



School Improvement Action Plan



School Year:	2024-2025
School Name:	McCall Primary
Principal Name:	Thomas Farrell
Date Submitted:	6/17/2024
Revision Dates:	

<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. Suggested stakeholder participation includes the following roles. **A parent is required.**

Positions and Roles to consider when developing the SIP Committee.

1. Administrative Team
2. Content or Grade Level Teachers
3. Local School Academic Coaches
4. District Academic Coaches
5. **Required: At least one Parent (Non CCSD Employee)**
6. School Counselors
7. Parent Facilitators
8. Media Specialists
9. Public Safety Officers
10. Business Partners
11. Social Workers
12. Faith Based Community Leaders
13. School Technology Specialists
14. Community Health Care Providers
15. Universities or Institutes of Higher Education

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. Multiple meetings should occur and a sign in sheet must be maintained for each meeting.

Meeting Date(s):	4/8/24, 4/23/24
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Position/Role	Printed Name	Signature
Assistant Principal	Melissa Hollifield	Melissa Hollifield
Community Partner	MARY GAIL MANES	Mary Gail Manes
Teacher 1st Grade	Julianna Beck	Julianna Beck
Media Specialist	Becky Cornwell	Becky Cornwell
Teacher Kinder.	Hannah Carmichael	Hannah Carmichael
teacher ESOL	Angela Vazquez	Angela Vazquez
teacher kindergarten	Amanda Smith	Amanda Smith
1st grade	Elizabeth Chancy	Elizabeth Chancy
DIA Parent	Lottie Haiderer	Lottie Haiderer
Business - State Farm	David Grant	David Grant
School Counselor	Carrie Jones	Carrie Jones
Principal	Thomas Farrell	Thomas Farrell
Learning Specialist	Kelli Stagich	Kelli Stagich
Special Education Teacher	Sarah Crawford	Sarah Crawford

COMMITTEE MEMBERS SIGNATURE PAGE

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Meeting Date(s):	4/8/24, 4/23/24
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Position/Role	Printed Name	Signature
teacher	Tiffany Chauvin-Kalfus	Tiffany Chauvin-Kalfus

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 FY24 School Improvement Plan (SIP).

Previous Year's Goal #1	During the 2023-2024 school year McCall students will show a 10% increase in the number of students scoring 80% or higher on the CORE Phonics Survey.
Was the goal met? <input checked="" type="checkbox"/> YES <input type="checkbox"/> NO	
What data supports the outcome of the goal?	<p>McCall Primary School kindergarten students showed 87% increase in the number of students scoring 80% or higher on the Core Phonics Survey.</p> <p>McCall Primary School first grade students showed a 66% increase in the number of students scoring 80% or higher on the Core Phonics Survey.</p>
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?	<p>The following is a list of the most impactful action steps that we took that lead to us exceeding our goal:</p> <ul style="list-style-type: none"> • Teachers utilized the University of Florida Literacy Institute (UFLI) for their daily phonics instruction. • Teachers made the transition to utilizing decodable readers instead of leveled text to teach reading in small, differentiated groups. • An additional teacher was utilized in kindergarten to allow for smaller class sizes. This allowed for additional time for small group differentiated instruction. • Teachers received additional training on the science of reading. • Tutoring was provided to support students that were struggling to meet standards.

<p>Previous Year's Goal #2</p>	<p>During the 2023-2024 school year 75% of McCall students will be on grade level according to the IKAN assessment.</p>
<p style="text-align: center;">Was the goal met? <input type="checkbox"/> YES <input checked="" type="checkbox"/> NO</p>	
<p>What data supports the outcome of the goal?</p>	<p>On the May 2024 administration of the IKAN 43% of kindergarten students and 56.8% of first grade students were on grade level according to the IKAN. The percentage of McCall students on grade level according to the IKAN is 50.6%.</p>
<p style="text-align: center;">Reflecting on Outcomes</p>	
<p>If the goal was not met, what actionable strategies could be implemented to address the area of need?</p>	<p>This was a baseline year for utilizing the IKAN. The target set may have been higher than could be reasonably expected. Teachers noticed that students struggled to count back to a specified number. They were able to count back but not able to retain the specified number they were to count back to in their memory. We will need to make the number senses skills assessed on the IKAN as a priority. It is also important to note the average quantile increase was 130 in first grade, and 57 in kindergarten.</p>
<p>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?</p>	

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

Data	Strengths	Concerns	Multiple Data Sources
ELA	<p>McCall Primary School kindergarten students showed 87% increase in the number of students scoring 80% or higher on the Core Phonics Survey.</p> <p>McCall Primary School first grade students showed a 66% increase in the number of students scoring 80% or higher on the Core Phonics Survey.</p> <p>The average grade level equivalent gain was .28 in kindergarten and .23 in first grade. Students' score averages were on an above grade level.</p>	<p>Only 45.7% of first grade and 5.2% of kindergarten students scored a lexile on the RI. We believe that this shows a need for focus on reading fluency. We also need an assessment to monitor reading fluency.</p>	<p>CORE Phonic Survey AMIRA RI</p>
Math	<p>We had a 40% increase in the number of first grade students and a 26.2% increase in the number of kindergarten students scoring proficient or advanced on the Math Inventory. We had a 46.9% increase in the number of first grade and a 41.3% increase in the number of students scoring on grade level according to the IKAN.</p>	<p>Despite showing great growth in Math, we still have too many students ending the school year below grade level. Only 43% of kindergarten and 56.8% of first grade students were on grade level according to the IKAN and 61.4% of first grade and 41.2% of kindergarten students were on grade level according to the MI.</p>	<p>Math Inventory IKAN</p>
Science	<p>A review of CCSD Interim Science assessments reveals strengths on the following standards:</p> <ul style="list-style-type: none"> • Construct and explanation of how magnets are used in everyday life. • Obtain, evaluate and communicate information to demonstrate the effects of magnets on other magnets and other objects. • Analyze data to identify seasonal patterns of change. • Obtain, evaluate and communicate information about the basic needs of plants. • Develop models to identify the parts of a plant • Ask questions to compare and contrast the basic needs of plants and animals. 	<p>A review of CCSD Interim Science assessments reveals weaknesses on the following standards:</p> <ul style="list-style-type: none"> • Use observations to construct and explanation of how light is required to make objects visible. • Plan and carryout an investigation of shadows by placing objects at various points from a source of light. • Plan and carry out investigations on current weather conditions by observing measuring with simple weather conditions by observing measuring with simple weather instruments. 	<p>CCSD Interim Assessments</p>

<p>Social Studies</p>	<p>A review of CCSD Interim Social Studies assessments reveals strengths on the following standards:</p> <ul style="list-style-type: none"> • Southern US (George Washington Carver and Ruby Bridges). • Describe how historical figures display positive character traits. • Locate the major oceans. 	<p>A review of CCSD Interim Science assessments reveals weaknesses on the following standards:</p> <ul style="list-style-type: none"> • Locate all the continents. • Read about and describe the life of historical figures in American history. • Geographic understandings. • Describe how historical figures were influenced by his or her time and place. • American colonies. • Government and civic understandings. 	<p>CCSD Interim Assessments</p>
<p>Discipline / School Climate Data</p>	<p>Students in kindergarten during the 2022-2023 school year had 25 days out of school suspension. Students in first grade during the 2023-2024 school year had 20 days of out of school suspension. This is a 20% reduction for the cohort group.</p>	<p>Despite our efforts, there remain many students that receive out-of-school suspension. We acknowledge that this results in loss of instruction time for these students.</p>	<p>School Discipline Data</p>
<p>Professional Learning What's been provided? What is the impact?</p>	<p>Our PL strengths would be our growing and understanding of how the brain learns to read and implementing reading structures and assessments that align with the science. We feel that by implementing and developing our teachers in systematic and explicit phonics instruction our teachers are beginning to feel more confident in implementation. For math we are continuing in our understanding of number sense and how to build the understanding of how numbers work. This year we began to understand the progression of mathematical thinking. We saw each of the components of number sense and why it is important to implement these strategies into our classrooms. Next year we will look deeper and how each component looks in classrooms and watch lessons, take them back to our classrooms, teach them, and then come back to discuss.</p>	<p>We need to continue to develop confidence in explicit, systematic instruction, using data to drive our small groups as assessment has shifted. We also would love to look deeper into small groups. In math, while teachers understand the importance, implementing lessons in their classrooms is a struggle because they are so busy teaching standards and to the report card. What we need them to see is how important these foundational skills are in the progression of mathematics. We feel that by watching lessons then teaching lessons and discussing, we will start to see the importance and that steps can't be skipped.</p>	<p>Staff Surveys</p>

Other			
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Comprehensive Needs Assessment – Summary of Findings (Student Groups) Section 1114(b)(1)(A)

Data	Student Groups	Strengths	Concerns	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>First Grade</p> <p>-Black & Asian student had the highest average % correct on the Core Phonics Survey, 93.6% and 100%.</p> <p>-Despite having one of the lowest percent correct on the Core Phonics Survey, ESOL students had an average growth of 35.6%.</p> <p>-Asian and Multiracial students had the highest average grade level equivalent on the AMIRA, 2.17 and 1.88.</p> <p>-Asian and Multiracial students had the highest number of student</p>	<p>First Grade</p> <p>-ESOL and SPED had the lowest percent correct on the Core Phonics Survey, 84.3 & 76.23.</p> <p>-ESOL and SPED had the lowest average grade level equivalent with, 1.29 and 1.18.</p> <p>-ESOL and SPED had the fewest students scoring a lexile on the RI with 30.8 and 16.7% of students scoring a lexile.</p> <p>Kindergarten</p> <p>-SPED scored an average of 82% correct on the CORE and was the only student group scoring below 95% correct.</p>	<p>Core Phonics Survey AMIRA Reading Inventory</p>

		<p>scoring a lexile on the RI with 75% and 64.3% scoring a lexile. -Hispanic students showed the greatest increase in the number of students scoring a lexile, with a 41.1% increase in the number of students scoring a lexile. <u>Kindergarten</u> -All students averaged 95% correct on the CORE Phonics Survey. -The average grade equivalent on the AMIRA was .78. With white students averaging .94 and Asians students averaging .84.</p>	<p>-ESOL and SPED students had an average grade equivalent of .65 and .48 on the February administration of AMIRA.</p>	
<p>Math</p>	<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>	<p><u>First Grade</u> -Asian and white students had the highest percentage of students on grade level according to the IKAN, with 75% and 66.7% of students on grade level. -White student showed the greatest growth on the IKAN with a 62.5% increase in the number of students on grade level. -Asian and Multiracial students had the greatest number of students proficient on the MI, with 100% and 71.4% proficient. -Black students had an increase of 49.8% in the number of students proficient on the MI. -SPED students had and average quantile increase of 133.6. <u>Kindergarten</u> -Asian and Multiracial students had the highest percentage of students on grade level according to the IKAN, with 77.8% and 50% of student on grade level. -Asian students showed the greatest growth on the IKAN with a 63.5% increase in the percentage of students on grade level.</p>	<p><u>First Grade</u> -ESOL and SPED students had the fewest number of students on grade level according to the IKAN, with 30.7% and 33.3% on grade level. -ESOL and SPED had the lowest number of students reaching proficiency on the MI with 23.1% and 33.3% proficient on the MI. <u>Kindergarten</u> -SPED and Hispanic students had the lowest number of students on grade level according to the IKAN with 11.8% and 26.9% on grade level. - SPED and Hispanic students had the lowest number of students proficient according to the MI, with 23.5% and 26.9% on grade level.</p>	<p>IKAN Math Inventory</p>

		-White and Asian student shad the greatest number of proficient students on the MI with 57.6% and 55.6% of students on grade level.		
Science	<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	A student group comparison on the final administration of the Science Interim revealed that the Asian and students outscored other student groups with average score of 80%.	ESOL and SPED students had the lowest average scores on the Science Interim, with average scores of 50% and 45%.	CCSD Interim
Social Studies	<input type="checkbox"/> Econ. Disadvantaged <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Special Ed. <input type="checkbox"/> Foster/Homeless <input checked="" type="checkbox"/> Race / Ethnicity <input type="checkbox"/> Migrant	A student group comparison on the final administration of the Social Studies Interim revealed that the Asian and multiracial students outscored other student groups with average scores of 77% and 74%.	ESOL students had the lowest average score of 54%	CCSD Interim
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	Out of school suspension data was reviewed. No Asian students were suspended. Only two ESOL students and two Black students were suspended for a total of 6 incidences of suspension.	There were 32 out-of-school suspension incidences during the 23-24 school year. Five students with disabilities were responsible for 17 of these incidences. Six white students were responsible for 16 of the incidences. Four multi-racial students were responsible for 11 of the incidences.	Discipline
Professional Learning	<input checked="" type="checkbox"/> Econ. Disadvantaged <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Special Ed. <input type="checkbox"/> Foster/Homeless <input type="checkbox"/> Race / Ethnicity <input type="checkbox"/> Migrant			
Other	<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			

Statement of Concern #1	Despite showing improvements in decoding, only 45.7% of McCall first graders were able to score a lexile on the Reading Inventory. This indicates weakness in reading comprehension.
Root Cause #1 - (Within control) Impacts which system(s): <input checked="" 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"> • We do not currently administer an assessment of reading fluency, • Teachers need to know how to teach reading fluency.
Root Cause #2 - (Within control) Impacts which system(s): <input checked="" 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"> • We need to explicitly teach vocabulary daily. • We need vocabulary rich literature that integrate science and social studies 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 <input type="checkbox"/> Family Engagement	
<p style="text-align: center;">Contributing Factors (Outside of control)</p>	Transiency continues to increase at McCall. During the 2023 school year we had a transiency rate of 30.6%. Many of our ESOL and SPED students are lacking in background knowledge.
<p style="text-align: center;">Goal <i>Specific, Measurable, Achievable, Relevant, Timebound</i></p>	During the 2024-2025 school year McCall students will show a 5% (13 students) increase in the number of students on grade level on the Spring administrations of AMIRA.

Statement of Concern #2	Students continue to struggle with number sense and math vocabulary.
Root Cause #1 - (Within control) Impacts which system(s): <input checked="" 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"> Teachers do not consistently explicitly teach math vocabulary.
Root Cause #2 - (Within control) Impacts which system(s): <input checked="" 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"> We lack quality workstations/centers that focus on number sense and fact fluency.
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 support their students in math. Parents have limited resources to practice skills learned at school.
<p style="text-align: center;">Contributing Factors (Outside of control)</p>	<p>Transiency continues to increase at McCall. During the 2023 school year we had a transiency rate of 30.6%. Many of our ESOL and SPED students are lacking in background knowledge.</p>
<p style="text-align: center;">Goal <i>Specific, Measurable, Achievable, Relevant, Timebound</i></p>	<p>During the 2024-2025 school year McCall students will show a 5% (13 students) increase in the number of students on grade level on the Spring administrations of the IKAN.</p>

School Improvement Goals
Include goals on the parent compacts and policy

Goal #1	During the 2024-2025 school year McCall students will show a 5% (13 students) increase in the number of students on grade level on the Spring administrations of AMIRA.
Goal #2	During the 2024-2025 school year McCall students will show a 5% (13 students) increase in the number of students on grade level on the Spring administrations of the IKAN.
Goal #3	
Goal #4	

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?
.5 Kindergarten Teacher	<input checked="" type="checkbox"/> Goal 1 <input checked="" type="checkbox"/> Goal 2 <input type="checkbox"/> Goal 3 <input type="checkbox"/> Goal 4	<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	We are funding the other half of this allotment with school district funds allowing for an additional class. This will allow for smaller class sizes in kindergarten. By doing this, all kindergarten classes will benefit. Smaller class sizes will allow for increased differentiated small group instruction time.
	<input type="checkbox"/> Goal 1 <input type="checkbox"/> Goal 2 <input type="checkbox"/> Goal 3 <input type="checkbox"/> Goal 4	<input 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	
	<input type="checkbox"/> Goal 1 <input type="checkbox"/> Goal 2 <input type="checkbox"/> Goal 3 <input type="checkbox"/> Goal 4	<input 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	
	<input type="checkbox"/> Goal 1 <input type="checkbox"/> Goal 2 <input type="checkbox"/> Goal 3 <input type="checkbox"/> Goal 4	<input 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	

GOAL #1	During the 2024-2025 school year McCall students will show a 5% (13 students) increase in the number of students on grade level on the Spring administrations of AMIRA.					
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 and monitored? What artifacts will be collected to demonstrate implementation? <i>SWP Checklist 3.a 34 CFR § 200.26</i>	How will the action step be evaluated for impact? What evidence will be collected to demonstrate impact? <i>SWP Checklist 3.b 34 CFR § 200.26</i>	People Responsible
Kindergarten and first grade teachers will utilize texts with rich vocabulary that integrate science and social studies standards weekly.	Vocabulary rich science and social studies texts	Title I SFSD	August 2024	<p>Implementation Performance Target:</p> <p>100% of teachers will implement integrated reading lessons weekly by December.</p> <p>Implementation Plan:</p> <ol style="list-style-type: none"> 1. September: Identify texts that align with science and social standards. 2. October: Teachers will receive professional learning on integrating sciences and social studies texts focusing on vocabulary and fluency. 3. October: Teachers will collaborate quarterly to build lessons incorporating the purchased texts. 4. November: Teachers will implement lessons for the next grading period. 5. Process repeats every grading period. 6. November: Teachers meet weekly in CCCs to debrief regarding text and lesson plan implementation and correct as needed. 	<p>Evaluation Performance Target:</p> <p>K-1 students will show a 5% increase in the number of students scoring on grade level from the august Amira baseline to the April Amira administration.</p> <p>Evaluation plan:</p> <p>Amira is administered in August.</p> <p>Teachers and admin will evaluate data to determine baseline scores (grade equivalents).</p> <p>Amira will be administered in December and the goal will be revised as needed.</p> <p>Amira will be administered in April and scores analyzed for progress.</p> <p>Evidence:</p> <p>Spreadsheet illustrating the grade equivalent growth from each Amira administration.</p>	Admin, Instructional Support Specialist, Classroom Teachers

				Artifacts: CCC Minutes – Specifically the debrief on lesson plans		
Kindergarten and first-grade teachers will identify and administer a reading fluency assessment.	Fluency Assessment	Title I, SFSD, Instruction Funds	August 2024	<p>Implementation Performance Target:</p> <p>A reading fluency assessment will be purchased (if necessary) and approved by December.</p> <p>Implementation Plan:</p> <ol style="list-style-type: none"> 1. October: Teacher teams will be provided with a variety of reading fluency assessments that meet the state and district requirements. 2. October/November: Instruction support specialist will provide an overview to all approved assessments. 3. November: Teacher will select the most appropriate assessment for reading fluency. 4. December: Admin will officially procure the assessment. <p>Artifacts: Reading assessment</p>	<p>Evaluation Performance Target:</p> <p>100% of teachers will administer the reading fluency assessment twice (Winter and Spring)</p> <p>Evaluation plan:</p> <ol style="list-style-type: none"> 1. January/February – First administration of the reading fluency assessment 2. February/March: Teachers and admin will review results to ensure they are usable in determining students needs and instructional design. 3. April/May: Second administration will occur 4. May: Teachers and admin will review results and determine instructional interventions for next school year. <p>Evidence: Assessment score reports.</p>	Admin, Instructional Support Specialist, Classroom Teachers

GOAL #2	During the 2024-2025 school year McCall students will show a 5% (13 students) increase in the number of students on grade level on the Spring administrations of the IKAN.					
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 and monitored? What artifacts will be collected to demonstrate implementation? <i>SWP Checklist 3.a</i>	How will the action step be evaluated for impact? What evidence will be collected to demonstrate impact? <i>SWP Checklist 3.a</i>	People Responsible
Teachers will collaboratively plan math workstations to implement during the math block specific to number sense and fact fluency as evidenced by the activities developed.	Instructional materials	Title I, Instruction Funds	August 2024	<p>Implementation Performance Target:</p> <p>100% of teachers will implement math workstations related to number sense and fact fluency by November.</p> <p>Implementation Plan:</p> <p>August- October: Instructional support specialist will provide training during quarterly collaboration days specific to number sense and fact fluency.</p> <p>September: Teachers will begin to collaboratively develop math workstation to implement beginning in November.</p> <p>November - May: Teachers will be during CCCs to discuss math work stations and their effectiveness.</p> <p>Artifacts: CCC minutes</p>	<p>Evaluation Performance Target:</p> <p>There will be at least a 5% increase of students on grade level according to the IKAN assessment from the August administration to the May administration.</p> <p>Evaluation plan:</p> <p>August: Baseline data is set per the first administration of IKAN.</p> <p>August - December: Teachers implement lesson plans specific to the needs outlined in the assessment data.</p> <p>December: IKAN is administered. Teachers determine growth and adjust instruction accordingly.</p> <p>May: Final IKAN administered and data is analyzed.</p> <p>Evidence: IKAN data</p>	Admin, Instructional Support Specialist, Classroom Teachers

<p>Kindergarten and first grade teachers will identify an Ellevation strategy to teach math vocabulary weekly as identified by CCC minutes.</p>	<p>Ellevation</p>	<p>Title I, SFSD</p>	<p>August 2024</p>	<p>Implementation Performance Target:</p> <p>100% of teachers will be trained on the Ellevation program.</p> <p>Implementation Plan: August: Administration and Instruction support specialist will connect with Title III to learn about Ellevation.</p> <p>October: ESOL lead (or Title III) will provide training to all teachers</p> <p>November: Teachers will begin to explore Ellevation and strategies specific to vocabulary.</p> <p>December: Teachers will select 1 Ellevation vocabulary strategy to implement weekly in January during math block.</p> <p>January – May: Teachers continue to select a new Ellevation strategy monthly to implement during math block (vocabulary related)</p> <p>Teachers will meet monthly during CCCs to discuss the strategy selected and its effectiveness.</p> <p>Artifacts: CCC minutes specific to math Ellevation strategies.</p>	<p>Evaluation Performance Target:</p> <p>There will be at least a 5% increase of students on grade level according to the IKAN assessment from the August administration to the May administration.</p> <p>Evaluation plan: August: Baseline data is set per the first administration of IKAN. August - December: Teachers implement lesson plans specific to the needs outlined in the assessment data. December: IKAN is administered. Teachers determine growth and adjust instruction accordingly. May: Final IKAN administered and data is analyzed.</p> <p>Evidence: IKAN data</p>	<p>Admin, Instructional Support Specialist, Classroom Teachers, ESOL Teacher, Title III</p>
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Actions to Support 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
<input checked="" 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	Students identified as having traits of dyslexia according to AMIRA will receive intervention using I-Ready	I-Ready	CCSD
<input checked="" 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	Students performing below grade level in math will receive intervention utilizing Dreambox.	Dreambox	CCSD
<input checked="" 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	Tutors and interventionists will provide additional small group reading instruction during the literacy block.	Teachers Interventionists	State EIP Title I
<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			
<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 (Required Components)

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>Annual Title I Meeting – Deadline September 29, 2023</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>	9/19/2024		<input checked="" type="checkbox"/> 1 <input type="checkbox"/> 4 <input type="checkbox"/> 2 <input type="checkbox"/> 5 <input type="checkbox"/> 3 <input type="checkbox"/> 6
<p>2. Required <u>Fall Input Survey/ Evaluation (secondary method) – Deadline October 31, 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>	10/15-10/18/2024		<input type="checkbox"/> 1 <input type="checkbox"/> 4 <input type="checkbox"/> 2 <input type="checkbox"/> 5 <input type="checkbox"/> 3 <input checked="" type="checkbox"/> 6
<p>3. Required <u>Spring Input Meeting and Survey (primary method) – Deadline April 29, 2024</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>	4/22/2025		<input type="checkbox"/> 1 <input type="checkbox"/> 4 <input type="checkbox"/> 2 <input type="checkbox"/> 5 <input type="checkbox"/> 3 <input checked="" type="checkbox"/> 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 9/22/23 PL#2 12/8/23 PL#3 2/16/24 PL#4 4/29/24</p>	9/17 & 9/18/2024		<input type="checkbox"/> 1 <input type="checkbox"/> 4 <input type="checkbox"/> 2 <input type="checkbox"/> 5 <input checked="" type="checkbox"/> 3 <input type="checkbox"/> 6
	12/10 & 12/11/2024		
	2/4 & 2/5/2025		
	4/16/2025		
<p>5. Required <u>Transition Activities for parents of 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: Incoming Kindergarten Meeting-families are introduced to expectations and learning opportunities offered in elementary school. Rising Second Grade meeting- families are introduced to expectations and learning opportunities offered in elementary school.</p>	4/22/2025 3/14/2025		<input type="checkbox"/> 1 <input checked="" type="checkbox"/> 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><u>List documents translated for parents:</u> Compact & Policy Flyers/ Invitations</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

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
Math Night	<input 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 <input type="checkbox"/> Goal 3 <input type="checkbox"/> Goal 4	STEM Take-home Activities	Title I Funds	10/10/24	Parent Survey	Instructional Support Specialist
Literacy Night	<input 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 type="checkbox"/> Goal 2 <input type="checkbox"/> Goal 3 <input type="checkbox"/> Goal 4	Literacy Take-home activities	Title I Funds	3/6/25	Parent Survey	Instructional Support Specialist

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)

<p>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)</p>
<p>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)</p>
<p>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)</p>
<p>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)</p>
<p>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></p> <p>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, Dyslexia training, and Cox Campus traing. The first cohort began prior to the 2022-2023 school year. The second cohort is started prior to the 2023-2024 school year. LETRS, Dyslexia training, and Cox Campus training, align 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 also provides a dyslexia screener that will be administered multiple times per year. Federal Title I funds, and State 20 Additional Day funds are used to tutor our students below grade level in reading. The district also provides literacy intervention through I-Ready and math intervention through Dreambox. The district has also purchased decodable classroom libraries (Just Right Readers).</p>
<p>ESSA Requirements to Include in the Schoolwide Plan – Section 1116(B)(1)</p>

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 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 Amira and Beacon, 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, and Amira. In addition, we plan on adding an assessment to monitor reading fluency. 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 CORE Phonics Inventory and the IKAN will be administered at the beginning middle and end of the school year. This allows us to monitor the effectiveness of the schoolwide program. 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: NA

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*