



Title I

School Improvement Plan

Approval Date : October 12, 2026

School	Bowdon Elementary School
Principal	Ginny Edwards
Year	FY 27
Superintendent	Dr. Jessica Ainsworth

Schoolwide Components

The Comprehensive Needs Assessment must be conducted by teachers, principals, paraprofessionals, other school leaders, parents, and the community.

Name	Role
Rhonda Wilson	SPED ISC
Ellen Parson	1st Grade Representative/ Teacher Leader
Amanda Ross	1st Grade Teacher
Katie Bryant	Pre K Teacher
Ginny Edwards	Principal
Ronda Stapleton	3rd Grade Teacher
Brandy Cook	4th Grade Teacher
Rebekah Phillips	5th Grade Teacher
Heather McIntyre	QUEST
Kenyatta Handson	Parent Representative
Debra Phillips	Kindergarden
Atalie Jordan	2nd Grade Teacher
Leah Kilgore	ART Teacher
Nikki Ethridge	Assistant Principal
Sharanda Keith	Counselor
Christina Shoemaker	Instructional Coach
Matthew Huckeba	Elementary Education Lead
Ginny Edwards	Principal
Rachel Herman	New Assistant Principal

Comprehensive Needs Assessment - 1114(b)(1)(A)

Is based on a comprehensive needs assessment of the entire school and takes into account information on the academic achievement of the children concerning the challenging State academic standards, particularly the needs of those children who are failing, or at risk of failing, to meet the challenging State academic standards and any other factors as determined by the local educational agency. A root cause analysis should be completed for academic areas and/or subgroups that are identified as needing additional support.

The staff members listed above used the following processes to complete a needs assessment of 2025–2026 school data in order to develop the 2026–2027 School Improvement Plan: disaggregating and analyzing data; reviewing perception, behavior, and attendance data; creating the plan; receiving and incorporating feedback; revising the plan; participating in team meetings and discussions; redelivering the plan to teams; monitoring progress; posting and reviewing data in the data room; engaging in continuous review; and communicating the plan to all BES stakeholders.

The team met once during the summer (June 9) for a full-day planning session under the direction of Mrs. Ginny Edwards. In addition, the team will continue to meet on the first Thursday of each month throughout the school year to ensure progress toward the plan.

Reading/Writing

Reading continues to be the greatest area of need for Bowdon Elementary School. Carroll County has not yet received GMAS scores for the 2025–2026 school year; therefore, the universal screener STAR was used to identify ELA needs.

3rd Grade:

The target was achieved at 53%, showing gains since last year according to STAR Assessments (moving from 51% to 53%). Domain data showed gains in craft and structure, vocabulary, reading literature, and informational text, but declines in key ideas, writing, and language skills.

4th Grade:

A 3% increase (moving from 56% to 59%) was shown according to STAR Assessments during the 2025–2026 school year. Domain data showed strengths in key ideas and details, craft and structure, vocabulary, and reading literature, but declines in writing, language, and informational text.

5th Grade:

A 7% increase was observed on STAR Reading data (moving from 50% to 57%). Domain data showed slight gains in craft and structure and vocabulary, but declines in key ideas, writing, language, and both literary and informational text.

In K–2, students are responding to Science of Reading techniques throughout the year. Data from STAR shows an 11% gain in 1st grade and a 2% gain in 2nd grade. According to comparison data, BES kindergarten students grew from a 0.7 GE at the beginning of the year to a 1.6 GE at the end of the year in March, according to STAR Assessments.

Root cause analysis in reading shows that a majority of our 3–5 students did not receive a well-developed foundational literacy program while progressing through grades K–2. Students were not introduced to basic phonics skills and sight word recognition using the instructional strategies implemented during those early developmental years. As a result, some learners continue to struggle with decoding text and lack reading stamina.

Subgroup data was not collected for this year because the state of Georgia has not yet released GMAS ELA scores for the 2026 assessment.

Math

Math continues to be an area of strength for Bowdon. Carroll County did receive GMAS Scores for the 2025–2026 school year.

3rd Grade:

A 1% decline was observed. Students performed well in measurement and data, numerical reasoning, and pattern analysis. Students declined in numerical reasoning (1%) and place value and rounding (1%) during this school year.

4th Grade:

An 11% increase was observed. Students showed significant gains in measurement and data, number reasoning, numerical reasoning, patterns, and geometry. Students in this grade level showed weaknesses in fractions and decimals.

5th Grade:

A 3% increase was observed. Students made gains in numerical reasoning and geometry. Significant weaknesses were shown in patterns and algebraic thinking, measurement, and fractions.

Science

Fifth-grade science scores were significantly lower this year, contributing to a 17% decline. This is likely due in part to the presence of a new teacher in the grade level. Declines in Earth Science, Physical Science, and Life Science were observed. The greatest decline came in Life Science (down 16%), which made up 42% of the test.

Social Studies

Although Social Studies is not assessed on the Georgia Milestones, common assessment data indicates it remains an area of need. Greater integration of reading instruction into Social Studies content is necessary.

Discipline

Discipline referrals increased compared to last year, largely due to the inclusion of bus discipline data. Survey results indicate a strong need to support positive student-to-student interactions and communication through Social Emotional Wellness (SEW) efforts.

Survey Data

Surveys were administered to students, staff, and parents during February and March 2026. Results highlighted the need to improve communication with both parents and staff, increase consistency in rules and policies, and strengthen student behavior management practices.

Next Steps

During the summer, BES administration met with team leaders to review data and draft the School Improvement Plan. Each leader was tasked with sharing the plan with their teams prior to pre-planning. During pre-planning, the plan was revisited to determine next steps and ensure all stakeholders were informed. Teachers also participated in breakout sessions focused on SEW, safety, instruction, and first-day procedures, facilitated by administrators, the instructional coach, and teacher leaders.

The BES leadership team analyzes both perception and academic data. This includes, but is not limited to, Georgia Milestones data in several content areas, CCRPI data, STAR Assessments in reading and math, perception surveys, attendance, and discipline data. All data is reviewed using a plus/delta approach: positives are shared and celebrated, while opportunities for growth are examined in greater depth to identify strategies for improvement. From this analysis, initiatives and action steps are developed to ensure success in the identified areas.

Funds will be used to employ one reduced-size classroom teacher in math and/or reading for the upper grades at Bowdon Elementary School. At times, substitutes may be needed during teacher absences. Title funds provide approximately 10 days of substitute coverage per full-time Title I teacher to ensure instruction continues when teachers are absent.

Funds will also be used to employ a paraprofessional to support learning during an instructional block. This funding will also include salary-related insurance costs and approximately 10 days of substitute coverage per full-time Title I paraprofessional.

In addition, BES will employ a 49% Title-funded teacher and a 30% Title-funded teacher to provide daily reading intervention and remediation support for students in grades 3–5. Lastly, funds will be used to purchase services from four contractual/temporary employees to support students who are falling behind in reading and math across multiple grade levels. Students will receive approximately 60 minutes of intensive intervention support weekly from these contractual employees.

Additional funds will be used to support a reading and math instructional assistant for grades 1–2. This assistant will work three hours per day, four days per week, for 25 weeks to provide targeted classroom support. BES will also employ a temporary staff member to assist teachers with early literacy needs by organizing resources and creating instructional materials aligned with Hello Literacy and Eureka Math.

At the local level, Title funds will be used to purchase Renaissance Reading (Accelerated Reader & Laileo) which house student-level reading data and provide progress monitoring throughout the year. Teachers use this data to guide individualized reading instruction. These web-based programs also allow students to read books and take quizzes at their appropriate reading levels. Saxon Phonics will be purchased to support early literacy needs and phonics acquisition.

IXL will also be purchased at the district level for all K–5 students in the areas of reading, math, and science. IXL assesses students' independent levels, provides targeted skills practice, and helps remediate or accelerate learning as needed. Teachers use IXL to support classroom instruction. BES will also purchase Reflex Math to support fluency in addition, subtraction, multiplication, and division through engaging, interactive games and activities.

Generation Genius will be purchased to support needs in 5th-grade math and science classrooms. This platform will provide standards-aligned video lessons and hands-on activities for these specific subject areas.

Additional instructional tools will include Edulastic/Peardeck for tracking student growth and supporting remediation, Raz Kids and Amira will be purchased for additional comprehension and fluency resources, and materials (paper and ink) to continue implementation of the Hello Literacy Phonics Program. Snapwords will be purchased to support learners with heart/sight word recognition using work connections.

Teachers will also receive professional learning in reading and math. Funds will support collaborative planning with the school-wide curriculum coach, attendance at the Georgia Literacy Conference (2026). Title funds will also support ELA Deep Dive stipends for teachers engaging in additional training on Georgia's new ELA standards during the summer. Title 1 will support with funding substitutes for conferences and collegial planning.

If additional funds are available, BES will support Title I parent engagement initiatives. These initiatives will include purchasing instructional supplies from West Georgia Printing, postage for parent communication, Treasure Bay books for early elementary and preschool families,

and supplemental materials (books, fabric, props) that parents can use to support reading and math at home. Funds will also be used to purchase ink and supplies for academic night projects.

a. Academic Achievement Data

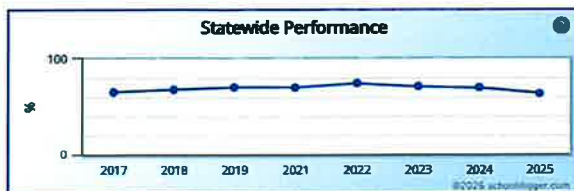
*Insert your school profile data, including demographic data, GMAS results, STAR, and any other data used to determine strengths and weaknesses. Make sure to include subgroup information. You may add this to the appendix if you wish.

*Include GMAS and Star date from the FY26 school year

Bowdon Elementary School is a public elementary school serving grades PK-5 in Bowdon, Georgia, part of the [Carroll County School District](#). With 686 students, Bowdon Elementary generally performs better than the state average on the Georgia Milestones assessments, particularly in mathematics.

Bowdon Elementary's test scores stand out, with 60% of 3rd graders, 65.6% of 4th graders, and 54.4% of 5th graders scoring proficient or better in math in 2023-2024, compared to the state averages of 45.4%, 48.1%, and 41% respectively. However, the school faces challenges related to its relatively high percentage of students receiving free or reduced-price lunch at 61.95% in 2022-2023. Despite higher per-student spending of \$8,936 in 2018-2019, Bowdon Elementary's performance is not significantly better than the state average, suggesting that factors beyond just funding play a role in student outcomes.

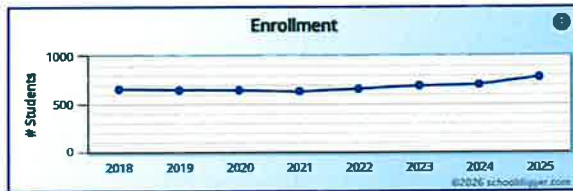
Compared to other [Carroll County](#) elementary schools, Bowdon Elementary generally outperforms its peers, particularly in mathematics. But it lags behind some of the top-performing schools in the region especially in English Language Arts and Science. Continued focus on improving instructional practices and supporting students from disadvantaged backgrounds could help Bowdon Elementary further improve its academic outcomes.



Compare Details Bowdon Elementary School ranks better than 63.7% of elementary schools in Georgia. It also ranks 8th among 12 ranked elementary schools in the Carroll County School District. (See more...)



Compare Details In 2025 the calculated Average Standard Score was 58.95. (See more...)

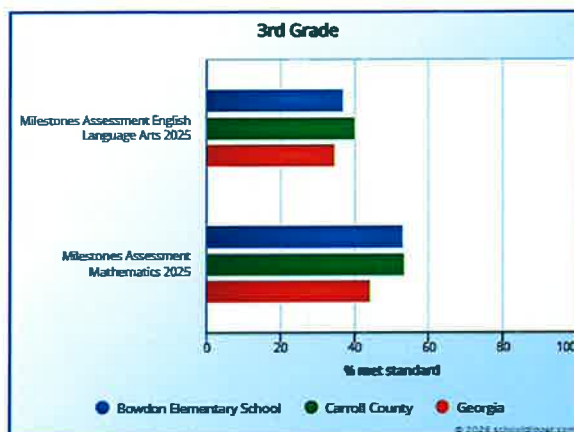
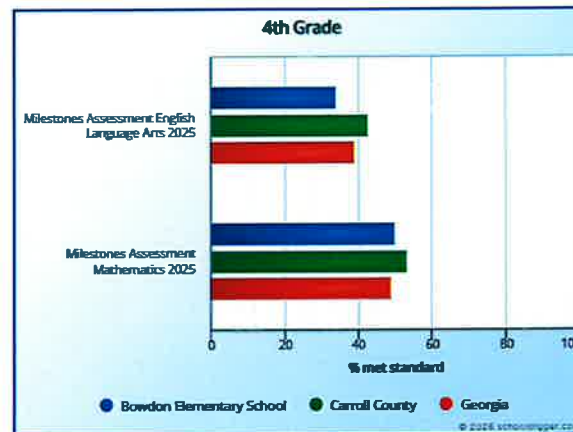
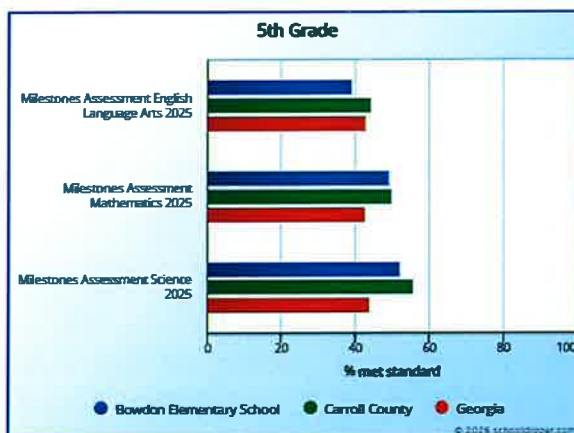


Compare Details Racial makeup is: White (68.5%), Hispanic (11.1%), African American (11%). (See more...)



Compare Details 52.1% of students are receiving a free or discounted lunch. (See more...)

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BES Milestone Data (FY 26)

BES	County Ranking	Proficient + Distinguished					State Average
		2022	2023	2024	2025	2026	
3rd ELA		42%	34%	38%	37%		
4th ELA		38%	31%	38%	34%		
5th ELA		44%	42%	47%	39%		
3rd Math	7th	62%	57%	60%	52%	51%	-1
4th Math	2nd	60%	64%	66%	50%	61%	+11
5th Math	7th	60%	57%	54%	49%	52%	+3
5th SC	12th	46%	54%	48%	52%	35%	-17

STAR Reading

STAR Reading Milestones Prediction						
Grade	2026 Target	2025 March STAR	August STAR	1st Nine weeks STAR	2nd Nine Weeks STAR	3rd Nine Weeks STAR
BES						
1st	65%	63%	47%	64%	68%	74%
2nd	58%	56%	43%	51%	58%	58%
3rd	53%	51%	42%	47%	48%	53%
4th	58%	56%	48%	51%	55%	59%
5th	52%	50%	45%	48%	50%	57%

STAR Math

STAR Math Milestones Prediction								
Grade	2026 Target	2025 GMAS	2025 March STAR	August STAR	1st Nine weeks STAR	Sept Beacon	2nd Nine Weeks STAR	3rd Nine Weeks STAR
BES								
1st			66%	34%	64%		71%	78%
2nd			56%	38%	62%		67%	82%
3rd	55%	52%	56%	37%	64%	43%	65%	83%
4th	53%	50%	62%	49%	60%	58%	63%	67%
5th	52%	49%	52%	44%	54%	36%	54%	58%

Students Reading At/Above Grade Level

Kindergarten (0.7)				
	On Grade Level Target	# of Students Reading on Grade Level	# of Total Students	% of Students Reading On Grade Level
BES	80%	100	121	83%
CES	85%	127	141	90%
GHES	70%	74	99	75%
IES	85%	84	106	79%
MZES	76%	65	87	75%
PES	85%	56	76	74%
89	84%	59	66	89%
SCES	76%	49	71	69%
SHES	81%	75	94	80%
TES	83%	62	95	65%
VRES	85%	68	80	85%
WES	94%	68	72	94%
District	82%	887	1108	80%
1st Grade (1.6)				
	On Grade Level Target	# of Students Reading on Grade Level	# of Total Students	% of Students Reading On Grade Level
BES	69%	92	119	77%
CES	71%	108	147	73%
GHES	68%	65	99	66%
IES	71%	68	103	66%
MZES	81%	77	100	77%
PES	63%	62	96	65%
RES	85%	54	61	89%
SCES	57%	39	89	44%
SHES	61%	78	119	66%
TES	68%	46	111	41%
VRES	57%	48	82	59%
WES	73%	50	65	77%
District	71%	787	1191	66%

2nd Grade (2.4)				
	On Grade Level Target	# of Students Reading on Grade Level	# of Total Students	% of Students Reading On Grade Level
BES	75%	104	130	80%
CES	77%	112	151	74%
GHES	71%	71	97	73%
IES	77%	106	129	82%
MZES	74%	76	101	75%
PES	63%	49	69	71%
RES	85%	56	71	79%
SCES	58%	55	86	64%
SHES	71%	74	101	73%
TES	74%	53	78	68%
VRES	61%	57	74	77%
WES	77%	73	92	79%
District	72%	886	1179	75%
3rd Grade (3.2) *3.1 for February				
	On Grade Level Target	# of Students Reading on Grade Level	# of Total Students	% of Students Reading On Grade Level
BES	81%	75	107	70%
CES	83%	127	151	84%
GHES	81%	79	107	74%
IES	83%	102	121	84%
MZES	79%	66	80	83%
PES	69%	72	93	77%
RES	84%	55	64	86%
SCES	64%	54	90	60%
SHES	78%	79	105	76%
TES	74%	71	89	80%
VRES	66%	58	83	70%
WES	72%	54	66	82%
District	79%	892	1156	77%

4th Grade (4.5) ^{4.4 for February}				
	On Grade Level Target	# of Students Reading on Grade Level	# of Total Students	% of Students Reading On Grade Level
BES	72%	90	128	70%
CES	72%	122	153	80%
GHES	69%	63	109	58%
IES	68%	101	146	69%
MZES	75%	51	72	71%
PES	70%	54	93	58%
RES	72%	47	72	65%
SCES	59%	41	80	51%
SHES	69%	77	108	71%
TES	69%	77	114	68%
VRES	66%	53	78	68%
WES	73%	60	91	66%
District	68%	836	1244	67%
5th Grade (5.2) ^{5.1 for February}				
	On Grade Level Target	# of Students Reading on Grade Level	# of Total Students	% of Students Reading On Grade Level
BES	67%	96	132	73%
CES	75%	118	160	74%
GHES	66%	78	122	64%
IES	65%	95	149	64%
MZES	66%	63	78	81%
PES	69%	67	89	75%
RES	77%	48	64	75%
SCES	61%	45	75	60%
SHES	72%	80	125	64%
TES	73%	72	97	74%
VRES	69%	43	77	56%
WES	61%	56	77	73%
District	72%	861	1245	69%

2. Schoolwide Reform Strategies Sec. 1114(b)(7)(A)(i-viii)

This section describes the schoolwide reform strategies the school will implement to address school needs, including how these strategies will address academic weaknesses and root causes.

a. Opportunities for all children

Provide opportunities for all children, including each of the subgroups of students (economically disadvantaged students, students from major racial and ethnic groups, children with disabilities, and English learners [Sec 1111(c)(2)]) to meet the challenging State academic standards. Include your method of monitoring the effectiveness of your strategies throughout the school year.

Specialized instructional support will be provided to students who demonstrate a need. These supports are designed to help students succeed in daily classroom activities as well as in learning to read, write, and understand/apply math concepts. Mentoring and tutoring services will be implemented to ensure students receive the assistance necessary to be successful both at school and at home.

Students are organized into their respective subgroups, and data is collected quarterly using STAR assessments. Teachers create data cards for each student, highlighting subgroup categories. Based on this information, teachers develop nine-week intervention plans for students who are falling behind or regressing in reading or math.

English Language Learners (ELL) receive daily, targeted 45-minute instructional blocks focused on building fundamental reading and writing skills.

b. Methods and instructional strategies

Use methods and instructional strategies that strengthen the school's academic program, increase the amount and quality of learning time, and support an enriched, accelerated curriculum that may include programs, activities, and courses necessary for a well-rounded education. Include strategies for identifying and serving the gifted and talented.

Gifted and talented students at Bowdon Elementary are identified through multiple measures, including STAR assessments, classroom performance, and parent requests. All gifted students receive a minimum of six hours of resource segments each week. The gifted teacher ensures that the curriculum is enriched and enhanced to support these learners, incorporating reading skills at ALD 4 or above, vocabulary acquisition, math skills at ALD 4 or above, and science instruction through the CCS STEM Education model.

Approximately 20+ teachers at BES are gifted-certified and differentiate instruction daily to meet the needs of gifted learners in all academic areas. Gifted and talented students also have numerous opportunities to participate in after-school clubs and organizations that enhance their education. These include the robotics club, chorus, gardening club, history club, reading bowl, drama club, honor chorus, 4-H, and more.

With Title I funding, BES has employed a full-time STEM teacher who strengthens science and math instruction across K-5 classrooms. This teacher also organizes an annual Science Night for students and families, as well as coordinating the yearly Science Fair competition.

For students who qualify, QUEST courses are offered to provide acceleration into middle school content areas. Gifted students in kindergarten through fifth grade receive six

segments of accelerated instruction each week. BES has at least one gifted-certified teacher per grade level, and in many cases, multiple certified teachers per grade. Gifted teachers collaborate with their grade-level teams to creatively plan lessons aligned with the Four Cs (critical thinking, communication, collaboration, and creativity).

In addition, the school counselor works with students in grades 3–5 on career awareness and advisement lessons, preparing them for future opportunities beyond BES. Students performing above average in reading and/or math also receive daily acceleration during a 30-minute Instructional Focus Period and participate in ability grouping in grades 3–5. Teachers use collaborative, Four C, STEM-based approaches during this time to ensure advanced learners are consistently challenged with rigorous core content.

c. Activities to address the needs of at-risk students

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—

i. Counseling and support services

Counseling, school-based mental health programs, specialized instructional support services, mentoring services, and other strategies to improve students' skills outside the academic subject areas.

The needs of all children at BES will be assessed and addressed as data shows a need for intervention. Counseling will be provided to students who are identified by teachers, staff, community or parents as students who have shown a need for support academically or social/emotional. Our school counselor will also work with Tanner Behavioral Health and Phoenix Health Services to connect parents to resources needed that may be found within our community.

ii. Postsecondary and workforce preparation

Preparation for and awareness of opportunities for postsecondary education and the workforce, which may include career and technical education programs and broadening secondary school students' access to coursework to earn postsecondary credit while still in high school.

BES will prepare students for success in upcoming grades as they progress through school. Advisement lessons will focus on Carroll County Student Essentials, giving students opportunities each month to participate in the Advisement Program. This program is designed to guide students in thinking about and making decisions regarding their future goals.

Students will engage in lessons, discussions, and field trips centered on the next steps needed at each grade level to progress toward high school graduation. Beginning in Pre-K, each grade will emphasize its graduation year, with continued reference to their graduating class and the banner signs displayed at each grade level. Transition meetings will also be held for Pre-K, kindergarten, and 5th grade students to help ease the move from one grade to the next.

Additionally, BES will create a list of future-focused initiatives to support students in becoming enrolled, enlisted, engaged, or employed. These efforts will be carried out by staff and led by the Student Engagement Operational Team and the school counselor. Initiatives may include career day, trips to college and career academies, technical schools, and four-year universities. The counselor will also deliver lessons throughout the year with a future-focused theme.

Finally, following state-mandated testing, fifth graders will complete a future-focused project and present their work to classmates and parents.

iii. Schoolwide tiered model

Implementation of a schoolwide tiered model to prevent and address problem behavior, and early intervening services, coordinated with similar activities and services carried out under the Individuals with Disabilities Education Act.

BES PBIS Goals/Behavior Program

School-Wide Discipline Program

Bowdon Elementary has implemented a school-wide discipline program to encourage and recognize positive behavior. At the beginning of the year, students are introduced to school rules and procedures for common areas through school-wide lesson plans, as well as visits

from lunchroom and bus staff. Weekly reminders are provided during morning and afternoon announcements.

Faculty and staff recognize students who follow expectations by awarding Dojo points (for classroom students) and “House Points” (for non-homeroom/classroom students). Teachers are expected to award Dojo points to their homeroom students for being Responsible, Exercising Respect, and Doing the Safe Thing. Non-homeroom students earn House Points when they meet PBIS expectations in common areas. All teachers and staff are expected to participate in this system and encourage positive behavior through the use of rewards and incentives.

The PBIS team meets monthly to review recent discipline data (via the PBIS Application), identify areas of need, complete the TFI and other statewide PBIS requirements, and plan PBIS incentive events and celebrations.

BES Response to Intervention (RTI/MTSS) Process

Tier 1 Students:

- Universal screeners, STAR assessments, benchmark assessments, and writing samples are collected for all students.
- Teachers maintain a Student Data Form for each student.

Tier 2 Students:

- Teachers meet twice monthly in TLC (Team Level Collaboration) to review student progress.
- After sufficient data is collected, an Administrative Review Meeting is held. Using the Administrative Review Format, the student is either referred to Tier 3 or remains at Tier 2 with redesigned interventions.
- A Tier 2 Intervention Form is reviewed and kept in the student’s file.

Tier 3 Students:

- Meetings are conducted with the SST Team (Assistant Principal, teacher(s), parent, school psychologist, and additional support staff as needed).
- Meetings are held once per nine weeks.

- The *IC Minutes Pre-Referral Manual* is used for discussion, providing additional ideas and recommendations.

Tier 4 Students:

- If a student is referred to Tier 4, interventions continue during the testing process.

Early Intervention Program (EIP)

The Early Intervention Program (EIP) at BES identifies students in grades K–5 with deficiencies in reading and/or math. Once identified, parents are notified of the service, and students receive targeted instruction to remediate or preview foundational reading and math concepts.

These students work with a certified teacher through station work, tutoring sessions, and small-group instruction (funded through Title I). Instruction is differentiated to meet individual student needs.

Progress monitoring occurs weekly using short and frequent evaluations to track student growth. Students also use their data to set and monitor personal learning goals. Once students make and sustain adequate progress, they are exited from the EIP program.

iv. Professional development

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.

Professional Learning Opportunities for all staff are vital for continuous school improvement. Professional Learning Opportunities are expected on a weekly basis within grade levels as well as school-wide sessions. The BES Professional Learning Plan may be found at this [link](#) for the scheduled professional learning opportunities already scheduled for the 2026–2027 school year. In addition, just in time PL sessions will be added as needed based on data and walk-through evidence. Please note that Title 1 will fund substitutes for conferences and collegial planning days.

v. Recruitment and retention,

Efforts to recruit and retain effective teachers in high-need content areas.

One of our key focus priorities for the upcoming school year is strengthening our efforts to recruit and retain highly effective teachers in high-need content areas. At Bowdon Elementary School, we recognize that building a strong staff culture and providing meaningful support systems are essential to ensuring teacher success and longevity.

To support this priority, BES is implementing a comprehensive staff retention and induction program focused on connection, support, and professional growth. Through our Staff Retention Focus Group, we are developing a plan that includes recognition programs, wellness opportunities, professional learning, and relationship-building activities designed to create a positive and supportive school culture. Initiatives such as staff recognition programs, wellness activities, social events, team-building opportunities, professional learning walks, and monthly feedback surveys will help ensure teachers feel valued, connected, and supported throughout the year.

In addition, BES is creating a “Red Devil Rookie Academy” specifically designed to recruit, train, and retain new teachers. This program will provide onboarding training, quarterly needs assessments, monthly professional learning opportunities, instructional coaching support, and networking experiences. New teachers will also participate in mentoring activities, learning groups, and collaborative lunches with instructional coaches to strengthen instructional practices and build relationships within the school community.

By intentionally investing in teacher support systems, personalized professional learning, and a positive school culture, BES is committed to recruiting and retaining high-quality educators who will thrive in our high-need content areas and positively impact student achievement.

vi. Preschool transitions

Strategies for assisting preschool children in the transition from early childhood education to elementary schools (N/A for middle schools).

Below are our plans for assisting preschool children in the transition from early childhood programs. Also included are transition plans for students entering middle school or high school and entering from private schools plus students entering our school throughout the school year

Plans for assisting preschool children in the transition from early childhood programs.

Orientation nights are provided for potential pre-K and kindergarten students. Local early child development centers/daycares are invited to attend orientation meetings. All grades

participate in open house and/or virtual open house. Parent-teacher conferences are held on an individual basis as needed, but at least twice during the year. Parent contacts are documented in the IC Portal for needed areas. Parent orientation is also held at the beginning of school to better prepare parents and students for their transition to school. Raise Them Up Bowdon is a school-wide partnership with the community where local children age birth-4 are invited into the building three times a year to meet other potential friends and family to enjoy arts, crafts, and snacks with one another. Bowdon Elementary School also plans to pair with several non-profit agencies such as Carroll County FERST Foundation, Bowdon Schools Education Foundation and Bowdon Kiwanis Club to help promote early childhood literacy initiatives to help foster the transition into our early childhood programs.

vii. Middle and high school transitions

If a middle or high school, describe how the school will implement strategies to facilitate effective transitions for students from middle grades to high school and from high school to postsecondary education.

Also included are transition plans for students entering middle school. Fifth grade students are provided a tour and orientation to visit Bowdon Middle School by the BES and BMS counselors. Student expectations for sixth grade are shared with 5th graders at BMS visitation. Entering from private schools, plus students entering our school throughout the school year. All students are given a school tour via the records clerk upon registering for school. Several sources of printed materials are handed out to students/parents. These include:

1. A digital parent/school guide
2. A student compact
3. A list of expectations and procedures given to parents during open house
4. A student data notebooks
5. A readiness package for each grade level
6. A newsletter to all students/parents monthly
7. A copy of parent's right to know letter
8. A copy of the parental engagement plan
9. Additional Communication Tools are: DoJo, School Messenger, School Email, Facebook, Twitter, Instagram, School Website, School Marquee, and Monthly School and Team Newsletters. All communications directly tie into those mentioned in all subject areas of the school improvement plan. To celebrate student success BES is adding a Sony Leader Board (purchased with IMM funds) for student photos to be displayed to celebrate their success.

Students transitioning to middle school tour Bowdon Middle School facilities during a designated day prior to the end of their fifth-grade school year. Students are given multiple opportunities to meet teachers, principals, counselors and coaches. They are informed of the academic, athletic, and club options that will be available to them. A Parents' Night is scheduled at Bowdon Middle School to formally orient parents and students to middle school expectations and practices. BES teachers and counselors work together to provide guidance to career aware lessons to fifth graders. The departmentalization approach used in the 3rd, 4th and 5th grades at BES are designed to prepare students for increasing levels of responsibilities leading up to middle school. Organizational and study skills are a major emphasis in these grades.

viii. Career opportunities

Discuss opportunities for students to take high school courses and career counseling opportunities for students. How are they informed about technical and dual-enrollment opportunities? Elementary Schools: Discuss opportunities for students to learn about various careers.

BES also focuses on our Future Focused Initiative throughout each year. As the students enter the school on the first day of school they can clearly see their graduation year. These banners are used and follow them throughout their Cluster years of school. In PK, we begin the process of finding the interest and talents of students. As students grow and develop over time, we continually expose them to various careers as part of our career education program. Experts from various careers come and talk to our students in grades PK- 5 to allow them to learn and ask questions of a variety of careers. In 5th grade each teacher works with their child to record their current career interest and complete a future focused project. We do this to try to further create interest in learning content. This documentation is entered into Infinite Campus and follows the student through middle and high school. Each year beginning in 5th grade, the students revisit this document and update it as needed. As they progress through the Bowdon Cluster of Schools, children are guided down the path they select for a career to better prepare them for their future.

3. Evaluation of the Schoolwide Plan – 34 CFR 200.26

a. Regular monitoring and implementation

Address the regular monitoring, the implementation of, and results achieved by the schoolwide program, using data from the State's annual assessments and other indicators of academic achievement.

The school wide plan was developed and reviewed during the summer of 2025 using data input from parents, staff, and students. A Title One Stakeholder Input meeting was held on April 14, 2026 at 6:00pm

With the feedback from these Title One Stakeholder Input meetings the BES School Improvement Team met on June 9, 2026 , under the leadership of Ginny Edwards and Matthew Huckeba to develop a rough draft of the SIP Plan. Finally, the plan will be finalized no later than August 11, 2026 at our Title 1 meeting. This meeting is scheduled at 8:00am and 3:00 pm

b. Effectiveness in meeting standards

Determining whether the schoolwide plan has been effective in increasing the achievement of students in meeting the challenging State academic standards, particularly for those students who had been further from achieving the standards.

Data is collected quarterly using STAR, classroom observations, Eleots, and Ga Milestone to determine the effectiveness of the plan and its impact on student achievement. This is done throughout the year.

c. Plan revisions

Explain how the Schoolwide plan is revised, as necessary, based on regular monitoring to ensure continuous improvement of students in the schoolwide program.

This school wide plan is a living document. It is reviewed and updated as needed throughout the school year. At the end of each nine-weeks, the SW plan is revisited. The School Leadership Team monitors the plan closely to ensure we 'work the plan' and the plan is effective based on formative feedback.

4. ESSA Requirements to Include in the Schoolwide Plan - Section 116(b)(1)

Jointly develop with, and distribute to, parents and family members of participating children a written parental and family engagement policy, agreed on by such parents, that shall describe the means for carrying out the requirements of Subsections (c) through (f).

Together BES and stakeholders work to create a parental and family engagement involvement plan that helps us to continually improve in our quest to positively change lives. The policy is written using the feedback from the surveys and data from the prior year. The stakeholders are invited to review and give suggested feedback prior to the policy becoming finalized. Once the plan is finalized, each child receives a copy in his/her welcome back to school packet. Students already enrolled will receive a copy through Parent DOJO. Each parent who enrolls their child after this date also receives a copy in the Welcome to BES packet at student registration. In the BES Family Engagement Involvement Policy parents learn school-wide goals and commitments each partner child, teacher, school and parents are asked to make to ensure students learn to their full potential. A copy of the BES Family Engagement Involvement policy is posted for parents to view on our website and also in our parenting center.

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

Development and Stakeholder Involvement

The Title I Schoolwide Plan is developed with the involvement of parents and other members of the community to be served, as well as individuals who will carry out the plan, including teachers, principals, other school leaders, paraprofessionals present in the school, and administrators.

Bowdon Elementary School develops a school-wide plan yearly. Each year we revise our comprehensive needs assessment and deliver it as needed to both leadership teams, school wide teams, school councils, and other pertinent individuals as needed. This needs assessment, data collection, and team meeting focuses on the needs of our students and we rewrite our plan to meet those needs.

Monitoring and Revision

Remains in effect for the duration of the school's participation under this part, except that the plan and its implementation shall be regularly monitored and revised as necessary based on student needs.

Bowdon Elementary plan is revisited throughout the school year to ensure we meet academic needs of students. The implementation shall be monitored monthly at school leadership meetings.

Availability to Stakeholders

The plan is available to the local education agency, parents, and the public, provided in an understandable and uniform format and, to the extent practicable, in a language that the parents can understand.

Bowdon Elementary School's School/Parent Compact, Parent/Family Engagement Plan (digitally), and our School-wide Title 1 plan are posted on the school website, in our parenting center, and in the front office area. All plans are understandable and are provided in both English and Spanish as well as other languages needed. The School/Parent Compact and Parent/Family Engagement Plan are sent home with each family yearly. BES has a plan to send this home with all new registering students as well.

Coordination and Integration

It is developed in coordination and integration with other Federal, State, and local services, resources, and programs, such as nutrition, housing, Head Start, adult education, and violence prevention programs.

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—

Bowdon Elementary School has specific career pathways. These pathways are shared at monthly principal cluster meetings and monthly counselor cluster meetings. A food pantry continues to be used daily. It recently went through a renovation by parents, students, and community members. Additionally, a new clothing closet and resource center has been placed on property with the help of Antioch Baptist Church Outreach Center in Bowdon, GA. Resources and support for our BES/223 Farm continues to be growing and support with the Go Grow Georgia supports our 223 Ag Initiative.

A number of agencies such as Carroll County 4-H, Georgia Power, and Bowdon Main Street join in our efforts to educate our students and provide them with premier opportunities to build future focused students. Students in Pre-K and K at BES or community students in the same age group can also participate with weekly classes on property in conjunction with West Georgia Teams of Tomorrow, physical group.

Evidence-based Strategies

Describe how your interventions are evidence-based or employ other effective strategies to enhance student achievement. Sec. 1111(d)(B)

Evidence-Based Intervention	List Subject: Math, Reading, or Other Subjects	Statistically significant effect on improving student outcomes or other relevant outcomes based on: Check one				Resource (Attach)
		Strong Evidence	Moderate Evidence	Some Evidence	Questionable Evidence	
Reduced Class Size Teacher #1	Reading/ Social Studies/ Science/ Math	X				https://nepc.colorado.edu/sites/default/files/ph_class_size.pdf
Title I Para	Reading/ Social Studies/ Science/ Math	X				https://ies.ed.gov/ncee/edlabs/regions/southeast/pdf/REL_2016178.pdf
Contracted Employee-30% EIP teacher	Reading	X				https://ies.ed.gov/ncee/edlabs/regions/southeast/pdf/REL_2016178.pdf
Contracted Employee-49% EIP teacher	Reading	X				https://ies.ed.gov/ncee/edlabs/regions/southeast/pdf/REL_2016178.pdf
Contractual Teacher (Grades 1 & 2)	Reading and Math	X				https://ies.ed.gov/ncee/edlabs/regions/southeast/pdf/REL_2016178.pdf
Temporary Employee X 3	Reading and Math	X				https://ies.ed.gov/ncee/edlabs/regions/southeast/pdf/REL_2016178.pdf
Edulastic /Peardeck	Reading, Math, Science, SS		X			https://www2.ed.gov/rschstat/eval/tech/evidence-based-practices/finalreport.pdf
IXL	Reading, Math, and Science	X				https://www.ixl.com/research/Impact-of-IXL-in-Beaverton.pdf
Renaissance/ AR/ Laileo	Reading	X				http://www.bwgriffin.com/gsu/courses/edur713/readings/Nunnery_et_al_2006.pdf
Raz Kids	Reading/ Science		X			https://www.nichd.nih.gov/sites/default/files/publications/pubs/nrp/Documents/report.pdf

Reflex	Math		x			https://ies.ed.gov/ncee/rel/Products/Region/midatlantic/Ask-A-REL/30141
Generation Genius	Math and Science		X			https://www.generationgenius.com/Full_WestEd_Report_on_Generation_Genius.pdf
Saxon Phonics	Reading	X				https://www.hmhco.com/research/saxon-phonics-and-spelling-research-evidence-base
Amira	Reading		X			https://amiralearning.com/
Snap Words	Reading		X			https://ies.ed.gov/ncee/edlabs/regions/midatlantic/askarel_126.asp
Hello Literacy	Reading		X			https://www.helloliteracy.com/
Collegial Planning	Reading/ Math/Science/ Social Studies/ Behavior	X				http://www.generationready.com/wp-content/uploads/2013/10/PD-White-Paper.pdf
Georgia Literacy Conference	Reading/ ELA			X		http://www.generationready.com/wp-content/uploads/2013/10/PD-White-Paper.pdf
Curriculum Deep Dive	Reading/ Math/Science/ Social Studies	X				http://www.generationready.com/wp-content/uploads/2013/10/PD-White-Paper.pdf
West Georgia Printing	Stakeholders	X				https://www.understood.org/en/articles/family-engagement-and-student-success
Bowdon Post Office	Stakeholders	X				https://www.understood.org/en/articles/family-engagement-and-student-success
FEC Supplies- Supplies	Stakeholders	X				https://ies.ed.gov/ncee/rel/regions/west/relwestFiles/pdf/4-2-3-24_REL_West_CDE_Snapshot_Indic https://www.understood.org/en/articles/family-engagement-and-student-successator_Da ta_508.pdf

Title I Carryover Budget Crosswalk

(List all expenditures included in Title I Carryover Budget and specify the page number where it is located in this Title I Schoolwide Plan. Note the level of evidence as outlined in your budget and Section IV of this plan. This will be added after you receive carryover funds.)

Expenditure	Page in SWP	Level of Evidence
Reduced Class Size Teacher #1	5	Strong
Title 1 Para	5	Strong
Contracted Employee- 30% EIP teacher	6	Strong
Contracted Employee- 49% EIP teacher	6	Strong
Contractual Teacher (Grades 1 & 2)	6	Strong
Temporary Employee X 3	6	Strong
Edulastic /Peardeck	6	Moderate
IXL	6	Strong
Renaissance/ AR/ Laileo	6	Strong
Raz Kids	6	Moderate
Reflex	6	Moderate
Generation Genius	6	Moderate
Saxon Phonics	6	Strong
Amira	6	Moderate
Snap Words	6	Moderate
Hello Literacy	6	Moderate
Collegial Planning	6	Strong
Georgia Literacy Conference	6	Strong
Curriculum Deep Dive	6	Strong
West Georgia Printing	6	Strong
Bowdon Post Office	6	Strong
FEC Supplies- Supplies	6	Strong

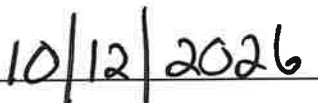
**** You will need to resubmit your Title I Schoolwide Plan if you add additional items to your Carryover Budget that are not included in the original Title I Budget.**

**** Add your assessment results as an appendix if you did not insert them earlier.**

☐ This plan was reviewed and updated for the current school year. The content of the plan will be used to budget Title I funds. The plan will be reviewed as student achievement data is reviewed throughout the year.



Principal



Date

Title I Specialist

Date of Approval

Director of Federal Programs

Date

Superintendent

Date