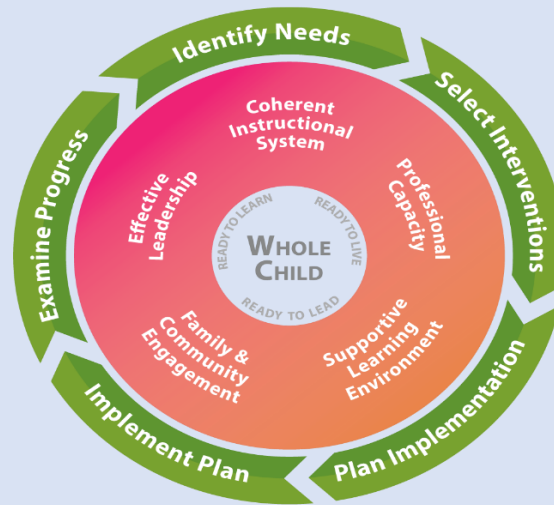




School Improvement Action Plan



School Year:	2023-2024
School Name:	McCall Primary School
Principal Name:	Thomas Farrell
Date Submitted:	06/05/2023
Revision Dates:	8/2/23

<i>District Name</i>	Cobb County School District
<i>School Name</i>	McCall Primary School
<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 (SWP Schools) in This Plan
(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).
References: Schoolwide Checklist 3.b.[Sec. 2103(b)(2)]

School Response: We put together a diverse team of educators, parents, and community partners from our Principal's Advisory Council to develop the Title I plan. The team worked together to disaggregate data from a variety of sources. Based on the analysis of the data they determined the root causes behind our deficits. The team worked together to develop measurable goals with a clear monitoring system and shared input regarding potential actions steps.

IDENTIFICATION of STAKEHOLDERS

Stakeholders are those individuals with valuable experiences and perspective who will provide the team with important input, feedback, and guidance. Stakeholders must be engaged in the process to meet requirements of participating federal programs. Documentation of stakeholder involvement must be maintained by the school.

Position/Role	Name
Principal	Thomas Farrell
Assistant Principal	Melissa Hollifield
Instructional Support Specialist	Kelli Stagich
Parent/Principal's Advisory Council	Brock Haiderer
Business Partner/Principal's Advisory Council	David Grant
Counselor	Carrie Jones
Media Specialist	Rebecca Cornwell
Kindergarten Teacher	Tiffany Chauvin
Kindergarten Teacher	Melissa Usrey
Kindergarten Teacher	Angela Vazquez
First Grade Teacher	Helena Rakkar
First Grade Teacher	Julianna Beck
Special Education Teacher	Sarah Crawford
ESOL Teacher	Valory Stopczynski

COMMITTEE MEMBERS SIGNATURE PAGE

The comprehensive needs assessment (CNA) and school improvement team (SIP) team consist of people who are 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.

Meeting Date(s):	4/10/23, 4/24/23
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Position/Role	Printed Name	Signature
Assistant Principal	Melissa Hollifield	Melissa Hollifield
First Grade Teacher	Helena Bakkar	Helena Bakkar
Parent	Brock Haiderer	Brock Haiderer
Community Partner	David Grant	David Grant
Tiffany Chauvin - Kindergarten teacher	Tiffany Chauvin	Tiffany Chauvin
Kindergarten Teacher	Angela Vazquez	Angela Vazquez
First Grade Teacher	Julianna Beck	Julianna Beck
Learning Specialist	Kelli Stagich	Kelli Stagich
Kindergarten Teacher	Melissa Lorey	Melissa Lorey
School Counselor	Carrie Jones	Carrie Jones
Media Specialist	Becky Cornwell	Becky Cornwell

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Meeting Date(s):	4/10/23, 4/24/23
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Position/Role	Printed Name	Signature
Special Education Teacher	Sarah Crawford	Sarah Crawford
Principal	Thomas Farrell	Thomas Farrell
ESOL Lead Teacher	Valory Stopczynski	Valory Stopczynski

Comprehensive Needs Assessment Evaluation of Goal(s)

(References: Schoolwide Checklist 1.a.)

Collaborate with your team to complete the questions below regarding the progress the school has made toward each goal in the FY21 School Improvement Plan (SIP).

Previous Year's Goal #1	N/A- McCall Primary did not receive Title I funds during the 2022-2023 school year.
Was the goal met? <input type="checkbox"/> YES <input type="checkbox"/> NO	
What data supports the outcome of the goal?	
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 and continue to be implemented to sustain progress?	

Comprehensive Needs Assessment – Summary of Findings (Schoolwide)

Data	Identified Strengths	Identified Challenges	Multiple Data Sources
ELA	<ul style="list-style-type: none"> -Average score of 91% on first grade CCC assessment on syllables. -Average score of 92% on first grade CCC assessment of blending and segmenting. -Average score of 84% on first grade CCC assessment of long vowels -17 additional first grade students qualified to take the RI in December. -10% increase in the number of students scoring proficient and advanced on the RI -Average score increase of 12% on the first grade ELA interim between October. 	<ul style="list-style-type: none"> -34% of kindergarten students below grade level on March running record administration. -36% of first grade students below grade level on March running record administration -Only 16% of kindergarten students scored 35 or higher on December administration of the FRA -Only 39% of first grade students scored a 49 or higher on the FRA -Only 28% of kindergarten students knew 70 sight words in March. -First grade students averaged a score of 55% correct on the Q1 ELA interim. 	<p>CCC Assessments, Running Records/DRA, Foundational Reading Assessment, Reading Inventory, Sight word assessments, CCSD Interim Assessments</p>
Math	<ul style="list-style-type: none"> -17% increase in the number of kindergarten students proficient and advanced on the December MI. -21% increase in the number of first grade students proficient and advanced on the December MI -77% of Kindergarten students score proficient on a CCC assessment of composing within 5 	<ul style="list-style-type: none"> -Only 26% of kindergarten students score proficient or advanced on the December administration of the MI. -Only 32% of first grade students scored proficient or advanced on the December administration of the MI. -First grade students received an average score of 61% correct on the Q1-Q3 interim assessments. 	<p>CCC Assessments, MI, CCSD Interim Assessments</p>

	<p>-91% of kindergarten students could count objects to 10 on a CCC assessment.</p> <p>-84% of kindergarten students were proficient on an addition and subtraction to five CCC assessment.</p> <p>-79% of first grade students scored proficient on an addition to 20 CCC assessment.</p>		
Science	-The average score on the unit 6 science interim was 85%.	-Average scores were low on science interims one, two, and three. The average scores were 60%, 64%, and 49%.	Interim
Social Studies	-On the Unit 5 Social Studies Interim the average score was 73%	-On the Unit 6 Social Studies Interim the average score was 63% -On the Unit 7 Social Studies Interim the average score was 57%	Interim
Discipline / School Climate Data	<p>-57% of students receiving office referrals only received one referral as of 4/12/20</p> <p>-Of the 264 students currently on role, only two were identified as critical with 6 or more behavior referrals.</p> <p>-Of the 264 students on role only 9 were considered at risk with 2-5 behavioral referrals.</p> <p>-Only 4 percent of current students are considered critical or at risk for behavior.</p>	<p>-87 total discipline referrals as of 4/12/23</p> <p>-57% of the discipline incidents were committed by 9 students.</p> <p>-There were 24 out of school suspensions served by 11 students.</p>	School Discipline Data
Professional Learning What's been provided? What is the impact?	We have met during early release days or staff workdays to discuss LETRS with all grade level teachers. We have also met every other Thursday during planning to discuss LETRS, our book	We have provided a lot of foundational training on the science of reading (SOR) and on the new math standards. Our biggest challenge for the upcoming school year is to take what we have learned and put it into action.	

	<p>study Know Better, Do Better, during these PL times the teachers have discussed and how the brain learns and how we can improve our reading instruction. Teachers have taken strategies discussed and changed our intervention for students our students in the bottom 20%. We have discussed using our newly required knowledge for whole class instruction next school year. We also used this information to refine our whole group instruction in kindergarten for phonics.</p> <p>Cristina Tonevold Math Fluency in the Primary Classroom we also did this during our Thursday plannings, early release days and/or staff workdays. With this knowledge we are continuing to work on our collective understanding of what "math fluency" means and how we can use this knowledge in our math instruction this year and how we can use this knowledge with the change of math standards next school year.</p> <p>We have also had PL that has carried over into our CCC meetings where we discussed how we can use our new LETRS knowledge from LETRS with our high frequency words, what they are and how this is different from sight</p>		
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	<p>words. We also did Sound Walls, what they are and how we can use them in our classrooms. With this we rearranged our high frequency word lists to be implemented next school year. We are also discussing how to use sound walls next school year.</p> <p>During CCC's for math we have discussed the new math standards rolling out and how to implement them for the next school year. We also discussed when we and where we could teach the math standards that were not taught, so our students will not miss any standards with the new changes rolling out next year.</p>		
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Comprehensive Needs Assessment – Summary of Findings (Student Groups)

Data	Student Groups	Identified Strengths	Identified Challenges	Multiple Data Sources
ELA	<input type="checkbox"/> Econ. Disadvantaged <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Special Ed. <input type="checkbox"/> Foster/Homeless <input checked="" type="checkbox"/> Race / Ethnicity <input type="checkbox"/> Migrant	<p>-76% of black kindergarten students reading at or above grade level on a running record.</p> <p>-Average score increase of 12% on the first grade ELA interim between October and March with the SPED student group showing a 20% average increase</p>	<p>-Only 11% of Kindergarten SPED students knew 70 sight words</p> <p>-Only 4% of kindergarten ELL students knew 70 sight words</p> <p>-Only 27% of first grade SPED students knew 150 sight words in March.</p> <p>-Only 54% of first grade Hispanic students knew 150 sight words in March.</p>	
Math	<input type="checkbox"/> Econ. Disadvantaged <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Special Ed. <input type="checkbox"/> Foster/Homeless <input type="checkbox"/> Race / Ethnicity <input type="checkbox"/> Migrant		<p>-0% of ESOL and SPED students scored proficient or advanced on the MI</p> <p>-ELL students made up 21% of the students not proficient on the kindergarten composing with five assessment.</p> <p>- ELL students made up 38% (11) of the students not proficient on the kindergarten composing with five assessment.</p> <p>-Only 60% of kindergarten students were able to count to 100 on a CCC assessment. Of the not proficient students, 43% (21) were ELL.</p>	

<p style="text-align: center;">Science</p>	<input type="checkbox"/> Econ. Disadvantaged <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Special Ed. <input type="checkbox"/> Foster/Homeless <input checked="" type="checkbox"/> Race / Ethnicity <input type="checkbox"/> Migrant	<p>-First grade SPED students outscored the grade level average on science interim's one and two.</p>	<p>-On the unit 1 first grade science Interim assessment ELL students scored and average of 14% lower, black students scored 3% lower and Hispanic students scored 9% lower. -On the unit 2 first grade science Interim assessment ELL students scored and average of 13% lower, black students scored 4% lower and Hispanic students scored 9% lower and SWDs scored 13% lower. On the unit 3 first grade science interim SWDs scored and average of 9% lower</p>	
<p style="text-align: center;">Social Studies</p>	<input type="checkbox"/> Econ. Disadvantaged <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Special Ed. <input type="checkbox"/> Foster/Homeless <input checked="" type="checkbox"/> Race / Ethnicity <input type="checkbox"/> Migrant	<p>-On the unit 5 SS first grade Interim assessment SPED students scored an average of 1% higher than the average score. -On the unit 6 SS first grade Interim assessment SPED students scored an average of 1% higher than the average score. -On the unit 7 SS first grade Interim assessment SPED students scored an average of 5% higher than the average score.</p>	<p>-On the unit 5 first grade SS Interim assessment Hispanic students and black students scored and average of 4% lower than the average score. -On the unit 6 first grade SS Interim assessment ELL students scored an average of 13% lower than the average score, black students performed 5% lower and Hispanic student performed 7% below the average score. -On the unit 7 first grade SS Interim assessment ELL students scored an average of 12% lower than the average score.</p>	

Discipline / School Climate Data	<input type="checkbox"/> Econ. Disadvantaged <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Special Ed. <input type="checkbox"/> Foster/Homeless <input checked="" type="checkbox"/> Race / Ethnicity <input type="checkbox"/> Migrant	-Only one current SPED student is critical for behavior. -Only one current multi racial student is critical for behavior.	-Of the 11 students critical or at risk for behavior 36% are black and 36% are white and, 27% were ELL.	
Professional Learning	<input type="checkbox"/> Econ. Disadvantaged <input type="checkbox"/> English Learners <input type="checkbox"/> Special Ed. <input type="checkbox"/> Foster/Homeless <input type="checkbox"/> Race / Ethnicity <input type="checkbox"/> Migrant			

Overarching Challenge #1	Over one third of our students are reading below grade level.
Root Cause #1 - (Within control) Impacts which system(s): <input checked="" type="checkbox"/> Coherent Instruction <input type="checkbox"/> Professional Capacity <input type="checkbox"/> Effective Leadership <input type="checkbox"/> Supportive Learning Environment <input type="checkbox"/> Family Engagement	<ul style="list-style-type: none"> • Inadequate supply of decodable texts to teach a phonics-based approach to reading. • Inadequate foundational reading assessment to drive instruction and monitor student progress. • Large class sizes impact the ability to differentiate.
Root Cause #2 - (Within control) Impacts which system(s): <input type="checkbox"/> Coherent Instruction <input checked="" type="checkbox"/> Professional Capacity <input type="checkbox"/> Effective Leadership <input type="checkbox"/> Supportive Learning Environment <input type="checkbox"/> Family Engagement	<ul style="list-style-type: none"> • Teacher’s lack of knowledge and training on the science of reading. • Teacher’s lack the knowledge of the progression of phonics. • There is a lack of explicit, and systematic phonics instruction.
Root Cause #3 - (Within control) Impacts which system(s): <input type="checkbox"/> Coherent Instruction <input type="checkbox"/> Professional Capacity <input type="checkbox"/> Effective Leadership <input type="checkbox"/> Supportive Learning Environment <input checked="" type="checkbox"/> Family Engagement	<ul style="list-style-type: none"> • Parents do not know how to effectively support students at home. • Limited resources to connect/practice skills learned at school.
Contributing Factors (Outside of control)	Transiency continues to increase at McCall. During the 2022 school year we had a transiency rate of 33.9%. Many of our ESOL and SPED students are lacking in background knowledge.
Goal <i>Specific, Measurable, Achievable, Relevant, Timebound</i>	During the 2023-2024 school year McCall students will show 10% increase in the number of students scoring 80% or higher on the CORE Phonics Survey.

Overarching Challenge #2	Student number sense is inadequate.
Root Cause #1 - (Within control) Impacts which system(s): X Coherent Instruction <input type="checkbox"/> Professional Capacity <input type="checkbox"/> Effective Leadership <input type="checkbox"/> Supportive Learning Environment <input type="checkbox"/> Family Engagement	<ul style="list-style-type: none"> • Lack of consistent progress monitoring. • Need for additional instructional tools/curriculum • Lacking in resources to build flexibility in math thinking. • Large class sizes impact the ability to differentiate.
Root Cause #2 - (Within control) Impacts which system(s): <input type="checkbox"/> Coherent Instruction X Professional Capacity <input type="checkbox"/> Effective Leadership <input type="checkbox"/> Supportive Learning Environment <input type="checkbox"/> Family Engagement	<ul style="list-style-type: none"> • Teachers have limited understanding of number sense. • Teachers have limited understanding of math fluency. • Teachers need to develop an understanding of the revised math standards.
Root Cause #3 - (Within control) Impacts which system(s): <input type="checkbox"/> Coherent Instruction <input type="checkbox"/> Professional Capacity <input type="checkbox"/> Effective Leadership <input type="checkbox"/> Supportive Learning Environment X Family Engagement	<ul style="list-style-type: none"> • Parents do not know how to support their students in math. • Parents have limited resources to practice skills learned at school.
Contributing Factors (Outside of control)	Transiency continues to increase at McCall. During the 2022 school year we had a transiency rate of 33.9%. Many of our ESOL and SPED students are lacking in background knowledge.
Goal <i>Specific, Measurable, Achievable, Relevant, Timebound</i>	During the 2023-2024 school year 75% of McCall students will be on grade level according to the IKAN assessment.

School Improvement Goals
Include goals on the parent compacts and policy

Goal #1	During the 2023-2024 school year McCall students will show 10% increase in the number of students scoring 80% or higher on the CORE Phonics Survey. (baseline years)
Goal #2	During the 2023-2024 school year 75% of McCall students will be on grade level according to the IKAN assessment. (baseline data)

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

SWP Checklist 2.c(iv)

Position	Supports Goal(s)	Supports which system(s)	How will the primary actions of this position support the implementation of the School Improvement Plan?
Kindergarten Classroom Teacher	X Goal 1 X Goal 2	X Coherent Instruction <input type="checkbox"/> Professional Capacity <input type="checkbox"/> Effective Leadership <input type="checkbox"/> Supportive Learning Environment <input type="checkbox"/> Family Engagement	By having an additional kindergarten teacher, we can keep the number of students in the kindergarten classes lower. This allows for additional small group differentiation in both math and reading. The more individualized instruction students have the greater their likelihood for success.

GOAL #1	During the 2023-2024 school year McCall students will show 10% increase in the number of students scoring 80% or higher on the CORE Phonics Survey.					
Action Step(s) <i>SWP Checklist 2.a, 2.b, 2.c(i), 2.c(ii), 2.c(iv), 2.c(v)</i>	Resources	Funding Source(s) <i>SWP Checklist 5.e</i>	Start Date	How will the action step be implemented? What artifacts will be used to show implementation? <i>SWP Checklist 3.a</i>	What is the desired outcome of the action step? What evidence will be used to evaluate the outcome? <i>SWP Checklist 3.a</i>	Person Responsible
Teachers will utilize University of Florida Literacy Institute (UFLI) lesson plans to provide explicit and systematic phonics instruction.	UFLI Lesson Plans	State Instructional Funds	08/01/2023	Implementation: Teachers will utilize the UFLI lesson plan for their reading instruction Artifacts: Walkthrough forms CORE Phonics surveys	Evaluation of Impact 100% of classroom teacher will implement the UFLI lessons with fidelity as measured by walkthrough data. Administer CORE Phonics survey at the beginning, middle and end of year and analyze data through CCCs to track progress towards goal Administer quarterly CORE Phonics Survey Evidence: Quarterly survey data summaries, walk through data	Classroom Teachers, Administration
Teachers will provide small group instruction in reading utilizing decodable texts.	Decodable Readers	Title I Funds, State Instructional funds, EIP funds.	08/01/2023	Implementation: Teachers will utilize decodable readers daily during small group reading instruction. Artifacts: Walkthrough forms, CORE phonics survey (quarterly)	Evaluation of Impact: Evaluation of Impact 100% of classroom teacher will implement the UFLI lessons with fidelity as measured by walkthrough data. Evidence: The results of the CORE phonics survey will be reviewed quarterly to monitor	Classroom teachers, Administration, Academic support specialist

					student progress in phonics acquisition, walk through data	
Teachers will collaborate to focus on reading instruction using scientifically based instruction (LETRS).	Substitute teachers Supplemental Materials	Title I funds. SFSD funds	10/13/2023	Implementation: Admin will develop a collaboration schedule by 10/20/23 Teachers will collaborate beginning November 1 on specific reading strategies and develop lesson plans accordingly. Artifacts: Collaboration schedule, Agenda/Meeting Minutes, walk through forms	Evaluation of Impact: Instructional support specialist will observe collaboration meetings to ensure all teachers are focusing on SOR. Instructional support specialist will observe SOR related lessons once per quarter. Evidence: Walkthrough data	LETRS trained staff, instructional support specialist, teachers, administration
Administration will hire tutors to provide small group, scientifically based, reading instruction.	Tutors	Title I funds, 20 additional day funds	9/15/2023	Implementation: Identify students for tutoring based upon CORE phonics data. Tutoring to begin by 11/1/23 due to budget constraints. Artifacts: Tutoring schedule, List of identified students.	Evaluation of Impact: Administer quarterly CORE Phonics Survey Evidence: The results of the CORE phonics survey for each tutoring student will be reviewed and compared to the progress of all students.	instructional support specialist, tutors, administration

GOAL #2	During the 2023-2024 school year 75% of McCall students will be on grade level according to the IKAN assessment.					
Action Step(s) <i>SWP Checklist 2.a, 2.b, 2.c(i), 2.c(ii), 2.c(iv), 2.c(v)</i>	Resources	Funding Source(s) <i>SWP Checklist 5.e</i>	Start Date	How will the action step be implemented? What artifacts will be used to show implementation? <i>SWP Checklist 3.a</i>	What is the desired outcome of the action step? What evidence will be used to evaluate the outcome? <i>SWP Checklist 3.a</i>	Person Responsible
Teachers will administer and analyze the IKAN quarterly and make instructional changes based on student results.	IKAN	State instructional funds.	10/13/2023	Implementation: At beginning middle and end of the school year teachers will administer the IKAN. Teachers will collaborate with their teammates to analyze the data and determine next steps Artifacts: CCC meeting minutes, IKAN assessments, walk through forms	Evaluation of Impact: Observation of small group instruction. Analysis of IKAN data to determine growth Evidence: Walkthrough data, IKAN data summaries.	Administration, Teachers, Academic support specialist
Administration will schedule and provide substitutes to allow for collaboration time to focus on developing a deeper understanding of the new math standards, fluency, and number sense.	Substitute teachers	Title I funds, SFSD funds	10/13/2023	Implementation: Academic support specialist will lead collaboration and provide PL. Artifacts: PL presentation, Collaboration agendas, Teacher surveys	Evaluation of Impact: Survey teachers regarding their perceived competence utilizing new math standards and, teaching math fluency and number sense. Evidence: Teacher Survey data	Classroom teachers, Administration, Instructional support specialist

<p>Math games and activities will be provided for the parents that can be checked out for use at home.</p>	<p>Math take home resources</p>	<p>Title I</p>	<p>10/13/2023</p>	<p>Implementation: Resources will be provided for the parents to utilize with their students to reinforce math concepts at home. Artifacts: Receipts, parent survey</p>	<p>Evaluation of Impact: Review sign-out sheets to see if parents are utilizing math resources. Evidence: Parent survey data</p>	<p>Teachers, administration, Instructional support specialist.</p>
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Actions to Assist Student Groups in Meeting School Improvement Goals

Student Group(s) <i>SWP Checklist 2.a, 2.b, 2.c(i), 2.c(ii)</i>	Action steps to improve/support achievement of student groups	Resources	Funding Source
X Econ. Disadvantaged X English Learners <input type="checkbox"/> Special Ed. <input type="checkbox"/> Foster/Homeless <input type="checkbox"/> Race / Ethnicity <input type="checkbox"/> Migrant	Students will receive explicit vocabulary instruction.	UFLI Lesson Plans	State instructional funds
X Econ. Disadvantaged X English Learners X Special Ed. <input type="checkbox"/> Foster/Homeless X Race / Ethnicity <input type="checkbox"/> Migrant	Students will receive differentiate support during a literacy intervention block two times per week.	Phonics instructional resources.	State instructional funds
X Econ. Disadvantaged X English Learners <input type="checkbox"/> Special Ed. <input type="checkbox"/> Foster/Homeless X Race / Ethnicity <input type="checkbox"/> Migrant	Students that are below level in reading will have the opportunity to receive additional tutoring during the instructional day.	Tutors, Phonics instructional resources.	Title I funds, 20 additional day funds
<input type="checkbox"/> Econ. Disadvantaged X English Learners <input type="checkbox"/> Special Ed. <input type="checkbox"/> Foster/Homeless <input type="checkbox"/> Race / Ethnicity <input type="checkbox"/> Migrant			
<input type="checkbox"/> Econ. Disadvantaged <input type="checkbox"/> English Learners <input type="checkbox"/> Special Ed. <input type="checkbox"/> Foster/Homeless <input type="checkbox"/> Race / Ethnicity <input type="checkbox"/> Migrant			

Family Engagement Plan to Support School Improvement (<i>Required Components</i>)			
Family Engagement Activities (<u>Must be listed in the school policy</u>)	Date(s) Scheduled	Date Completed	“Shall” Standard(s) Addressed
<p>1. Required <u>State of the School Meeting – Deadline September 30, 2022</u> 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.</p>	08/24/2023		X 1 X 4 X 2 X 5 <input type="checkbox"/> 3 <input type="checkbox"/> 6
<p>2. Required <u>Fall Input Survey/ Evaluation (secondary method) – Deadline October 30, 2022</u> Parents will have the opportunity to assist in planning future family engagement activities, revising our school policy and compact, and considering how to spend our family engagement funds.</p>	10/17/2023- 10/20/2023		<input type="checkbox"/> 1 X 4 <input type="checkbox"/> 2 <input type="checkbox"/> 5 <input type="checkbox"/> 3 X 6
<p>3. Required <u>Spring Input Meeting and Survey (primary method) – Deadline April 28, 2023</u> Parents will have the opportunity to assist in planning future family engagement activities, revising our school policy and compact, and considering how to spend our family engagement funds.</p>	04/23/2024		<input type="checkbox"/> 1 X 4 <input type="checkbox"/> 2 <input type="checkbox"/> 5 <input type="checkbox"/> 3 X 6
<p>4. Required <u>FOUR Building Staff Capacity Opportunities (Do not need to be listed in the Policy)</u> Teacher 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 <u>Deadlines:</u> PL#1 9/23/22 PL#2 12/9/22 PL#3 2/17/23 PL#4 4/28/23</p>	09/12/2023		<input type="checkbox"/> 1 <input type="checkbox"/> 4 <input type="checkbox"/> 2 <input type="checkbox"/> 5 X 3 <input type="checkbox"/> 6
	12/01/2023		
	02/06/2024		
	03/20/2024		
<p>5. Required <u>Transition Activities for students entering or exiting our school (Multiple options, not just visit the school)</u> Parents will have an opportunity to learn about the next grade level in their child’s education. Briefly describe the transition activities here:</p> <ul style="list-style-type: none"> • First Grade field trip to Acworth Elementary • Counselor collaboration: counselors from McCall and Acworth will meet to discuss individual students to plan for a smooth transition. 			<input type="checkbox"/> 1 X 4 <input type="checkbox"/> 2 <input type="checkbox"/> 5 <input type="checkbox"/> 3 <input type="checkbox"/> 6

<p>6. Required: Provide information related to school and parent/programs meetings in a format and language parents can understand. <i>SWP Checklist 5.d</i></p>	<p>List documents translated for parents: Compact & Policy Flyers/ Invitations</p>	<p><input type="checkbox"/> 1 <input type="checkbox"/> 4 <input type="checkbox"/> 2 <input checked="" type="checkbox"/> 5 <input type="checkbox"/> 3 <input type="checkbox"/> 6</p>
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School Developed Family Engagement Activities (Required for "Shall's" 2 and 6)							
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.	Team Lead
Curriculum Night	<input checked="" type="checkbox"/> 1 <input checked="" type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input checked="" type="checkbox"/> 6	<input checked="" type="checkbox"/> Goal 1 <input checked="" type="checkbox"/> Goal 2	Take-home Activities	State instructional funds	08/24/2023	Parent Survey	Instructional Support Specialist
STEM Night	<input checked="" type="checkbox"/> 1 <input checked="" type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input checked="" type="checkbox"/> 6	<input type="checkbox"/> Goal 1 <input checked="" type="checkbox"/> Goal 2	STEM Take-home Activities	Title I funds	10/12/2023	Parent Survey	Instructional Support Specialist
Math Night	<input checked="" type="checkbox"/> 1 <input checked="" type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input checked="" type="checkbox"/> 6	<input type="checkbox"/> Goal 1 <input checked="" type="checkbox"/> Goal 2	Math Take-home activities	Title I funds	02/08/2024	Parent Survey	Instructional Support Specialist

Literacy Night	X 1 X 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 X 6	X Goal 1 <input type="checkbox"/> Goal 2	Literacy Take-home Activities	Title I funds	03/07/2024	Parent Survey	Instructional Support Specialist
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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 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)* **Include district initiatives that are supported with Title I Funds (For example: Early Literacy Framework (ELF), Math Fluency Initiative (MFI), LETRS, Read 180, etc.)** **SCHOOL RESPONSE:**
The McCall Primary schoolwide plan has been developed in coordination and integration with other Federal, State, and local services, resources, and programs. At the local level teams of teachers are receiving LETRS training. The first cohort began prior to the 2022-2023 school year. The second cohort is starting prior to the 2023-2024 school year. LETRS aligns directly with goal 1 in our Title I plan and teaches the skills needed to master the fundamentals of reading instruction—phonological awareness, phonics, fluency, vocabulary, comprehension, writing, and language. The district is also providing a dyslexia screener that will be administered multiple times per year. We believe this will be a great tool to determine the specific needs our students have in literacy. The state of Georgia is providing dyslexia training to two of our McCall staff members. Knowing the signs of dyslexia will allow for early intervention. Federal Title I funds, and State 20 Additional Day funds are used to tutor our students below grade level in reading.

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*

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 multiple systems in place to regularly monitor the implementation and results achieved by the school wide plan. Our grade level teachers collaborate weekly in Cobb Collaborative Community meetings. During these meetings they monitor assessment data from a variety of sources. Teachers review the results of district level assessments such as the Interim, RI, and MI, and team-made assessments using the data team framework. Teachers administer pre assessments, determine necessary interventions then intervene. The teachers then administer a post-test to assess the efficacy of the intervention and determine if additional interventions are needed. Data is also collected quarterly by the administration. Data sources include the CORE Phonics Inventory, IKAN, sight words, and RI & MI. This allows administration to monitor progress towards SIP goals and monitor individual student progress.

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 quarterly administration of the CORE Phonics Inventory and the IKAN allows us to effectively monitor the effectiveness of the schoolwide program. Each quarter we can see if we are on track to meet our schoolwide goals. In addition, these assessments can tell us which students are not being successful. Both the CORE Phonics Inventory and the IKAN provide actionable information to the teachers. Analysis of the individual students' test results will provide a clear indicator of the next steps the teachers need to take when intervening.

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: Each quarter 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 subgroups 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 monitor student progress. This allows our teachers to intervene as soon as a deficit is noted. If students are struggling, they determine appropriate interventions based on their area of weakness. Should a student continue to struggle, it may be necessary to receive Tier 2 support. The Tier 2 team would determine appropriate small group interventions. The teacher then intervenes and monitors progress for a minimum of six weeks. If the student continues to struggle, it may be necessary for more frequent and intensive interventions through Tier 3. If an additional six weeks of intensive intervention fail to yield results, it may be necessary to refer for a psychological evaluation to determine if there is a disability. Like academics, tiered supports are also used to intervene for student behavior. CCC teams meet to discuss appropriate behavior interventions are necessary and if there is a need for Tier 2 or Tier 3 supports for behavior. Teachers develop positive support plans to help to shape student behavior.

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. In addition, we have whole grade collaboration quarterly. Our focus for the 2023-2024 school year will be to improve our reading instruction utilizing the best practices of science of reading. In addition, we will focus on improving our math instruction as it relates to number sense. Teachers will learn how to effectively utilize the CORE Phonics Inventory and the IKAN to drive their instruction. Paraprofessionals will also receive quarterly training on how to support students acquiring phonics skills and number sense. McCall has extraordinarily little teacher turnover thanks to a strong induction program. New teachers receive ongoing support from the instructional support specialist. For each academic area is modeled and coached until the teacher feels confident and capable. New teachers also have opportunities to observe their colleagues who demonstrate strengths in a particular academic area.

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 are our plans for assisting preschool children in the transition from early childhood programs. We conduct a kindergarten orientation each spring to familiarize students entering kindergarten and their parents with McCall Primary. Our kindergarten students are screened before being placed in classrooms to assure that they will receive appropriate services. Our administration also provides information and opportunities for the students and families to ask questions and tour the school. For first graders transitioning to second grade, we take a field trip to our feeder school. Students can observe the classrooms and all the special programs that Acworth offers. In addition, the counselors from both McCall and Acworth meet to discuss transitioning students and produce transition plans if necessary. McCall Primary staff help to build the classes for the students transitioning to Acworth.

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:

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*