Key Takeaway: Improving rigorous standards-based instruction, strengthening data-driven instructional practices, and providing targeted interventions will be critical to achieving the school's goal of increasing Proficient and Distinguished performance by 8% or more by May 2027.

2) 3 years of prior years' student attendance data.



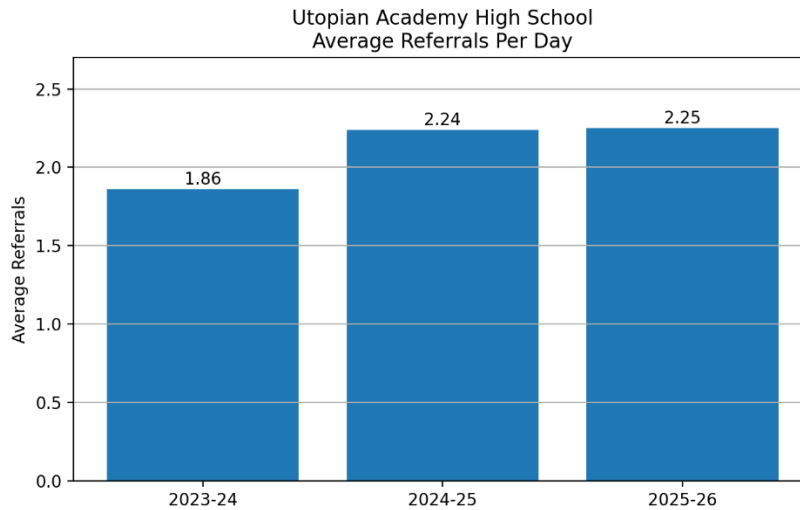
Over the past three school years, Utopian Academy experienced steady enrollment growth while attendance declined during the 2025–2026 school year. Overall attendance increased from 95.75% (2023–2024) to 96.35% (2024–2025) before dropping to 93.96% (2025–2026). The decline in attendance indicates a need for strengthened attendance monitoring, family partnerships, early intervention strategies, and student engagement initiatives to reduce chronic absenteeism and improve daily attendance.

Key Takeaway: Attendance became a growing concern during 2025–2026 and should remain a schoolwide priority due to its direct impact on student achievement.

3) 3 years of prior years' student discipline data.



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4)

Student discipline referrals increased substantially over the past three years, reflecting a growing need for proactive behavior supports and a stronger school culture. Average referrals per day increased from 1.86 to 2.25. Although referral rates stabilized between 2024–2025 and 2025–2026, the overall increase suggests the need for consistent behavior expectations, restorative practices, positive behavior supports, and interventions that promote student engagement and accountability.

Key Takeaway: Strengthening school climate and implementing consistent behavior systems will be essential to improving student outcomes and maximizing instructional time.



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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 (CNA) was conducted collaboratively by the Principal, Dean, Instructional Coach, Executive Director, and Director of New School Design and Development. The team reviewed three years of academic achievement, school culture, and college and career readiness data to identify trends, strengths, and areas for improvement. Achievement data included Georgia Milestones performance across all tested content areas. Process and perception data included available school climate and culture information, while demographic data were reviewed to better understand student population needs and subgroup performance. The analysis identified the need to improve academic achievement, strengthen family engagement by establishing baseline data, and expand advanced academic and college and career readiness opportunities. These findings directly informed the development of the school's 2026–2027 CSIP goals and improvement strategies.
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
Overall Strengths • Biology was the strongest tested content area for subgroup performance. • Economically Disadvantaged students exceeded the Biology improvement target. • Black students met the Biology achievement target. • Students with Disabilities exceeded the Algebra achievement target. • Participation rates for reportable subgroups were consistently high (approximately 98–100%), supporting the validity of the achievement data. Overall Challenges • Algebra remains an area of concern, particularly for Economically Disadvantaged students, who did not meet achievement targets. • U.S. History demonstrated the greatest need for improvement, with All Students, Black students, and Economically Disadvantaged students all falling substantially below achievement targets. • Several subgroups (English Learners, Migrant, Foster Care, and some racial/ethnic groups) had enrollment too small for state reporting, requiring the school to rely on local assessment data and MTSS progress monitoring to ensure these students receive appropriate academic support. • Continued emphasis is needed on standards-based instruction, differentiated interventions, and



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progress monitoring to improve outcomes for students who are failing or at risk of failing, particularly Economically Disadvantaged students, Students with Disabilities, and Black students in identified content areas.

Based on the SIP team data analysis, prioritization of needs, and agreed upon root causes list the prioritized foci and root causes.

Data analysis identified three priority areas for improvement: increasing academic achievement across all tested content areas, establishing a comprehensive family engagement system with measurable outcomes, and expanding advanced academic programming and college and career readiness opportunities. **Root causes include inconsistent instructional practices, limited structures for stakeholder engagement, and insufficient access to advanced coursework and teacher certification.** These findings informed the development of the school's 2026–2027 Comprehensive School Improvement Plan goals and action steps.



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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: By May 2027, Utopian Academy of the Arts high school will increase the percentage of students scoring proficient and distinguished across all content areas on the Georgia Milestones Assessment by 8% or more				
Evidenced Based Strategies and Interventions	Level of Evidence	Timeline for Implementation	Estimated Budget	Person/Position Responsible
Implement a standards-based instructional framework that includes learning targets, explicit vocabulary instruction, higher-order questioning, differentiation, arts integration, and daily formative assessment in every classroom	Strong Evidence (ESSA Tier 1)	August 2026 – May 2027	n/a	Principal, Dean, Instructional Coach, Department Chairs
Implement weekly Professional Learning Communities (PLCs) and monthly professional development sessions focused on data analysis, common assessments, instructional planning, and student work protocols.	Moderate Evidence (ESSA Tier 2)	Weekly, August 2026 – May 2027	\$10,000 (PD, instructional resources)	Instructional Coach, Department Chairs, Teachers,
Provide targeted intervention through WIN Wednesdays (What I Need) periods, after-school tutoring, and benchmark remediation based on Georgia Milestones standards.	Strong Evidence (ESSA Tier 1)	September 2026 – April 2027	\$15,000 (teacher stipends, materials)	Teachers, Dean/Testing Coordinators



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Conduct instructional walkthroughs with feedback cycles and coaching aligned to the instructional framework and student engagement expectations.	Moderate Evidence (ESSA Tier 2)	Weekly, August 2026 – May 2027	n/a	Principal, Dean, Instructional Coach
Supplemental Supports: What supplemental action steps will be implemented for these subgroups?				
Economically Disadvantaged		Foster, Neglected & Delinquent and Homeless		
• Provide free after-school tutoring and in-school academic support. • Ensure all students have access to instructional technology, internet access, and required learning materials. • Utilize Title I funding to provide intervention resources and academic incentives. • Monitor attendance and academic progress bi-weekly through MTSS meetings. • Partner with community organizations to remove barriers affecting attendance and achievement.		• Assign a school mentor/check-in mentor for every identified student. • Coordinate services through the district Homeless and Foster Care Liaison. • Provide academic recovery plans and flexible tutoring opportunities. • Ensure immediate access to school supplies, transportation, meals, and counseling services. • Conduct monthly progress monitoring with counselor, student engagement specialist and administrators.		
English Learners		Students with Disability		
• Increase academic vocabulary instruction in every content area. • Provide accommodations aligned with EL plans during classroom instruction and assessments. • Utilize bilingual supports, translated family communication, and language-learning technology. • Monitor classroom growth data every grading period.		• Ensure full implementation of IEP and 504 accommodations and specially designed instruction. • Provide co-teaching and inclusion support in core content classes. • Utilize progress monitoring every 4–6 weeks through MTSS and IEP teams. • Offer small-group intervention targeting Georgia Milestones standards. • Provide teachers ongoing professional learning on differentiation and inclusive instructional practices.		



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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: By May 2027, Utopian Academy for the Arts High School will establish baseline parent engagement data and achieve an average parent satisfaction rating of at least 85%, as measured through biannual parent engagement surveys and annual participation data.

Evidenced Based Strategies and Interventions	Level of Evidence	Timeline for Implementation	Estimated Budget	Person/Position Responsible
Develop and implement a comprehensive Family Engagement Framework that includes quarterly family engagement events, annual engagement calendar, stakeholder advisory meetings, and family learning workshops aligned to school improvement priorities.	Strong Evidence (ESSA Tier 1)	August 2026 – May 2027	n/a	Principal, Parent Engagement Coordinator, School Leadership Team
Establish consistent two-way communication through newsletters, social media, phone calls, teacher communication logs, and the school website to strengthen school-home partnerships.	Moderate Evidence (ESSA Tier 2)	Weekly, August 2026 – May 2027	\$4,000	Principal, Teachers, Office Staff, Parent Engagement Coordinator
Administer parent satisfaction and climate surveys twice annually and analyze results through the School Governance Team and Parent Advisory Council to establish baseline data and	Strong Evidence (ESSA Tier 1)	Fall 2026 & Spring 2027	n/a	Parent Engagement Coordinator



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guide continuous improvement.				
Provide professional learning for faculty on culturally responsive family engagement, effective communication, customer service, and relationship-building strategies to improve family-school partnerships	Moderate Evidence (ESSA Tier 2)	Quarterly, August 2026 – May 2027	n/a	Parent Engagement Coordinator, External partners
Establish and charter a Parent-Teacher Association (PTA) to strengthen family-school partnerships, increase parent leadership opportunities, and support school improvement initiatives through collaborative decision-making and volunteer engagement.	Moderate Evidence (ESSA Tier 2)	August 2026 – January 2027	n/a	Parent Engagement Coordinator
Supplemental Supports: What supplemental action steps will be implemented for these subgroups?				
Economically Disadvantaged		Foster, Neglected & Delinquent and Homeless		
- Offer family engagement events at varied times (morning, evening, and virtual) to increase participation. - Provide childcare, snacks, and translation services during major family events when feasible. - Connect families with community resources, social services, and Title I support programs. - Provide technology assistance and digital literacy workshops to improve communication access.		- Assign a school-based family liaison or counselor to maintain regular communication with caregivers and support agencies. - Schedule individualized family conferences and transition meetings. - Connect families with housing, mental health, transportation, and community support services. - Conduct monthly outreach to ensure consistent engagement and monitor student needs.		
English Learners		Students with Disability		
- Translate school communications, surveys, newsletters, and event materials into families' home languages. - Offer multilingual family workshops focused on graduation requirements, college planning, and academic expectations.		- Increase parent participation in IEP meetings through flexible scheduling and virtual meeting options. - Provide workshops that help families understand IEPs, accommodations, transition planning, and available community resources.		



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• Utilize bilingual staff or community partners to strengthen relationships with multilingual families.	• Maintain ongoing communication between special education teachers and families regarding student progress. • Include families in MTSS, transition planning, and problem-solving meetings to strengthen shared decision-making.
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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: By May 2027, Utopian Academy for the Arts High School will increase the percentage of Gifted-certified teachers from **9% to 18%** of the instructional staff and increase the percentage of AP-certified teachers from **0% to 9%**, while implementing at least three new college and career readiness initiatives to expand postsecondary opportunities for students.

Evidenced Based Strategies and Interventions	Level of Evidence	Timeline for Implementation	Estimated Budget	Person/Position Responsible
Develop and implement a teacher certification plan that provides financial assistance, mentoring, and release time for teachers pursuing Gifted and AP certification	Moderate Evidence (ESSA Tier 2)	August 2026 – May 2027	\$8,000	Principal, Human Resources,
Establish a College & Career Readiness (CCR) Framework that includes Dual Enrollment expansion, college visits, career exploration, FAFSA support, military pathways, industry certifications, and guest speakers.	Strong Evidence (ESSA Tier 1)	August 2026 – May 2027	\$10,000	Principal, School Counselor, Student engagement specialist
Partner with College Board, GADOE, local colleges, and business partners to expand AP course offerings and teacher certification opportunities.	Moderate Evidence (ESSA Tier 2)	September 2026 – April 2027	n/a	Principal, Department Chair, Instructional coach
Provide ongoing professional learning focused on rigorous instruction, gifted	Strong Evidence (ESSA Tier 1)	Monthly, August 2026 – May 2027	n/a	Principal, Instructional Coach, External



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differentiation, AP instructional strategies, and advanced academic programming.				Vendor (Prather Education)
Supplemental Supports: What supplemental action steps will be implemented for these subgroups?				
Economically Disadvantaged		Foster, Neglected & Delinquent and Homeless		
• Eliminate financial barriers to college and career participation by providing waivers for college entrance exams, AP exams (when offered), Dual Enrollment fees, and college visits through available funding. • Provide FAFSA completion workshops and scholarship application assistance for students and families. • Offer transportation for college visits, career fairs, and workforce experiences. • Connect students with internships, apprenticeships, and paid work-based learning opportunities.		• Develop individualized college and career transition plans. • Provide one-on-one mentoring and post-secondary advising. • Ensure students have access to fee waivers, transportation, technology, and application support. • Coordinate services with the district liaison and community partners to remove barriers to participation.		
English Learners		Students with Disability		
• Provide translated college and career materials and interpretation services during family events. • Increase awareness of Dual Enrollment, scholarships, and postsecondary pathways through multilingual outreach. • Ensure EL students receive equitable access to advanced coursework and career pathway opportunities. • Provide academic vocabulary and language supports for students participating in advanced courses.		• Ensure college and career planning is integrated into IEP transition planning. • Expand access to Dual Enrollment, career pathways, work-based learning, and industry certifications when appropriate. • Provide accommodations and supports for students enrolled in advanced coursework. • Collaborate with Vocational Rehabilitation, local colleges, and community agencies to support successful postsecondary transitions.		



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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 4:

Evidenced Based Strategies and Interventions	Level of Evidence	Timeline for Implementation	Estimated Budget	Person/Position Responsible

Supplemental Supports: What supplemental action steps will be implemented for these subgroups?

Economically Disadvantaged	Foster, Neglected & Delinquent and Homeless
English Learners	Students with Disability



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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.

Utopian Academy for the Arts High School will implement a schoolwide Title I instructional program focused on improving achievement in Algebra: Concepts and Connections, Biology, American Literature, and U.S. History, with particular emphasis on students performing below proficiency on the Georgia Milestones.

The instructional program will include standards-based planning, clearly defined learning targets, explicit academic vocabulary instruction, higher-order questioning, differentiation, arts-integrated learning, and frequent formative assessment. Teachers will use common assessments, benchmark data, student work, and Georgia Milestones results during weekly PLCs to identify unfinished learning, adjust instruction, and group students for targeted support.

Students who are failing or at risk of failing will receive additional assistance through small-group instruction, reteaching during intervention periods, after-school tutoring, in-school academic support, and individualized progress monitoring through the MTSS process. Supports will be prioritized for economically disadvantaged students, students with disabilities, English learners, and other students demonstrating academic risk. Instructional coaching, classroom walkthroughs, and ongoing professional learning will be used to strengthen the consistent implementation of rigorous, engaging, and evidence-based instructional practices across all classrooms.

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

Utopian Academy for the Arts High School will provide a comprehensive system of academic, behavioral, and social-emotional supports designed to remove barriers to learning and promote student success. School counselors will provide individual and group counseling, academic advising, college and career planning, attendance interventions, crisis response, and social-emotional learning opportunities. Students identified through the Multi-Tiered System of Supports (MTSS) will receive targeted interventions, progress monitoring, and referrals to school-based mental health and community support services, as needed.

The school will implement restorative practices, Positive Behavioral Interventions and Supports (PBIS), mentoring opportunities, and behavior intervention plans to foster a positive school climate and improve student engagement. Students will also have access to leadership development, fine arts experiences, college and career readiness activities, Dual Enrollment opportunities, and community partnerships that strengthen communication, self-management, leadership, and postsecondary readiness. These supports will be coordinated through collaboration among administrators, counselors, teachers, families, and community



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partners to ensure students receive the academic, behavioral, and social-emotional support necessary to achieve success both in and beyond the classroom.

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)

Utopian Academy for the Arts High School will implement a comprehensive College and Career Readiness (CCR) program to prepare students for postsecondary education, military service, and workforce success. Students will participate in structured college and career exploration activities, including college fairs, campus visits, career speakers, financial aid and FAFSA workshops, career interest assessments, and individualized academic and career planning through the school counseling program.

To expand access to rigorous coursework, the school will increase the number of Gifted- and AP-certified teachers while developing opportunities for students to enroll in Advanced Placement (AP) courses and Dual Enrollment programs. Utopian Academy will also strengthen partnerships with local colleges, universities, and business and industry partners to provide work-based learning experiences, internships, job shadowing, and career pathway opportunities. These efforts will ensure that all students, particularly those who are academically at risk and historically underserved, have equitable access to postsecondary preparation and meaningful college and career experiences.

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.

Utopian Academy for the Arts High School will implement a schoolwide MTSS/PBIS framework to proactively prevent and address student behavior through clear expectations, restorative practices, social-emotional learning, and positive behavior supports. Students needing additional assistance will receive targeted interventions, including counseling, mentoring, behavior plans, and individualized supports coordinated with special education services, when appropriate.

To reduce the use of exclusionary discipline, the school will emphasize restorative approaches, culturally responsive classroom management, and ongoing staff professional learning. Discipline data will be reviewed regularly by student subgroup to identify disparities, guide interventions, and ensure equitable access to instruction while improving school climate and student outcomes.

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;



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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.)

Utopian Academy for the Arts High School will provide ongoing, job-embedded professional learning to strengthen instructional practices, improve student achievement, and increase teacher effectiveness. Professional development will focus on standards-based instruction, data analysis, differentiated instruction, student engagement, arts integration, academic vocabulary, higher-order questioning, classroom management, and the effective use of formative and summative assessment data. Teachers will participate in instructional coaching, collaborative PLCs, classroom observations with feedback, and mentoring for new teachers. The school will also prioritize recruiting and retaining highly effective educators, particularly in high-need content areas, through targeted support, leadership development, and continuous professional learning.

Utopian Academy for the Arts High School is committed to ensuring that low-income and minority students have equitable access to effective, appropriately certified, and experienced teachers. The school will recruit and retain highly qualified educators, strategically assign teachers based on certification and expertise, and monitor teacher qualifications annually to prevent inequitable staffing. When areas of need are identified, the school will provide targeted professional learning, instructional coaching, mentoring, and ongoing support to strengthen instructional effectiveness and ensure all students receive high-quality instruction.

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.

n/a

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

Utopian Academy for the Arts High School will implement inclusive parent and family engagement strategies to ensure that families of English Learners (ELs) and Students with Disabilities (SWDs) are active partners in their child's education. The school will provide accessible communication, interpreter and translation services when needed, flexible meeting options, and information about academic expectations, available supports, and student progress. Families will be encouraged to participate in IEP meetings, parent-teacher conferences, workshops, and school engagement activities. The school will collaborate with families to develop individualized supports, provide resources to reinforce learning at home, and maintain regular two-way communication to strengthen student achievement and family engagement.

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-



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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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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) Regularly Monitoring the Implementation and Results of the Schoolwide Program

Utopian Academy High School will regularly monitor the implementation and effectiveness of the Schoolwide Program through an ongoing cycle of data collection, analysis, and instructional review. Student progress will be monitored using multiple measures, including Georgia Milestones End-of-Course (EOC) assessments, benchmark assessments, common formative assessments, progress monitoring tools, attendance data, discipline data, graduation indicators, and classroom observation data.

The school leadership team, instructional leaders, and teachers will meet regularly through Professional Learning Communities (PLCs), leadership meetings, and data meetings to review student achievement trends, identify strengths and areas for improvement, and evaluate the implementation of instructional strategies outlined in the Schoolwide Plan. Classroom walkthroughs and instructional observations will be used to monitor fidelity of implementation of the school's instructional framework, including standards-based instruction, differentiated instruction, higher-order questioning, academic vocabulary, student engagement strategies, and arts integration.

Results from these monitoring activities will be shared with faculty, families, and other stakeholders throughout the school year to promote transparency and collective ownership of student success.

b) Determining the Effectiveness of the Schoolwide Program

The effectiveness of the Schoolwide Program will be evaluated by analyzing student performance data and determining the extent to which students are making progress toward meeting Georgia's challenging academic standards. Particular attention will be given to students who entered the school performing below proficiency, including economically disadvantaged students, students with disabilities, English Learners, and other historically underserved student groups.

Measures of effectiveness will include:

- Annual Georgia Milestones EOC assessment results
- Student growth on benchmark and common assessments
- Course grades and credit attainment
- Attendance and chronic absenteeism rates
- Discipline and behavioral data
- Graduation and college and career readiness indicators

The school will compare beginning-of-year, mid-year, and end-of-year data to determine student growth and identify whether instructional interventions and supports are producing measurable improvements. Success will be demonstrated not only by increases in the percentage of students achieving proficiency and



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distinguished levels but also by evidence of accelerated growth among students who began furthest from meeting grade-level expectations.

c) Revising the Schoolwide Plan for Continuous Improvement

The Schoolwide Plan is a living document that will be reviewed and revised annually, and more frequently as needed, based on ongoing monitoring and evaluation results. Following each data review cycle, the School Leadership Team and Schoolwide Planning Team will analyze implementation data, student achievement results, stakeholder feedback, and program effectiveness to determine whether revisions are necessary.

If data indicate that strategies or interventions are not producing the desired outcomes, the school will:

- Adjust instructional practices and intervention models.
- Reallocate Title I and other available resources to address identified needs.
- Modify professional learning priorities based on teacher and student needs.
- Strengthen family engagement activities to better support student learning.
- Revise measurable goals, action steps, timelines, and responsibilities as appropriate.

Stakeholder feedback from teachers, families, students, and community partners will also inform revisions to ensure the Schoolwide Plan remains responsive to the evolving needs of the school community. This continuous improvement process ensures that the Schoolwide Program remains focused on increasing student achievement and providing equitable access to high-quality instruction for all students, particularly those most at risk of not meeting Georgia's academic standards.

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 High School jointly develops its Parent and Family Engagement Plan through collaboration with teachers, administrators, school counselors, parents, community partners, and other stakeholders. Feedback is gathered through parent surveys, advisory meetings, annual Title I meetings, school improvement planning sessions, and parent-teacher conferences to ensure the plan reflects the needs and priorities of the school community.

The plan is distributed annually through the school website, student handbook, email, and printed copies upon request. It is written in a parent-friendly format and translated into other languages, as needed, to ensure accessibility. The Parent and Family Engagement Plan is reviewed and updated each year based on stakeholder feedback, student achievement data, and the evolving needs of students and families, and is made available to the entire school community.



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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.**

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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–August 30	Delivery: Principal, Parent Engagement Coordinator Documentation: Website posting, Parent Acknowledgment Forms, School Messenger/Email Logs, Copies of signed Documents
FY27 Parent Input Meetings (Plan, Compact, CSIP, Building Staff Capacity and 1%)	September 2026 January 2027 April 2027	Delivery: Principal, Dean, Counselor, Parent Engagement coordinator Documentation: Sign-in Sheets, Meeting Agendas, Minutes, Surveys
Parents of EL and SWD Specific Event 1 (Fall)	October 2026	Delivery: ESOL Teacher, Special Education Coordinator, School Counselor Documentation: Sign-in Sheets, Agendas, Presentation Materials, Parent Feedback
Parents of EL and SWD Specific Event 2 (Fall)	February 2027	Delivery: ESOL Teacher, Special Education Coordinator, School Counselor Documentation: Sign-in Sheets, Meeting Minutes, Surveys
Annual Title I Parent Meeting:	August 2026	Delivery: Principal, Title I Coordinator, Parent Engagement Coordinator Documentation: Sign-in Sheets, Agenda, Presentation, Parent Evaluations
Technology – including harms of copyright piracy and monitoring student progress (Infinite Campus/Canvas)	September 2026 (Fall) January 2027 (Refresher Session)	Delivery: Student engagement coordinator, School Counselor



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		Documentation: Sign-in Sheets, Meeting Agenda, Presentation Materials, Parent Surveys, Website/Newsletter Announcement, Training Handouts
Building Parent Capacity Fall Event 1 (may include-Math, ELA/Reading, Science, Social Studies)	September 2026	Delivery: Principal, Instructional Coach, Department Chairs, Family Engagement Specialist Documentation: Sign-in Sheets, Agenda, Presentation, Parent Survey
Building Parent Capacity Fall Event 2 (may include-Math, ELA/Reading, Science, Social Studies)	October 2026	Delivery: Family Engagement Specialist, Counselor Documentation: Sign-in Sheets, Agenda, Presentation, Parent Survey
Building Parent Capacity Fall Event 3 (may include-Math, ELA/Reading, Science, Social Studies)	November 2026	Delivery: Family Engagement Specialist, Counselor Documentation: Sign-in Sheets, Agenda, Presentation, Parent Survey
Building Parent Capacity Fall Event 4 (may include-Math, ELA/Reading, Science, Social Studies)	December 2026	Delivery: Family Engagement Specialist, Counselor Documentation: Sign-in Sheets, Agenda, Presentation, Parent Survey
Building Parent Capacity Continuous Communications (Fall)	Weekly starting August 2, 2026	Delivery: Family Engagement Specialist, Counselor Documentation: Sign-in Sheets, Agenda, Presentation, Parent Survey
Parents of EL and SWD Specific Event 1 (Spring)	TBD	Delivery: Family Engagement Specialist, Counselor Documentation: Sign-in Sheets, Agenda, Presentation, Parent Survey
Parents of EL and SWD Specific Event 2 (Spring)	TBD	Delivery: Family Engagement Specialist, Counselor



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		Documentation: Sign-in Sheets, Agenda, Presentation, Parent Survey
Building Staff Capacity #1 (Fall):	July 28, 2026	Delivery: Family Engagement Specialist, Counselor, Dean Documentation: Sign-in Sheets, Agenda, Presentation, Parent Survey
Building Staff Capacity #2 (Fall):	August 5, 2026	Delivery: Family Engagement Specialist, Counselor, Dean Documentation: Sign-in Sheets, Agenda, Presentation, Staff Survey
Building Staff Capacity #3 (Fall):	October 14, 2026	Delivery: Documentation: Sign-in Sheets, Agenda, Presentation, Staff Survey
Building Staff Capacity #1 (Spring):	January 6, 2026	Delivery: Family Engagement Specialist, Counselor, Dean Documentation: Sign-in Sheets, Agenda, Presentation, Staff Survey
Building Staff Capacity #2 (Spring):	February 17, 2026	Delivery: Family Engagement Specialist, Counselor, Dean Documentation: Sign-in Sheets, Agenda, Presentation, Staff Survey
Building Staff Capacity #3 (Spring):	March 24, 2026	Delivery: Family Engagement Specialist, Counselor, Dean Documentation: Sign-in Sheets, Agenda, Presentation, Staff Survey
Building Parent Capacity Spring Event 1 (may include-Math, ELA/Reading, Science, Social Studies)	January 19, 2027	Delivery: Family Engagement Specialist, Counselor Documentation: Sign-in Sheets, Agenda, Presentation, Parent Survey
Building Parent Capacity Spring Event 2 (may include-Math, ELA/Reading, Science, Social Studies)	February 16, 2027	Delivery: Family Engagement Specialist, Counselor



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		Documentation: Sign-in Sheets, Agenda, Presentation, Parent Survey
Building Parent Capacity Spring Event 3 (may include-Math, ELA/Reading, Science, Social Studies)	March 9, 2027	Delivery: Documentation: Sign-in Sheets, Agenda, Presentation, Parent Survey
Building Parent Capacity Spring Event 4 (may include-Math, ELA/Reading, Science, Social Studies)	April 20, 2027	Delivery: Family Engagement Specialist, Counselor Documentation: Sign-in Sheets, Agenda, Presentation, Parent Survey
Building Parent Capacity Spring: Transition Meeting	May 4, 2027	Delivery: Family Engagement Specialist, Counselor, Dean Documentation: Sign-in Sheets, Agenda, Presentation, Parent Survey
Building Staff Capacity Continuous Communications (Spring):	Starting January 3, 2027	Delivery: Family Engagement Specialist, Counselor, Dean Documentation: Sign-in Sheets, Agenda, Presentation, Staff Survey
Building Parent Capacity Continuous Communications (Spring)	Starting January 3, 2027	Delivery: Family Engagement Specialist, Counselor Documentation: Sign-in Sheets, Agenda, Presentation, Parent Survey
FY28 Staff Input Meetings (Plan, Compact, and CSIP)	May 5, 2027	Delivery: Family Engagement Specialist, Counselor, Dean Documentation: Sign-in Sheets, Agenda, Presentation, Staff Survey
FY28 Parent Input Meetings (Plan, Compact, CSIP, Building Staff Capacity and 1%)	May 4, 2027	Delivery: Family Engagement Specialist, Counselor Documentation: Sign-in Sheets, Agenda, Presentation, Staff Survey



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FY28 Student Input Meetings (if applicable) (Plan, Compact, and CSIP)	May 6, 2027	Delivery: Family Engagement Specialist, Counselor Documentation: Sign-in Sheets, Agenda, Presentation, Staff Survey
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