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School Improvement Plan

Title I, Part A



School Year:	2026 - 2027
School Name:	Elementary
Principal Name:	Thomas Farrell
Date Submitted:	May 26, 2026
Revision Date(s):	July 14, 2026

<i>District Name</i>	Cobb County School District
<i>School Name</i>	McCall Primary
<i>Team Lead</i>	Thomas Farrell
<i>Position</i>	Principal
<i>Email</i>	Thomas.farrell@cobbk12.org
<i>Phone</i>	770-975-6775
Federal Funding Options to Be Employed in This Plan (SWP Schools. Select all that apply.)	
X	Traditional funding (all Federal funds budgeted separately)
	Consolidated funds (state/local and federal funds consolidated) - Pilot systems ONLY
	"Fund 400" - Consolidation of Federal funds only
Factor(s) Used by District to Identify Students in Poverty (Select all that apply.)	
X	Free/Reduced meal applications
	Community Eligibility Program (CEP) - Direct Certification ONLY
	Other (if selected, please describe below)

In developing this plan, briefly describe how the school sought and included advice from individuals (teachers, staff, other school leaders, paraprofessionals, specialized instructional support personnel, parents, community partners, and other stakeholders). <i>References: Schoolwide Checklist 3.b.[Sec. 2103(b)(2)]</i>
School Response: We assembled a diverse team of educators, parents, and community partners from our Principal's Advisory Council to collaboratively develop the Title I plan. Together, the team analyzed data from multiple sources, identifying key trends and underlying causes of our areas of need. Based on this comprehensive analysis, they established measurable goals, designed a clear monitoring system, and contributed valuable input to shape effective action steps.

IDENTIFICATION of STAKEHOLDERS

Stakeholders are individuals with valuable experiences and perspectives who will provide the team with important input, feedback, and guidance. Stakeholders must be engaged in the process to meet requirements for participating in federal programs. Documentation of stakeholder involvement must be maintained by the school. Suggested stakeholder participation includes the following roles. **A parent is required.**

Positions and Roles to consider when developing the SIP Committee.

Required Stakeholders	Suggested Stakeholders
Administrative Team	Parent Facilitators
Content or Grade Level Teachers	Media Specialists
Local School Academic Coaches	Public Safety Officers
District Academic Coaches	Business Partners
Parent (a Non-CCSD Employee)	Social Workers
Student (Required for High Schools)	Community Leaders
Structured Literacy Coach (For CSI/ TSI Schools)	School Technology Specialists
MRESA School Improvement Specialist (For Federally Identified Schools)	Community Health Care Providers
	Universities or Institutes of Higher Education

SCHOOL IMPROVEMENT PLAN COMMITTEE MEMBERS - SIGNATURE PAGE

The comprehensive needs assessment (CNA) and school improvement plan (SIP) team consists of individuals responsible for working collaboratively throughout the needs assessment and plan development process. Ideal team members possess knowledge of programs, the capacity to plan and implement the needs assessment, and the ability to ensure stakeholder involvement. Documentation of team member involvement must be maintained by the school. Multiple meetings should occur, and a sign-in sheet must be maintained for each meeting.

Meeting Dates:	4/13/2026	4/21/2026	
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Position/Role	Printed Name	Signature
Kindergarten Teacher	Lori Webber	Lori K. Webber
Special Education Teacher	Sarah Crawford	Sarah Crawford
SSA	Cleo Tucker	Cleo Tucker
Principal	Thomas Farrell	Thomas Farrell
K teacher	Ammanda Smith	Amma S
School Counselor	Carrie Jones	Carrie Jones
1st Grad teacher	Juliana Beck	Juliana Beck
1st grade teacher	Elizabeth Chaney	Elizabeth Chaney
PE Teach	Jaustin Freeman	Jaustin Freeman
Assistant Principal	Melissa Hollifield	Melissa Hollifield

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Meeting Dates:	4/13/2026	4/21/2026	
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Position/Role	Printed Name	Signature
Principal	Thomas Farrell	Thomas Farrell
Partner	MARY GAIL MANES	Mary Gail Manes
teacher	Tiffany Chauvin	Tiffany Chauvin
teacher	Angela Vazquez	Angela Vazquez
volunteer	David Grant	David Grant
teacher	Amanda Smith	Amanda Smith
teacher	Justin Freeman	Justin Freeman
teacher	Elizabeth Chaney	Elizabeth Chaney
teacher	Lori Webber	Lori Webber
teacher	Juliana Beck	Juliana Beck
teacher	Sarah Crawford	Sarah Crawford
Partner	Becki Poe	Becki Poe
Support and Service Administrator	Deopatra Tucker	Deopatra Tucker

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Meeting Dates:	4/13/2026	4/21/2026	
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Position/Role	Printed Name	Signature
Assistant Principal	Melissa Hallifield	Melissa Hallifield
EIP Teacher	Kelli Stagich	Kelli Stagich
School Counselor	Carrie Jones	Carrie Jones
PTA President	RONDA BROOME	Ronda Broome

Comprehensive Needs Assessment Evaluation of Goal(s)

(References: Schoolwide Checklist Section 1114(b)(1)(A))

Collaborate with your team to complete the questions below regarding the progress the school has made toward each goal in the School Improvement Plan (SIP).

Previous Year's Goal #1	During the 25-26 McCall first grade students will show a 5% (6 student) increase in the number of students prepared on the ELA content area of the Beacon assessment.
Was the goal met? ☐ YES ☐ NO ☒ Partially	
What data supports the outcome of the goal?	When compared to the 2024-2025 Beacon assessment we showed a 3% increase in the number of first grade students prepared and a 5% decrease in the number of students needing support.
Reflecting on Outcomes	
If the goal was not met , what actionable strategies could be implemented to address the area of need?	Based our ELA Beacon assessment, the highest percentage of students in the support needed range is in constructing texts. We need to increase our instructional capacity and allow for additional planning time to be better able to improve our writing instruction.
If the goal was met or exceeded , what processes, action steps, or interventions contributed to the success of the goal?	

Previous Year's Goal #2	During the 25-26 McCall kindergarten and first grade students will show a 5% (12 student) increase in the number of students prepared on the Math content area of the Beacon assessment.
Was the goal met? ☒ YES ☐ NO ☐ Partially	
What data supports the outcome of the goal?	When compared to the 2024-2025 Beacon we showed a 12% increase in the number of first grade students prepared and a 9% decrease in the number of students needing support. When compared to the 2024-2025 Beacon we showed a 9% increase in the number of kindergarten students prepared and a 10% decrease in the number of students needing support.
Reflecting on Outcomes	
If the goal was not met , what actionable strategies could be implemented to address the area of need?	
If the goal was met or exceeded , what processes, action steps, or interventions contributed to the success of the goal?	We revamped our lesson plans and assessment practices in math. We specifically focused on utilizing the CCSD core package to plan lessons that required higher order thinking skills to patch the rigor of standards. This has led us to significant gains on the Beacon assessment for both first grade and kindergarten.

Comprehensive Needs Assessment – Summary of Findings (Schoolwide) Section 1114(b)(1)(A)

ELA DATA

Beacon ELA Data – Spring Administration	Foundations			Language			Texts			Interpreting Texts			Constructing Texts		
	Support Needed	Near Target	Prepared	Support Needed	Near Target	Prepared	Support Needed	Near Target	Prepared	Support Needed	Near Target	Prepared	Support Needed	Near Target	Prepared
1st Grade	13	40	47	14	43	43	18	53	29	13	50	37	26	41	32

Source	Strengths	Weaknesses
Beacon Assessment – ELA (Grade Levels & Student groups)	Grade Levels (all students): 89% of first grade students were near target or prepared, which is a 36% increase over the beginning of the year. EL: 86% of first grade EL students were near target or prepared, which is a 43% increase over the beginning of the year. SWD: 70% of first grade SWD were near target or prepared, which is a 70% increase over the beginning of the year and the most growth of any student growth.	Grade Levels (all students): Only 37% of first grade students are prepared. This is still 3% higher than on the 2024-2025 Beacon but shows that there is plenty of room for growth. In addition, the constructing texts domain had the greatest percentage of students in the support needed range. EL: Only 29% of EL students were prepared on the ELA Beacon. SWD: Only 10% of first grade SWD were prepared on the ELA Beacon.
	Root Cause Explanation:	

Check the system that contributes to the root cause: ☐ Coherent Instruction ☒ Professional Capacity ☒ Effective Leadership ☐ Supportive Learning Environment	We need to increase our instructional capacity in writing and allow for additional planning time to be better able to improve our writing instruction.	
ACCESS Scores (Grade Level Reading & Writing)	Grade Levels (all students): EL:19% of kindergarten students scored level 6 in both listening and speaking. 57% of first grade students scored level 6 in listening.	Grade Levels (all students): EL:81% of kindergarten EL students scored at proficiency level 1 in writing and 36% of first grade students scored at proficiency level 1 in writing. This is the weakest area in first grade and second weakest area in kindergarten.
Check the system that contributes to the root cause: ☐ Coherent Instruction ☒ Professional Capacity ☒ Effective Leadership ☐ Supportive Learning Environment	Root Cause Explanation: We need to increase our instructional capacity in writing and allow for additional planning time to be better able to improve our writing instruction.	
ELA Common Assessments (Grade Level Reading & Writing) Core Phonics Survey AMIRA	Grade Levels (all students): At mid-year the average first grade score on the Core phonics survey is 82% which is a 15% increase. EL: EL first-grade students showed the greatest growth on the CORE Phonics assessment with a 20% increase on the mid-year administration. Kindergarten students had an average grade level equivalent of 1.13 on the final	Grade Levels (all students): Only 78% of students on grade level on the Amira. EL: Only 77% of EL students on grade level according to the Amira. SWD: First grade SWD scored 67% in the mid-year administration of the Core phonics survey. Only 54% of kindergarten SWD were on grade level for the final administration of the AMIRA.

	administration of the AMIRA with 77% of kindergarten EL students on grade level SWD: SWD had an average grade level equivalent of .97 on the final administration of AMIRA.	
Check the system that contributes to the root cause: ☒ Coherent Instruction ☐ Professional Capacity ☐ Effective Leadership ☐ Supportive Learning Environment	Root Cause Explanation: Teachers were in the first year implementation of a new curriculum as teachers of SWD become more familiar with the curriculum SWD students will improve.	
School Instructional Walks (Grade Level) What instructional practices / processes are consistently observed during ELA walks? What instructional practices / processes are consistently missing or ineffective during ELA walks?	The CCSD Tier 1 resources Wonders, UFLI, and Just Right Readers were utilized 98% of the time during instructional walks.	On 73% of walks students actively speaking was in the 0%-25% range.
	Root Cause Explanation:	

Check the system that contributes to the root cause: ☒ Coherent Instruction ☐ Professional Capacity ☐ Effective Leadership ☐ Supportive Learning Environment	Teachers were in the process of becoming familiar with the new instructional resources, particularly the <i>Wonders</i> curriculum. As a result, many teachers focused on covering the lesson components with fidelity rather than strategically selecting the most impactful elements to facilitate deeper learning. This emphasis on completing the lesson often limited opportunities for meaningful student discourse and peer-to-peer collaboration. Moving forward, teachers will continue to build confidence with the curriculum while prioritizing quality over quantity by identifying key lesson components that promote rich discussions, critical thinking, and active student engagement.
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ELA - IMPROVEMENT PLAN

GOAL #1: ELA	During the 26-27 McCall first grade students will show a 5% (5 student) increase in the number of students prepared on the ELA content area of the Beacon assessment.		
Root Cause(s) to be Addressed:	Teachers lack the professional capacity to effectively teach writing.		
Funding Source(s) SWP Checklist 5.e	☒ Title I Funds ☒ Local School Funds ☐ Other: _____		
Components	Implementation Plan SWP Checklist 3.a 34 CFR § 200.26	Evaluation Plan SWP Checklist 3.b 34 CFR § 200.26	Resources
Who? One Action (Verb) What? Frequency Data Collection	Implementation Performance Target: 100% of Kindergarten and first grade teachers will participate in <i>The Writing Revolution</i> book study. Implementation Plan: - Preplanning: - Familiarize staff with Title I action steps - August-September: - Collaborative discussions and reflection on first quarter of <i>The Writing Revolution</i>. - October-December - Teachers will implement the instructional strategies introduced during the first quarter to strengthen Tier 2 writing instruction. They will intentionally incorporate these strategies to provide targeted support, increase student engagement, and improve the quality of writing instruction for students requiring additional intervention. - February- March: - Teachers will implement the instructional strategies introduced during the second quarter to strengthen Tier 2 writing instruction. They will intentionally incorporate these strategies to provide	Evaluation Performance Target: By January 2027, 33 of 103 (32%) students will score prepared on the on the Construction Texts section of the Beacon Assessment. Evaluation Tool(s): Beacon Amira CORE Phonics Assessment Teacher Created Assessments Evaluation Plan: Students will be assessed: ☐ Every 2 weeks ☐ Monthly ☐ Every other month ☒ 3 times per year ☐ _____ Data Analysis Plan: Teachers will report out schoolwide assessment data three times a year. Person(s) Collecting Evidence:	<i>The Writing Revolution</i>
Target Student Group			
☒ All Students ☒ EL ☒ SWD			
Action Step SWP Checklist 2.a, 2.b, 2.c(i), 2.c(ii), 2.c(iv), 2.c(v)			
1. Teachers will strengthen their understanding of explicit writing instruction to support student achievement across content areas by participating in a book study of <i>The Writing</i>			

<i>Revolution.</i> Through collaborative discussions, reflection, and implementation of research-based strategies, teachers will strengthen their understanding of explicit writing instruction to support student achievement across content areas.	targeted support, increase student engagement, and improve the quality of writing instruction for students requiring additional intervention. • Collaborative discussions and reflection on third quarter of <i>The Writing Revolution</i>. • April-May • Teachers will implement the instructional strategies introduced during the third quarter to strengthen Tier 2 writing instruction. They will intentionally incorporate these strategies to provide targeted support, increase student engagement, and improve the quality of writing instruction for students requiring additional intervention. • Collaborative discussions and reflection on final quarter of <i>The Writing Revolution</i>. Artifacts to be Collected: PowerPoints, Collaboration agendas, handouts, sign in sheets. Person(s) Monitoring Implementation: ☒ Principal ☒ Assistant Principals ☐ Academic Coaches Frequency of Monitoring: Quarterly at team collaborations.		☒ Principal ☒ Assistant Principals ☐ Academic Coaches ☒ CCC Leads	
Root Cause(s) to be Addressed:	• Teachers lack the time to effectively plan writing instruction			
Funding Source(s) <i>SWP Checklist 5.e</i>	☒ Title I Funds ☒ Local School Funds ☐ Other: _____			
Components	Implementation Plan <i>SWP Checklist 3.a 34 CFR § 200.26</i>	Evaluation Plan <i>SWP Checklist 3.b 34 CFR § 200.26</i>	Resources	

Who? One Action (Verb) What? Frequency Data Collection	Implementation Performance Target: 100% of kindergarten and first grade teachers will collaboratively plan writing	Evaluation Performance Target: By January 2027, 33 of 103 (32%) students will score prepared on the on the Construction Texts section of the Beacon Assessment.	Substitute teachers for release time
Target Student Group			
☒ Gen Ed ☒ EL ☒ SWD	Implementation Plan: • Preplanning: • Familiarize staff with Title I action steps • August-September: • Teachers will collaboratively plan second-quarter writing instruction that targets specific skills and strategies to address identified student deficits. Using student writing samples, teams will design targeted lessons and interventions that provide focused support, promote consistent instructional practices, and improve student writing outcomes.	Evaluation Tool(s): Beacon Amira CORE Phonics Assessment Teacher Created Assessments Evaluation Plan: Students will be assessed: ☐ Every 2 weeks ☐ Monthly ☐ Every other month ☒ 3 times per year ☐ _____	
Action Step <i>SWP Checklist 2.a, 2.b, 2.c(i), 2.c(ii), 2.c(iv), 2.c(v)</i>			
2. Teachers will implement targeted strategies to address grade-level specific writing deficits.	• October-December • Teachers will collaboratively plan third-quarter writing instruction that targets specific skills and strategies to address identified student deficits. Using student writing samples, teams will design targeted lessons and interventions that provide focused support, promote consistent instructional practices, and improve student writing outcomes. • February- March: • Teachers will collaboratively plan fourth-quarter writing instruction that targets specific skills and strategies to address identified student deficits. Using student writing samples, teams will design targeted lessons and interventions that provide focused support, promote consistent instructional practices, and improve student writing outcomes. • April-May • Collaboratively beginning of the year writing instruction for all students.	Data Analysis Plan: Teachers will report out schoolwide assessment data three times a year. Person(s) Collecting Evidence: ☒ Principal ☒ Assistant Principals ☐ Academic Coaches ☒ CCC Leads	

	Artifacts to be Collected: Agendas, lesson plans. Person(s) Monitoring Implementation: ☒ Principal ☒ Assistant Principals ☐ Academic Coaches Frequency of Monitoring: Quarterly at team collaborations.		
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MATH DATA

Beacon Math Data – Spring Administration	Numerical Reasoning			Patterning & Algebraic Reasoning			Measurement & Data Reasoning			Geometric & Spatial Reasoning		
	Support Needed	Near Target	Prepared	Support Needed	Near Target	Prepared	Support Needed	Near Target	Prepared	Support Needed	Near Target	Prepared
Kindergarten (Winter Administration)	17	51	32	39	46	15	38	31	31	32	41	27
1 st Grade	14	52	34	19	43	38	4	37	59	20	61	20

Source	Strengths	Weaknesses
Beacon Assessment – Math (Grade Level & Student Groups)	First grade decreased the number of students in the support needed range in all areas of the Beacon math assessment when compared to the prior year's results.	There was a decrease in the percentage of first grade students prepared on 3 of 4 areas of the Beacon when compared to the prior school year.

	Kindergarten decreased the number of students in the support range needed in all areas of the Beacon math assessment when compared to the prior year's results. Kindergarten students had a relative strength in numerical reasoning, First grade had a relative strength in measurement and data reasoning	There was a decrease in the percentage of kindergarten students prepared on 1 of 4 areas of the Beacon when compared to the prior school year. Only 15% of kindergarten EL students scored an overall prepared on the Beacon assessment. Only 36% of first grade EL students scored and overall prepared on the Beacon assessment. Only 8% Kindergarten SWD scored an overall prepared on the beacon. ONLY 40% of first grade SWD scored an overall prepared on the Beacon
Check the system that contributes to the root cause: ☒ Coherent Instruction ☐ Professional Capacity ☒ Effective Leadership ☐ Supportive Learning Environment	Root Cause Explanation:	
	We need to continue to increase our instructional capacity in math and allow for additional planning time to be better able to improve our math instruction.	
MATH Common Assessments MMA-McCall Math Assessment	For Grade Levels, ELs and SWD Grade Levels (all students): Kindergarten students show an 31% increase in the number of students on grade level for the end of the school year on the mid-year administration of the addition MMA. EL: Kindergarten El students showed a 31% increase in the number of students on grade level for the end of the school year on the mid-year administration of the addition MMA. First Grade El students showed a 21% increase in the number of students on grade level for the end of the school year on the mid-year administration of the subtraction MMA. SWD:	For Grade Levels, ELs and SWD Grade Levels (all students): Kindergarten students only showed a 12% increase in the number of students on grade level for the end of the year on the mid-year administration of the subtraction MMA. First grade students only showed a 10% increase in the number of students on grade level for the end of the year on the mid-year administration of the addition MMA. First grade students only showed a 12% increase in the number of students on grade level for the end of the year on the mid-year administration of the subtraction MMA. EL:

	First grade SWD showed the greatest growth on the MMA with 27% of first grade SWD on grade level for the end of the school year in Math on the	Kindergarten EL students only showed a 7% increase in the number of students on grade level for the end of the year on the mid-year administration of the subtraction MMA. First grade EL students only showed a 7% increase in the number of students on grade level for the end of the year on the mid-year administration of the addition MMA. SWD: Kindergarten SWD only showed an 8% increase in the number of students on grade level for the end of the school year on the mid-year administration of the addition MMA. SWD showed an 8% decrease increase in the number of students on grade level for the end of the school year on the mid-year administration of the addition MMA. First Grade SWD only showed an 9% increase in the number of students on grade level for the end of the school year on the mid-year administration of the subtraction MMA.
Check the system that contributes to the root cause: ☒ Coherent Instruction ☐ Professional Capacity ☒ Effective Leadership ☐ Supportive Learning Environment	Root Cause Explanation:	
	We need to allow for planning time to be better understand the Georgia state math plans to improve the computational processes associated with the MMA.	
School Instructional Walks (Grade Level)	Core package resources were being utilized in 98% of math instructional walks. Learning targets were clearly communicated in 95% of math instructional walks.	Problem solving or performance task with real-world application only observed 6% of the time.

• What instructional practices / processes are consistently observed during walks? • What instructional practices / processes are consistently missing or ineffective during walks?	94% of instruction was aligned to the standard.	Real world connection only observed in 11% of mini lessons. Vocabulary development only observed in 10% of openings.
Check the system that contributes to the root cause: ☒ Coherent Instruction ☐ Professional Capacity ☒ Effective Leadership ☐ Supportive Learning Environment	Root Cause Explanation: We need to continue to increase our instructional capacity in math and allow for additional planning time to be better able to improve our math instruction.	

MATH - IMPROVEMENT PLAN

GOAL #2: MATH	During the 26-27 McCall kindergarten and first grade students will show a 3% (6 student) increase in the number of students prepared on the Math content area of the Beacon assessment.		
Root Cause(s) to be Addressed:	- Teachers lack the professional capacity to effectively teach Math. - Teachers lack the time to effectively plan math instruction.		
Funding Source(s) <i>SWP Checklist 5.e</i>	☒ Title I Funds ☒ Local School Funds ☐ Other: _____		
Components	Implementation Plan <i>SWP Checklist 3.a 34 CFR § 200.26</i>	Evaluation Plan <i>SWP Checklist 3.b 34 CFR § 200.26</i>	Resources
Who? One Action (Verb) What? Frequency Data Collection	Implementation Performance Target: 100% of kindergarten and first grade teachers will collaboratively plan math utilizing the Georgia Department of Education Inspire Mathematics units. Implementation Plan: - Preplanning: - Familiarize staff with Title I action steps - August-September: - Collaborative plan second 9 weeks of Inspire Math instruction. - October-December - Collaborative plan the third 9 weeks of instruction. - February- March: - Collaboratively plan the fourth 9 weeks of instruction.. - April-May - Collaboratively plan the first 9 weeks of instruction.. Artifacts to be Collected:	Evaluation Performance Target: By January 2027, 10% of first grade and 49% of kindergarten students will score on grade level for the end of the school year on the McCall Math Assessment (MMA) in addition. Evaluation Tool(s): - MMA addition - MMA subtraction - Beacon Evaluation Plan: Students will be assessed: ☐ Every 2 weeks ☐ Monthly ☐ Every other month ☒ 3 times per year ☐ _____ Data Analysis Plan: Teachers will report out assessment data three times a year to monitor the effectiveness of the Georgia	GA State Inspire Math Units
Target Student Group			
☐ Gen Ed ☐ EL ☐ SWD			
Action Step <i>SWP Checklist 2.a, 2.b, 2.c(i), 2.c(ii), 2.c(iv), 2.c(v)</i>			
1. Teachers will utilize the Georgia Department of Education Inspire mathematics units to provide standards-based, engaging, and rigorous math instruction aligned to			

the Georgia Standards of Excellence.	Agendas, lesson plans, walkthroughs to monitor math instruction utilizing Inspire lessons. Person(s) Monitoring Implementation: ☒ Principal ☒ Assistant Principals ☐ Academic Coaches Frequency of Monitoring: Quarterly at team collaborations, Ongoing math walkthroughs.	Department of Education Inspire Mathematics units. Person(s) Collecting Evidence: ☒ Principal ☒ Assistant Principals ☐ Academic Coaches ☒ CCC Leads	
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Family Engagement Plan to Support School Improvement (<i>Required Components</i>)			
Family Engagement Activities (<i>*Must be listed in the school policy</i>)	Date(s) Scheduled	Date Completed	"Shall" Standard(s) Addressed
1. Required: * Annual Title I Meeting – Deadline (September 30, 2026) Parents will learn about Title I, how our school spends Title funds (budget snapshot), highlights of the schoolwide plan, description of curriculum and assessments used, our school compacts and policies, professional qualifications of our teachers, and opportunities for family engagement including use of the family resource center.	8/20/2026		☒ 1 ☐ 4 ☐ 2 ☐ 5 ☐ 3 ☐ 6
/2. Required: * Fall Input Survey (secondary method) – Deadline (October 1 - November 3, 2026) Parents will have the opportunity to provide input and suggestions on the school policy and compact, how to spend our family engagement funds, and how to build staff capacity for family engagement.	10/1/2026-10/30/2026		☐ 1 ☐ 4 ☐ 2 ☐ 5 ☐ 3 ☒ 6
3. Required: * Spring Input Meeting (primary method) – Deadline (April 30, 2027) Parents will have the opportunity to assist in planning future family engagement activities, revising our school policy and compact, and participate in discussions about the family engagement funds.	4/20/2027		☐ 1 ☐ 4 ☐ 2 ☐ 5 ☐ 3 ☒ 6
4. Required: Building Capacity for Engagement (Does not need to be listed in the Policy) Teachers will continue to learn about the value and utility of contributions of parents including how to reach, communicate with, and work with parents to implement parent programs and build ties between the parents and school. Deadline September 18, 2026 (Fall); Deadline February 12, 2027 (Spring)	9/16 & 9/17/2026		☐ 1 ☐ 4 ☐ 2 ☐ 5
	2/16 & 2/17/2027		☒ 3 ☐ 6
5. Required: * Transition Activities for parents of students entering or exiting our school (Multiple options, not just visiting the school). Parents will have an opportunity to learn about the next grade level in their child's education. Briefly describe the transition activities here: - Kindergarten Orientation - CTLS Help W/ Jamie	4/21/2026 8/12/2026		☐ 1 ☒ 4 ☐ 2 ☐ 5 ☐ 3 ☐ 6
6. Required: Provide translated information related to school and parent programs/meetings in a format and language that parents can understand. <i>SWP Checklist 5.d</i>	List documents translated for parents: Parent Policy Parent Compact		☐ 1 ☐ 4 ☐ 2 ☒ 5 ☐ 3 ☐ 6

Academic-Related School-Developed Family Engagement Activities (Required for “Shall’s” 2 and 6)

Academic-Related and School-Developed Family Engagement Activities (*Must be listed in the school policy)	“Shall” Addressed	Goal(s) Addressed	Resources	Funding Source(s) <i>SWP Checklist 5.e</i>	Date	How is the activity monitored, and evaluated? Include data/artifacts to be collected as evidence.	Staff Responsible
Curriculum in Action	☐ 1 ☒ 2 ☐ 3 ☐ 4 ☐ 5 ☒ 6	☐ Goal 1 ☐ Goal 2 ☐ Goal 3 ☐ Goal 4			Sept. 3, 2026	Parent Surveys	Principal Academic Coach Parent Facilitator Lead Teacher
Doughnuts and Data	☐ 1 ☒ 2 ☐ 3 ☐ 4 ☐ 5 ☒ 6	☐ Goal 1 ☐ Goal 2 ☐ Goal 3 ☐ Goal 4			Jan. 12, 2027	Parent Surveys	Principal Academic Coach Parent Facilitator Lead Teacher

GaDOE required six “Shall’s”. Each shall must be addressed at least once during the school year:

1. Assist parents in understanding state academic standards, state and local assessments, and how to monitor their child’s academic progress.
2. Provide materials and training to help parents work with their child to improve academic achievement. (Ex. Literacy training, technology training)
3. Educate school staff in the value and utility of the contributions of parents, and how to reach, communicate with, and partner with parents to implement parent programs to build ties between parents and the school.
4. Coordinate and integrate parent programs and activities with other Federal, State, and local programs (Preschool to Kindergarten, transitions, parent resource centers, etc.) to support parents in more fully participating in their child’s education.
5. Ensure information related to school and parent programs/meetings are sent in a format and language parents can understand.
6. Provide other reasonable support for parental involvement activities as parents may request. These are school-developed activities based upon parent's input. (#14 in list of “shalls” and “mays”)

School Improvement Plan Required Questions

Schoolwide Plan Development – Section 1114(2)(B) (i-iv)

1. Cobb County’s schoolwide plans are developed during a 1-year period; unless – the school is operating a schoolwide program on the day before the date of the enactment of Every Student Succeeds Act, in which case such school may continue to operate such program but shall develop amendments to its existing plan during the first year of assistance after that date to reflect the provisions of the section. Evidence to support this statement includes: The dated schoolwide plans, dated budget meeting agendas and signature pages, and dated committee and input meeting signature pages. SWP Checklist 5(a)
2. Cobb County’s schoolwide plans are developed with the involvement of parents and other members of the community to be served and individuals who will carry out such plan, including teachers, principals, other school leaders, paraprofessionals present in the school, administrators (including administrators of programs described in other parts of this title), the local educational agency, to the extent feasible, tribes and tribal organizations present in the community, and , if appropriate specialized instructional support personnel, technical assistance providers, school staff, if the plan relates to a secondary school, students, and other individuals determined by the school. Evidence to support this statement includes: The schoolwide plan committee signature page and the Family Engagement fall and spring input meetings. Schoolwide Checklist 5(b)
3. Cobb County’s schoolwide plans remains in effect for the duration of the school’s participation under Sec. 114(b)(1-5) of ESSA, except that the plan and its implementation shall be regularly monitored and revised as necessary based on student needs to ensure that all students are provided opportunities to meet the challenging State academic standards. Evidence to support this statement includes: The Title I midyear and end of year monitoring of SWP goals, monitoring and approving all Title I expenditures, and revision dates listed on the SWP cover page. SWP Checklist 5(c)
4. Cobb County’s schoolwide plans are available to the local education agency, parents, and the public, and the information contained in such plan shall be in an understandable and uniform format and, to the extent practicable, provided in a language that the parents can understand. Evidence to support this statement includes: Every Title I school post the Title I plan, Title I budget, and Family Engagement Components on the school’s website and in multiple languages. SWP Checklist 5(d)
5. Describe how the schoolwide plan has been 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. SWP Checklist 5(e) <u>Include district initiatives that are supported with Title I Funds (For example: Early Literacy Framework (ELF), Math Fluency Initiative (MFI), LETRS, Read 180, etc.)</u> SCHOOL RESPONSE: To further support early literacy, the district provides a dyslexia screener, Amira, that is administered multiple times throughout the year. Federal Title I funds and State 20-Day funds are allocated to provide targeted reading interventions for students performing below grade level. Additional academic support is offered through district-provided programs such as I-Ready for literacy and I-Ready for math. To enhance classroom instruction, the district has also supplied decodable classroom libraries (Just Right Readers) and recently adopted Wonders and UFLI as core literacy instructional resources. In mathematics, schools have been equipped with a comprehensive Core Package of instructional materials to support high quality math instruction.
ESSA Requirements to Include in the Schoolwide Plan – Section 1116(B)(1)

6. Jointly develop with, and distribute to, parents and family members of participating children a written parental and family engagement involvement policy, 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 policy in an understandable and uniform format and, to the extent practicable, provided in a language the parents can understand. Such policy shall be made available to the local community and updated periodically to meet the changing needs of parents and the school. **Evidence to support this statement includes Posting every Title I school's parent policy on the school's website in multiple languages where practicable, Fall and Spring input meeting agendas and sign in sheets providing parents the opportunity to assist in the development of the school's parent policy, compact and parent engagement budget.**

SWP Checklist 4

Evaluation of the Schoolwide Plan - 34 CFR § 200.26

7. Describe how the school regularly monitors 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. *SWP Checklist 3(a)*

SCHOOL RESPONSE: The school has established multiple systems to regularly monitor both the implementation and outcomes of the schoolwide plan. Grade-level teachers collaborate weekly during Cobb Collaborative Community (CCC) meetings, where they review assessment data from various sources. These meetings include analysis of district assessments such as Amira and Beacon, as well as team-developed assessments aligned with grade level standards..

Teachers begin by administering pre-assessments to identify learning gaps and determine appropriate interventions. After implementing targeted interventions, they conduct post-assessments to evaluate effectiveness and decide whether further support is needed.

In addition to weekly monitoring, the school administration collects and reviews data three times per year to track progress toward School Improvement Plan (SIP) goals and monitor individual student growth. Data sources include the CORE Phonics Inventory, McCall Math Assessment, Beacon, and Amira assessments. This systematic approach ensures data-driven decision-making at both the classroom and school levels.

8. Describe how the school determines 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. *SWP Checklist 3(b)*

SCHOOL RESPONSE: The Beacon assessment will be administered to first-grade students in ELA and Math at the beginning, middle, and end of the school year, and to kindergarten students in Math at mid-year. These assessments play a key role in monitoring the effectiveness of the schoolwide program by providing timely data on student progress. The results help us determine whether we are on track to meet our schoolwide goals and identify students who may need additional support to succeed.

In addition, we administer a variety of assessments that help us pinpoint specifically how to intervene. These assessments include sections of the Core Phonics survey and a McCall Math Assessment.

9. Describe how the schoolwide plan will be revised, as necessary, based on regular monitoring to ensure continuous improvement of students in the schoolwide program. *SWP Checklist 3(c)*

SCHOOL RESPONSE: Three times per year the SIP data will be disaggregated and analyzed by the building leadership team. The building leadership team will determine if there is a need to revise the schoolwide plan.

Schoolwide Plan Reform Strategies – Section 1114(b)(7)(A)(i-iii)(I-V)

10. Address the reform strategies the school will implement to meet the school needs, including a description of how such strategies will: Provide opportunities for all children, including all student groups defined in section 1111 (c)(2), to meet the State’s challenging academic standards. **Evidence to support this statement includes: Specific schoolwide plan action steps, the method for monitoring and evaluating those action steps and the schoolwide plan student groups page specifically identifying supports to assist various student groups in meeting the State’s challenging academic standards, where applicable. SWP Checklist 2(a)**

11. Address the reform strategies the school will implement to meet the school needs, including a description of how such strategies will: use methods and instructional strategies that strengthen 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. **Evidence to support this statement includes: Specific schoolwide plan action steps, the method for monitoring and evaluating those action steps, where applicable. SWP Checklist 2(b)**

12. Address the reform strategies the school will implement to meet the school needs, including a description of how such strategies will: address the needs of all children in the school, but particularly the needs of those at risk of not meeting the challenging State academic standards through activities which may include - counseling, school-based mental health programs, specialized instructional support services and other strategies to improve students’ skills outside the academic subject areas. **Evidence to support this statement includes: Specific schoolwide plan action steps, the method for monitoring and evaluating those action steps, where applicable. SWP Checklist 2(c)(i)**

13. Describe the implementation of your 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.). *SWP Checklist 2.c(iii)*

SCHOOL RESPONSE: Our grade-level teams work collaboratively to analyze student data and closely monitor academic progress. This ongoing data review allows teachers to intervene promptly when learning gaps are identified. When a student shows signs of struggling, teachers implement targeted interventions based on the specific area of need.

If a student does not respond to initial support, the team may determine that Tier 2 intervention is necessary. The Tier 2 team identifies appropriate small-group interventions, which are implemented and monitored over a minimum of six weeks. Should the student continue to experience difficulties, more frequent and intensive Tier 3 interventions may be introduced. If, after six additional weeks of Tier 3 support, the student still shows minimal progress, a referral for a psychological evaluation may be considered to determine whether a disability is present.

In addition to academics, tiered interventions are also applied to address behavioral needs. CCC teams meet regularly to review student behavior data and determine whether Tier 2 or Tier 3 behavioral supports are warranted. Teachers work collaboratively to develop and implement positive behavior support plans aimed at promoting and reinforcing appropriate behaviors.

14. Describe 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. SWP Checklist 2.c(iv)

SCHOOL RESPONSE: At McCall, our Collaborative Communities meet weekly, with additional whole-grade collaboration sessions held quarterly. For the 2025–2026 school year, our schoolwide focus will be on improving performance in English Language Arts and Math. A key priority will be refining instruction in both writing and math to meet the rigor of state standards. In Math, we aim to enhance instruction through

strategic use of the Georgia Inspire lessons. In ELA, we will concentrate on improving writing through increasing teacher capacity and collaborative planning.

McCall experiences exceptionally low teacher turnover, due in large part to a robust induction program. New teachers receive ongoing support from our instructional support specialist, including modeling and coaching in each academic area until they feel confident and capable. Additionally, new teachers have the opportunity to observe veteran colleagues who demonstrate excellence in specific instructional practices, fostering a culture of shared learning and continuous improvement.

15. ONLY MIDDLE AND ELEMENTARY SCHOOL RESPONSE REQUIRED Describe the transition activities provided for preschool children to kindergarten, 5th grade students to 6th grade and 8th grade students to 9th grade. *SWP Checklist 2.c(v)*

SCHOOL RESPONSE: The following outlines our plan for supporting preschool children as they transition from early childhood programs to kindergarten. Each spring, McCall Primary hosts a kindergarten orientation to help incoming students and their families become familiar with the school environment, staff, and daily routines. During this event, children have the opportunity to tour the school, ask questions, and begin forming connections that ease the transition into kindergarten.

16. ONLY HIGH SCHOOL RESPONSE REQUIRED Describe how the school prepares and makes aware 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. *SWP Checklist 2.c(ii)*

SCHOOL RESPONSE: N/A

Comprehensive Needs Assessment – Section 1114(b)(1)(A)

17. Cobb County's schoolwide plans are based on a comprehensive needs assessment of the entire school, that considers information on the academic achievement of children in relation to the challenging State academic standards, particularly the needs of those children who are failing, or are at-risk of failing, to meet the State academic standards and any other factors as determined by the local educational agency. **Evidence to support this statement includes: The comprehensive needs assessment section of the schoolwide plan.** *SWP Checklist 1*

Title I Personnel/Positions Hired to Support the School Improvement Goals

SWP Checklist 2.c(iv) - Section 1114(b)(7)(A)(i-iii)(I-V)

Position	Supports Goal(s)	Supports which system(s)	How will the primary actions of this position support the implementation of the School Improvement Plan?
Instructional Paraprofessional(s)	☒ Goal 1 ☒ Goal 2 ☐ Goal 3 ☐ Goal 4	☒ Coherent Instruction ☐ Professional Capacity ☐ Effective Leadership ☒ Supportive Learning Environment ☐ Family Engagement	The additional paraprofessional will allow for additional differentiated instructional groups and support in a kindergarten classroom.

School Improvement Goals

Include goals on the parent compact and policy

Goal #1	During the 26-27 McCall first grade students will show a 3% (3 student) increase in the number of students prepared on the ELA content area of the Beacon assessment.
Goal #2	During the 26-27 McCall kindergarten and first grade students will show a 3% (6 student) increase in the number of students prepared on the Math content area of the Beacon assessment.