School Improvement Plan

Title I, Part A

Georgia Department of Education

School Year:	2025 - 2026
School Name:	Elementary
Principal Name:	Thomas Farrell
Date Submitted:	5/27/25
Revision Date(s):	5/29/25

District Name	Cobb County School District
School Name	McCall Primary
Team Lead	Thomas Farrell
Position	Principal
Email	Thomas.farrell@cobbk12.org
Phone	770-975-6775

Federal Funding Options to Be Employed in This Plan **(SWP Schools. Select all that apply.)**	
X	Traditional funding (all Federal funds budgeted separately)
	Consolidated funds (state/local and federal funds consolidated) - Pilot systems **ONLY**
	"Fund 400" - Consolidation of Federal funds only

Factor(s) Used by District to Identify Students in Poverty **(Select all that apply.)**	
X	Free/Reduced meal applications
	Community Eligibility Program (CEP) - Direct Certification **ONLY**
	Other (if selected, please describe below)

In developing this plan, briefly describe how the school sought and included advice from individuals (teachers, staff, other school leaders, paraprofessionals, specialized instructional support personnel, parents, community partners, and other stakeholders).
References: Schoolwide Checklist 3.b.[Sec. 2103(b)(2)]

School Response: We assembled a diverse team of educators, parents, and community partners from our Principal's Advisory Council to collaboratively develop the Title I plan. Together, the team analyzed data from multiple sources, identifying key trends and underlying causes of our areas of need. Based on this comprehensive analysis, they established measurable goals, designed a clear monitoring system, and contributed valuable input to shape effective action steps.

IDENTIFICATION of STAKEHOLDERS

Stakeholders are those individuals with valuable experiences and perspectives who will provide the team with important input, feedback, and guidance. Stakeholders must be engaged in the process to meet requirements 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.

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

SCHOOL IMPROVEMENT PLAN COMMITTEE MEMBERS - SIGNATURE PAGE

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

Meeting Dates:	4/14/2025	4/22/25	

Position/Role	Printed Name	Signature
media center	Becky Cornwell	Becky Cornwell
ESOL	Angela Vazquez	Angela Vazquez
K teacher	Hannah Carmichael	Hannah Carmichael
Learning Specialist	Kelli Stagich	Kelli Stagich
School Counselor	Carrie Jones	Carrie Jones
1st grade teacher	Elizabeth Chancy	EC
1st grade teacher	Julianna Beck	Julianna Beck
Assistant Principal	Melissa Hollifield	Melissa Hollifield
Principal	Thomas Farrell	Thomas Farrell
Community Partner	MARY GAIL MANES	Mary Gail Manes
K teacher	Amanda Smith	Amanda S.
Parent/PTA/Advisory	Brock + Lottie Hardener	Lottie Hardener
Advisory Council	David Grant	David Grant

SCHOOL IMPROVEMENT PLAN COMMITTEE MEMBERS - SIGNATURE PAGE

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Meeting Dates:	4/14/2025	4/22/25	

Position/Role	Printed Name	Signature
Special Education Teacher	Sarah Crawford	Sarah Crawford
Special Education Teacher	Kimberly Reed.	Ki Reed
Parent	Ashleigh Jensen	

Comprehensive Needs Assessment Evaluation of Goal(s)

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

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

Previous Year's Goal #1	During the 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.
	Was the goal met? ☒ YES ☐ NO ☐ Partially
What data supports the outcome of the goal?	We are on track to significantly exceed our goal. As of our December administration of AMIRA, Kindergarten has already achieved a 21% increase (25 students) in the number of students reading at grade level, while First Grade has seen a 13.7% increase (15 students). These gains highlight the effectiveness of our efforts and the progress our students are making.
	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?	Our success is driven by our unwavering commitment to Science of Reading best practices. This year, we focused on two key areas: expanding student vocabulary through integration and refining our assessments to emphasize fluency and automaticity. These strategic initiatives, alongside our continued implementation of evidence-based practices, have been instrumental in achieving our goals.

Previous Year's 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.

Was the goal met? ☒ YES ☐ NO ☐ Partially	

What data supports the outcome of the goal?	We are on track to significantly exceed our goal. As of our December administration of IKAN, Kindergarten has already achieved a 17.9% increase (21 students) in the number of students on grade level, while First Grade has seen a 27.1% increase (30 students). These gains highlight the effectiveness of our efforts and the progress our students are making.

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?	Our strategic action steps played a significant role in achieving our goal. Teachers collaborated to develop and implement math workstations, which enhanced student accountability and increased engagement during independent work. Additionally, the integration of Ellevation strategies in math has strengthened students' mathematical vocabulary, further supporting their learning and comprehension.

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

ELA DATA

Beacon ELA Data – Spring Administration	Foundations			Language			Texts			Interpreting Texts			Constructing Texts		
	Support Needed	Near Target	Prepared	Support Needed	Near Target	Prepared	Support Needed	Near Target	Prepared	Support Needed	Near Target	Prepared	Support Needed	Near Target	Prepared
1st Grade	17	37	46	14	49	38	20	52	28	19	41	40	21	50	30

Source	Strengths	Weaknesses
Beacon Assessment – ELA **(Grade Levels & Subgroups)**	**Grade Levels (all students):** • The average McCall first grade students demonstrated remarkable growth this school year. In the fall, 45% of students were near prepared or prepared, in the Spring 83.6% of students are near-prepared or prepared. **EL:** • First grade EL students have demonstrated remarkable growth this school year. In the fall, only 24% of students were classified as near prepared or prepared, while in the spring, this figure increased significantly to 77%. **SWD:** • First grade SWD students have demonstrated remarkable growth this school year. In the	**Grade Levels (all students):** • A relative weakness with 21% of students needing support is constructing texts. **EL:** • Although English Learner (EL) students demonstrated greater growth than the average first-grade student, their overall performance remained 6% lower than the first-grade average. **SWD:** • SWD trailed the average first grade student by 27%.

	fall, only 19% of students were classified as near prepared or prepared, while in the spring, this figure increased significantly to 56%.	
AMIRA- ELA	**Grade Levels (all students):** • Kindergarten students increased from 57%-78% on grade level between beginning and middle of the year. • First grade students increased from 62%-76% on grade level between beginning and middle of the year. **EL:** • First Grade EL students increased from 63% to 70% on grade level between beginning and middle of the year. **SWD:** • First Grade SWD increased from 19% to 50% on grade level between beginning and middle of the year. This student group showed the greatest growth on this assessment.	**EL:** • Kindergarten EL students increased from 40% to 53% on grade level between beginning and middle of the year. **SWD:** • Kindergarten SWD decreased from 67% to 13% on grade level between beginning and middle of the year. This student group showed the greatest decrease on this assessment.
Check the system that contributes to the root cause: ☒ Coherent Instruction ☐ Professional Capacity ☐ Effective Leadership ☐ Supportive Learning Environment	**Root Cause Explanation:** • Need to improve formative assessment practices to know how to specifically intervene.	

ACCESS Scores (Grade Level Reading & Writing)	EL: • Kindergarten students showed a relative strength in listening with only 21% in the entering proficiency level. • First grade students showed a relative strength in reading with only 12% in the entering proficiency level.	EL: • Kindergarten students showed relative weaknesses on reading with 79% of students in the entering proficiency level and writing with 75% of students scoring in the entering proficiency level. • First grade students showed a relative weakness in writing with 35% of students in the entering proficiency level.
Check the system that contributes to the root cause: ☒ Coherent Instruction ☐ Professional Capacity ☐ Effective Leadership ☐ Supportive Learning Environment	**Root Cause Explanation:** • Students need consistent instruction in letter formation to help lessen the cognitive load when writing. • Students need additional practice encoding.	
ELA Common Assessments (Grade Level Reading & Writing) **Core Phonics Survey** **DIBELS** **AMIRA**	**Grade Levels (all students):** • December CORE average percent correct: kindergarten 88%, first 83%. • 78% of kindergarten students were on grade level on the December administration of AMIRA, the is 21% higher than the fall administration. • 75.7% of first grade students were on grade level on the December administration of AMIRA, the is 13.7% higher than the fall administration. EL: • December CORE average percent correct kindergarten 81%, first 81.5%.	**Grade Levels (all students):** • First Grade DIBELS phonemic segmentation: 55.9% core support. • First Grade DIBELS nonsense word fluency letter sound 48.6% core support. • First Grade DIBELS nonsense word fluency words read correctly 55.9% core support. • Kindergarten DIBELS naming fluency 58% core support. • Kindergarten DIBELS nonsense word fluency letter sounds 57.6% core support. • Kindergarten DIBELS nonsense word fluency words reported 69.5% core support. EL: • First Grade DIBELS phonemic segmentation 43.5% core support.

	• 70% of first grade EL students were on grade level on the December 2024 administration of AMIRA. **SWD:** • 50% of first grade SWD were on grade level on the December 2024 administration of AMIRA. This is a 31% increase over the fall administration	• First Grade DIBELS nonsense word fluency letter sound 34.8% core support. • First Grade DIBELS nonsense word fluency words read correctly 43.5 % core support. • Kindergarten DIBELS naming Fluency 36.8% core support. • Kindergarten DIBELS nonsense word fluency letter sounds 52.6% core support. • Kindergarten DIBELS nonsense word fluency words reported 52.6% core support. • Only 53% of kindergarten EL students were on grade level on the December administration of AMIRA **SWD:** • December CORE average percent correct kindergarten 65%, first 68%. • First Grade DIEBELS phonemic segmentation 12.5% core support. • First Grade DIEBELS nonsense word fluency letter sound 18.8% core support. • First Grade DIEBELS nonsense word fluency words read correctly 43.8 % core support. • Kindergarten DIEBELS naming fluency 33.3% core support. • Kindergarten DIEBELS nonsense word fluency letter sounds 11% core support • Kindergarten DIEBELS nonsense word fluency words reported 33.3% core support. • Only 13% of kindergarten SWD were on grade level according to the December administration of AMIRA.
Check the system that contributes to the root cause: ☐ Coherent Instruction	**Root Cause Explanation:** Additional training necessary to support teachers with fluency/automaticity intervention.	

☒ Professional Capacity ☐ Effective Leadership ☐ Supportive Learning Environment	
School Instructional Walks **(Grade Level)**	Instructional walks show a continual focus on SOR best practices and consistent implementation of the 2-hour literacy block.

Check the system that contributes to the root cause: ☐ Coherent Instruction ☐ Professional Capacity ☐ Effective Leadership ☐ Supportive Learning Environment	**Root Cause Explanation:**	
Other Summary Data ☒ Teacher Survey ☐ Parent Survey ☐ Professional Learning Survey ☐ _____	Most favorable statements: • 4.93/5 Our school's purpose statement is used on shared values and beliefs that guide decision-making. • 4.93/5 Our school's purpose statement is clearly focused on student success. • 4.93/5 Our school's purpose statement is formally revised with involvement from stakeholders. • 4.93/5 Our school's purpose statement is supported by the policies and practices adopted by the school board or governing body. • 4.93/5 Our school's leaders expect staff members to hold all students to high academic standards.	Least favorable statements: • 4.57/5 All teachers in our school have been trained to implement a formal process that promotes discussions about student learning. • 4.62/5 Our school provides opportunities for students to participate in activities that interest them.

ELA - IMPROVEMENT PLAN

GOAL #1: ELA	During the 25-26 McCall first grade students will show a 5% (6 student) increase in the number of students prepared on the English Language Arts content area of the Beacon assessment.
Root Cause(s) to be Addressed:	• Need to improve formative assessment practices to match the rigor of the standards. • Need to improve formative assessment practices to know how to specifically intervene.
Funding Source(s) *SWP Checklist 5.e*	☒ Title I Funds ☒ Local School Funds ☐ Other: _____

Components	Implementation Plan *SWP Checklist 3.a 34 CFR § 200.26*	Evaluation Plan *SWP Checklist 3.b 34 CFR § 200.26*	Resources

Who?
One Action (Verb)
What?
Frequency
 	
Target Student Group
 	
☒ All Students
☒ EL
☒ SWD
 	
Action Step
SWP Checklist 2.a, 2.b, 2.c(i), 2.c(ii), 2.c(iv),2.c(v)
 	
1. Teachers will align common assessments to the rigor of the GSE ELA standards at a minimum of every quarter.
	Implementation Performance Target:
	100% of Kindergarten and first grade teachers will develop an assessment plan for ELA.
	
	Implementation Plan:
	• Preplanning:
	  • Share proposed assessment expectations.
	• August-September:
	  • BOY schoolwide data collected
	  • CCC- teams meet weekly to develop common assessments and analyze results.
	  • Quarterly collaborative planning to map out and start developing Q2 assessments.
	• October-December:
	  • CCC- teams meet weekly to develop common assessments and analyze results.
	  • Quarterly collaborative planning to map out and start developing Q3 assessments.
	  • MOY schoolwide data collected
	• January-February:
	  • CCC- teams meet weekly to develop common assessments and analyze results.
	  • Quarterly collaborative planning to map out and start developing Q4 assessments.
	• March-April:
		Evaluation Performance Target:
		By January 2026, 30 of 110 (28%) students will score prepared on the ELA content area of the Beacon assessment.
		
		Evaluation Tool(s):
		Beacon
		Amira
		CORE Phonics Assessment
		CCC Assessments
		Evaluation Plan:
		Students will be assessed:
		☐ Every 2 weeks
		☐ Monthly
		☐ Every other month
		☒ 3 times per year
		☐ _____
		
		Data Analysis Plan:
		Teachers will report out schoolwide assessment data three times a year.
		Person(s) Collecting Evidence:
		☒ Principal
		☐ Assistant Principals
		☐ Academic Coaches/ Instructional Support Specialists
			CCSD Assessment Department

	- CCC- teams meet weekly to develop common assessments and analyze results. - Quarterly collaborative planning to review and refine Q1 assessments. - May: - EOY schoolwide data collected **Artifacts to be Collected:** Assessment notebook, data spreadsheets. **Person(s) Monitoring Implementation:** ☒ Principal ☒ Assistant Principals ☐ Academic Coaches/ Instructional Support Specialists **Frequency of Monitoring:** Quarterly review of assessment notebook, schoolwide data collected at the beginning, middle, and end of year.	☐ CCC Leads	

Root Cause(s) to be Addressed:	- Students need consistent instruction in letter formation to help lessen the cognitive load when writing. - Students need additional practice encoding to become fluent writers and readers.

Funding Source(s) *SWP Checklist 5.e*	☒ Title I Funds ☒ Local School Funds ☐ Other: _____

Components	**Implementation Plan** *SWP Checklist 3.a 34 CFR § 200.26*	**Evaluation Plan** *SWP Checklist 3.b 34 CFR § 200.26*	**Resources**
Who? **One Action (Verb)** **What?** **Frequency** **Target Student Group** ☒ Gen Ed ☒ EL ☒ SWD **Action Step** *SWP Checklist 2.a, 2.b, 2.c(i), 2.c(ii), 2.c(iv),2.c(v)*	**Implementation Performance Target:** **100% of kindergarten and first grade students will practice encoding daily.** **Implementation Plan:** - Preplanning: - Familiarize staff with Title I action steps. - August-September: - At teacher collaboration we will review proper letter formation. Share expectations for encoding instruction (using pencil and paper at a desk or table etc.) - October-May:	**Evaluation Performance Target:** **By January 2026, 30 of 110 (28%) students will score prepared on the ELA content area of the Beacon assessment.** **Evaluation Tool(s):** Beacon Amira CORE Phonics Assessment **CCC Assessments** **Evaluation Plan:** Students will be assessed: ☐ Every 2 weeks ☐ Monthly	CCSD ELA Department

		Every other month
2. The teachers will provide daily practice encoding with additional emphasis on letter formation.	• Ongoing monitoring. **Artifacts to be Collected:** **Classroom walkthrough forms/data, TKES observation.** **Person(s) Monitoring Implementation:** ☒ Principal ☒ Assistant Principals ☒ Academic Coaches/ Instructional Support Specialists **Frequency of Monitoring:** Each classroom teacher will be observed a minimum of three times a year using TKES or an ELA focus walk.	☐ Every other month ☒ 3 times per year ☐ _____ **Data Analysis Plan:** **Teachers will report out schoolwide assessment data three times a year.** **Person(s) Collecting Evidence:** ☒ Principal ☐ Assistant Principals ☐ Academic Coaches/ Instructional Support Specialists ☒ CCC Leads

MATH DATA

Beacon Math Data – Spring Administration	Numerical Reasoning			Patterning & Algebraic Reasoning			Measurement & Data Reasoning			Geometric & Spatial Reasoning		
	Support Needed	Near Target	Prepared	Support Needed	Near Target	Prepared	Support Needed	Near Target	Prepared	Support Needed	Near Target	Prepared
Kinder (Winter Administration)	34	52	15	54	27	19	39	50	11	39	35	26
1st Grade	26	50	24	20	31	50	12	26	62	23	50	27

Source	Strengths	Weaknesses
Beacon Assessment – Math **(Grade Level & Subgroups)**	**Grade Levels (all students):** • 85% of first grade students were near target or prepared on the spring administration. **EL:** • 83% of first grade EL students were near target or prepared on the spring administration. **SWD:** • 63% of first grade SWD were near target or prepared on the spring administration.	**Grade Levels (all students):** • 68% of kindergarten students were near target or prepared on the winter administration. **EL:** • 44% of kindergarten EL students were near target or prepared on the winter administration. **SWD:** • 38% of kindergarten SWD were near target or prepared on the winter administration.

Check the system that contributes to the root cause: ☒ Coherent Instruction ☐ Professional Capacity ☐ Effective Leadership ☐ Supportive Learning Environment	**Root Cause Explanation:** Instruction doesn't consistently match the rigor of the standards.	
MATH Common Assessments IKAN	**Grade Levels (all students):** • At midyear Kindergarten students saw a 17.9% increase on the number of students on grade level on the IKAN • At midyear first grade students saw a 27.1% increase on the number of students on grade level on the IKAN. • At midyear 9.6% more kindergarten students were on grade level that in December of 2023 • At midyear 23.5% more first grade students were on grade level that in December of 2023 **EL:** • At midyear first grade EL students showed a 24.5% increase in the number of students on grade level according to the IKAN. EL students our performed all students with 3.4% more students on grade level. **SWD:** • At midyear first grade SWD showed a 12.8% increase in the number of students on grade level according to the IKAN.	**Grade Levels (all students):** **EL:** • At midyear Kindergarten EL students only showed a 5.2% increase in the number of students on grade level according to the IKAN. **SWD:** • At midyear, no kindergarten SWD was on grade level according to the IKAN.
Check the system that contributes to the root cause: ☒ Coherent Instruction ☐ Professional Capacity ☐ Effective Leadership ☐ Supportive Learning Environment	**Root Cause Explanation:** Assessments do not match the rigor of the standards.	

GOAL #2: MATH	During the 25-26 McCall kindergarten and first grade students will show a 5% (12 student) increase in the number of students prepared on the Math content area of the Beacon assessment.
Root Cause(s) to be Addressed:	Instruction doesn't consistently match the rigor of the standards.
Funding Source(s) *SWP Checklist 5.e*	☒ Title I Funds ☒ Local School Funds ☐ Other: _____

Components	**Implementation Plan** *SWP Checklist 3.a 34 CFR § 200.26*	**Evaluation Plan** *SWP Checklist 3.b 34 CFR § 200.26*	Resources

Who?
One Action (Verb)
What?
Frequency
 	
Target Student Group
 	
☒ Gen Ed
☒ EL
☒ SWD
 	
Action Step
SWP Checklist 2.a, 2.b, 2.c(i), 2.c(ii), 2.c(iv),2.c(v)
 	
1. **Teachers will implement lessons requiring higher order thinking skills to match the rigor of the standards daily.**
	Implementation Performance Target:
	100% of kindergarten and first grade students will use district Core package and district/state learning plans aligned to the GSE Math Standards.
	
	Implementation Plan:
	• Preplanning:
	  • Review Q1 math core package.
	  • Teachers will receive PL on how to evaluate lessons to alignment of standards.
	• August-September:
	  • Collaboratively plan Q2 utilizing Core Package
	• October-December:
	  • Collaboratively plan Q3 utilizing Core Package
	• January-February:
	  • Collaboratively plan Q4 utilizing Core Package
	• March-April:
	  • Collaboratively plan Q1utilizing Core Package
	
	Artifacts to be Collected:
	Lesson plans, and math focus walks/TKES Observations
	
	Person(s) Monitoring Implementation:
	☒ Principal
	☒ Assistant Principals
	☒ Academic Coaches/ Instructional Support Specialists
	
	Frequency of Monitoring:
	Each classroom teacher will be observed a minimum of three times a year using TKES or a Math focus walk.
		Evaluation Performance Target:
		By January 2026, 40% of students will increase at least one stage on the McCall Math Assessment.
		
		Evaluation Tool(s):
		• Beacon, McCall modified GLOSS
		
		Evaluation Plan:
		Students will be assessed:
		☐ Every 2 weeks
		☐ Monthly
		☐ Every other month
		☒ 3 times per year (Beacon 1x for Kindergarten)
		☐ _____
		
		Data Analysis Plan:
		Teachers will report out schoolwide assessment data three times a year.
		
		Person(s) Collecting Evidence:
		☒ Principal
		☐ Assistant Principals
		☐ Academic Coaches/ Instructional Support Specialists
		☒ CCC Leads
			CCSD Math Department

Root Cause(s) to be Addressed:	Assessments do not match the rigor of the standards.			
Funding Source(s) *SWP Checklist 5.e*	☒ Title I Funds ☒ Local School Funds ☐ Other: _____			
Components	**Implementation Plan** *SWP Checklist 3.a 34 CFR § 200.26*	**Evaluation Plan** *SWP Checklist 3.b 34 CFR § 200.26*		**Resources**
Who? **One Action (Verb)** **What?** **Frequency** **Target Student Group** ☒ Gen Ed ☒ EL ☒ SWD **Action Step** *SWP Checklist 2.a, 2.b, 2.c(i), 2.c(ii), 2.c(iv),2.c(v)* **2.** Utilize, create, or modify common assessments to match the rigor of the standards at a minimum of every quarter..	**Implementation Performance Target:** **100% will utilize common assessments aligned to the rigor of the GSE Math Standards.** **Implementation Plan:** • Preplanning: • Share proposed assessment expectations. • August-September: • BOY schoolwide data collected • CCC- teams meet weekly to develop common assessments and analyze results. • Quarterly collaborative planning to map out and start developing Q2 assessments. • October-December: • CCC- teams meet weekly to develop common assessments and analyze results. • Quarterly collaborative planning to map out and start developing Q3 assessments. • MOY schoolwide data collected • January-February: • CCC- teams meet weekly to develop common assessments and analyze results. • Quarterly collaborative planning to map out and start developing Q4 assessments. • March-April: • CCC- teams meet weekly to develop common assessments and analyze results. • Quarterly collaborative planning to review and refine Q1 assessments. • May: • EOY schoolwide data collected **Artifacts to be Collected:**	**Evaluation Performance Target:** **By January 2026, 40% of students will increase at least one stage on the McCall Math Assessment.** **Evaluation Tool(s):** • Beacon, McCall modified gloss **Evaluation Plan:** Students will be assessed: ☐ Every 2 weeks ☐ Monthly ☐ Every other month ☒ 3 times per year (Beacon 1x for Kindergarten) ☐ _____ **Data Analysis Plan:** **Teachers will report out schoolwide assessment data three times a year.** **Person(s) Collecting Evidence:** ☒ Principal ☐ Assistant Principals ☐ Academic Coaches/ Instructional Support Specialists ☒ CCC Leads		**CCSD Assessment Department** **CCSD Math Department**

	Assessment notebook, data spreadsheets. **Person(s) Monitoring Implementation:** ☒ Principal ☒ Assistant Principals ☒ Academic Coaches/ Instructional Support Specialists **Frequency of Monitoring:** Quarterly review of assessment notebook, schoolwide data collected at the beginning, middle, and end of year.		

Family Engagement Plan to Support School Improvement *(Required Components)*			
Family Engagement Activities (Must be listed in the school policy)	**Date(s) Scheduled**	**Date Completed**	**"Shall" Standard(s) Addressed**
1. *Required* Annual Title I Meeting – Deadline 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.	9/11/2025	9/11/2025	☒ 1 ☐ 4 ☐ 2 ☐ 5 ☐ 3 ☐ 6
2. *Required* Fall Input Survey/ Evaluation (secondary method) – Deadline 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.	10/13/2025		☐ 1 ☐ 4 ☐ 2 ☐ 5 ☐ 3 ☒ 6
3. *Required* Spring Input Meeting and Survey (primary method) – Deadline 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.	4/21/2026		☐ 1 ☐ 4 ☐ 2 ☐ 5 ☐ 3 ☒ 6
4. *Required* TWO Building Capacity Opportunities (Do not need to be listed in the Policy) 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	9/17/2025 2/11/2026	9/17/2025	☐ 1 ☐ 4 ☐ 2 ☐ 5 ☒ 3 ☐ 6
5. *Required* Transition Activities for parents of students entering or exiting our school (Multiple options, <u>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:**	*<u>List documents translated for parents:</u>* Compact & Policy Flyers/ Invitations	☐ 1 ☐ 4 ☐ 2 ☒ 5 ☐ 3 ☐ 6	☐ 1 ☒ 4 ☐ 2 ☐ 5 ☐ 3 ☐ 6
6. *Required*: Provide information related to school and parent/programs meetings in a format and language parents can understand. *SWP Checklist 5.d*			☐ 1 ☐ 4 ☐ 2 ☒ 5 ☐ 3 ☐ 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)** *SWP Checklist 5.e*	**Date**	**How is the activity monitored, and evaluated? Include data/artifacts to be collected as evidence.**	**Team Lead**
STEM Night	☐ 1 ☒ 2 ☐ 3 ☐ 4 ☐ 5 ☒ 6	☒ Goal 1 ☐ Goal 2 ☐ Goal 3 ☐ Goal 4	Take home activities	Title I Funds	1/8/26	**Parent Surveys**	Instructional Support Specialist
Literacy Night	☐ 1 ☒ 2 ☐ 3 ☐ 4 ☐ 5 ☒ 6	☒ Goal 1 ☐ Goal 2 ☐ Goal 3 ☐ Goal 4	Take home activities	Title I Funds	3/5/26	Parent Surveys	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)*

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 with a range of Federal, State, and local programs, services, and resources. Teams of teachers have received training through LETRS, Georgia Learns modules, and other professional learning initiatives. The first cohort began prior to the 2022–2023 school year, with the second cohort starting ahead of the 2023–2024 school year.LETRS, Dyslexia Training, and the Georgia Learns courses are directly aligned with Goal 1 of our Title I plan.

To further support early literacy, the district provides a dyslexia screener that is administered multiple times throughout the year. Federal Title I funds and State 20-Day funds are allocated to provide targeted reading interventions for students performing below grade level. Additional academic support is offered through district-provided programs such as I-Ready for literacy and DreamBox for math.

To enhance classroom instruction, the district has also supplied decodable classroom libraries (Just Right Readers) and recently adopted Wonders and UFLI as core literacy instructional resources. In mathematics, schools have been equipped with a comprehensive Core Package of instructional materials to support high-quality math instruction.

ESSA Requirements to Include in the Schoolwide Plan – *Section 1116(B)(1)*

6. Jointly develop with, and distribute to, parents and family members of participating children a written parental and family engagement involvement policy, agreed on by such parents, that shall describe the means for carrying out the requirements of Subsections (c) through (f). Parents shall be notified of the policy in an understandable and uniform format and, to the extent practicable, provided in a language the parents can understand. Such policy shall be made available to the local community and updated periodically to meet the changing needs of parents and the school. **Evidence to support this statement includes Posting every Title I school's parent policy on the school's website in multiple languages where practicable, Fall and Spring input meeting agendas and sign in sheets providing parents the opportunity to assist in the development of the school's parent policy, compact and parent engagement budget.**
SWP Checklist 4

Evaluation of the Schoolwide Plan - *34 CFR § 200.26*

7. Describe how the school regularly monitors and the implementation of, and results achieved by, the schoolwide program, using data from the State's annual assessments and other indicators of academic achievement. *SWP Checklist 3(a)*

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

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

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

8. Describe how the school determines whether the schoolwide program has been effective in increasing the achievement of students in meeting the challenging State academic standards, particularly for those students who had been farther from achieving the standards. *SWP Checklist 3(b)*

SCHOOL RESPONSE: The Beacon assessment will be administered to first-grade students in ELA and Math at the beginning, middle, and end of the school year, and to kindergarten students in Math at mid-year. These assessments play a key role in monitoring the effectiveness of the schoolwide program by providing timely data on student progress. The results help us determine whether we are on track to meet our schoolwide goals and identify students who may need additional support to succeed.
In addition, we administer a variety of assessments that help us pinpoint specifically how to intervene. These assessments include sections of DIEBLS, Core Phonics survey and a McCall modified GLOSS assessment.

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

SCHOOL RESPONSE: **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 closely monitor academic progress. This ongoing data review allows teachers to intervene promptly when learning gaps are identified. When a student shows signs of struggling, teachers implement targeted interventions based on the specific area of need.

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

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

14. <u>Describe professional development</u> and other activities for teachers, paraprofessionals, and other school personnel to improve instruction and use of data from academic assessments<u>, and to recruit and retain effective teachers</u>, particularly in high need subjects. *SWP Checklist 2.c(iv)*

SCHOOL RESPONSE: At McCall, our Collaborative Communities meet weekly, with additional whole-grade collaboration sessions held quarterly. For the 2025–2026 school year, our schoolwide focus will be on improving performance in English Language Arts and Math. A key priority will be refining our assessment practices to align more closely with the rigor of state standards. In Math, we aim to enhance instruction through strategic use of district-provided resources. In ELA, we will concentrate on strengthening students' encoding and letter formation skills to boost both reading and writing fluency.

Paraprofessionals will receive quarterly professional development aligned to our current School Improvement Plan (SIP), equipping them with strategies to effectively support students in the classroom.

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

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

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

16. **ONLY HIGH SCHOOL RESPONSE REQUIRED** Describe how the school prepares and makes aware of opportunities for postsecondary education and the workforce, which may include career and technical education programs and broadening secondary school students' access to coursework to earn postsecondary credit while still in high school (such as Advanced Placement, International Baccalaureate, dual or concurrent enrollment, or early college high schools. *SWP Checklist 2.c(ii)*

SCHOOL RESPONSE:

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

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

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

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

Position	Supports Goal(s)	Supports which system(s)	How will the primary actions of this position support the implementation of the School Improvement Plan?
K Paraprofessional	☒ Goal 1 ☒ Goal 2 ☐ Goal 3 ☐ Goal 4	☒ Coherent Instruction ☐ Professional Capacity ☐ Effective Leadership ☐ Supportive Learning Environment ☐ Family Engagement	The kindergarten paraprofessional will provide support to one class throughout the school day. This will allow for additional small group instructional support.

School Improvement Goals

Include goals on the parent compacts and policy

Goal #1	During the 25-26 McCall first grade students will show a 5% (6 student) increase in the number of students prepared on the English Language Arts content area of the Beacon assessment.
Goal #2	During the 25-26 McCall kindergarten and first grade students will show a 5% (12 student) increase in the number of students prepared on the Math content area of the Beacon assessment.