



Title I School Improvement Plan

School	Bowdon Middle School
Principal	Mrs. Stephanie Godfrey
Year	FY 25
Superintendent	Mr. Scott Cowart

Approval Date: Sept 14, 2024

Schoolwide Components

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

The Title I School-wide Plan (SWP) for Bowdon Middle School was developed by the School Leadership Team (SLT) in conjunction with its annual review, analysis, and update of the School Improvement Plan (SIP), which can be found in Appendix I. The Bowdon Middle School Leadership Team consists of teachers from each subject area and grade level, grade level chairs, the Special Education In-school Coordinator, a parent representative, the school counselor, the school media specialist, an intervention specialist, the school-based coach, as well as school and district administrative staff. Members of the School Leadership Team and their roles are listed in the table below.

Name	Role
Stephanie Godfrey	Principal
Chip Stephens	Assistant Principal
Erin Smith	Parent
Michelle Frazier	Teacher Leader (8th)
Missy Busby	Teacher Leader (6th)
Cynthia Videtto	Teacher Leader (Connections)
Molly Harper	Special Education In-school coordinator
Caroline Alberson	School Counselor
Marnie Chaffin	Teacher Leader (7th)
Tammie McEntyre	Parent and Family Engagement Coordinator
Jennifer Bearden	Teacher Leader/Gifted Facilitator
Catalina Wright	Intervention Specialist

Renee Cole	School-Based Instructional Coach
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Comprehensive Needs Assessment Planning Committee

* A Parent Must Be Present at the Meeting

1. 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 in relation to 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 Bowdon Middle School Leadership team met during the summer of 2024 to begin preparing for the 2024-2025 academic year. Their primary objective was to conduct a thorough and comprehensive needs assessment. This task was accomplished by examining data gathered from STAR assessments, Georgia Milestones assessments, surveys of parents, students, and faculty, along with student attendance records. The team then used this data to identify strengths and weaknesses and determine the root causes of identified needs in each academic area.

The identification of both strengths and weaknesses allowed the leadership team to set strategic goals and targets for improvement while ensuring that the School Improvement Plan was aligned with the strategic vision of the Carroll County School System. Following the development of the Title I SchoolWide Plan (SWP), members of the leadership team are responsible for monitoring progress on implementation during monthly leadership team meetings. Additionally, members are expected to keep grade level and departmental staff apprised of progress and any changes.

Throughout the academic year, the leadership team is responsible for monitoring progress toward the objectives and goals through the use of STAR Enterprise Math and Reading assessments (Renaissance), Progress Learning (USATestPrep), IXL, and district-wide common assessments/pulse checks. The plan is shared and will be reviewed at weekly grade level meetings, quarterly school council meetings, monthly School Leadership Team (SLT) meetings, and professional learning community meetings. The plan is also made available to parents, families, students, and other stakeholders through the school website and in the school's parenting resources center on the Bowdon Middle School campus.

Modifications or improvements will be made to the plan as needed to facilitate implementation and achieve identified goals. Please refer to Appendix I for Bowdon Middle School's School Improvement Plan.

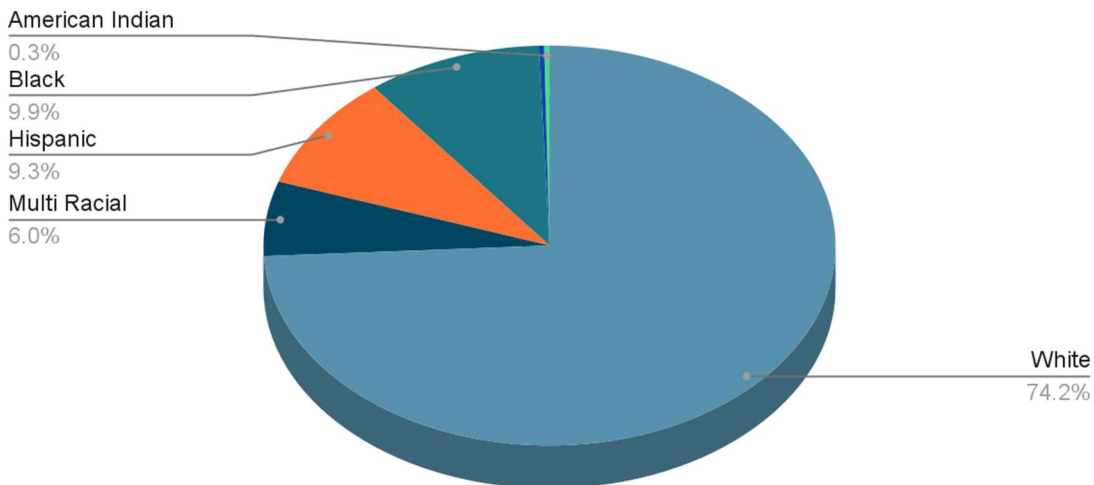
a. Academic Achievement Data

*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.

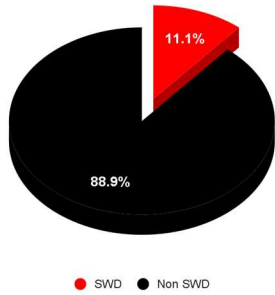
Bowdon Middle School Profile Data

Bowdon Middle School is located in Carroll County, Georgia and services the students of Bowdon, Georgia, and the surrounding community. Bowdon Middle School has an enrollment of around 332 students as of the writing of this report during the first nine week grading period of the 2024-2025 school year. Below, you will find charts indicating the demographic data of the students served at Bowdon Middle School, as well as their academic achievement data as of August 2024.

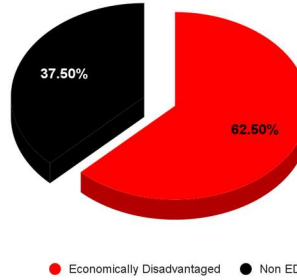
Race/Ethnicity FY25



Students with Disability FY25



Economic Status



Current and Historical Bowdon Middle School GMAS Results

BMS Overall Scores	District Ranking for 2024 Test	Proficient + Distinguished					
		2018	2019	2021	2022	2023	2024
6th ELA	5th	39%	42%	51%	39%	38%	34%
7th ELA	2nd	42%	39%	34%	44%	34%	42%
8th ELA	2nd	50%	59%	52%	45%	53%	43%
6th Math	3rd	33%	41%	43%	40%	45%	33%
7th Math	1st	38%	46%	45%	67%	54%	57%
8th Math	2nd	59%	44%	44%	57%	48%	61%
Enh Alg		N/A	95%	95%	91%	91%	100%
8th SC	1st	54%	60%	43%	50%	29% (48%)	35% (48%)
HS Phy Sci	3rd	N/A	NA	NA	NA	87%	90%
8th SS	1st	41%	52%	45%	47%	58%	56%

Percent of BMS Students at Each Performance Level - GMAS 2023

	Grade 6 Math				Grade 7 Math				Grade 8 Math			
	1	2	3	4	1	2	3	4	1	2	3	4
BMS	24%	43%	23%	10%	12%	31%	40%	17%	11%	28%	35%	26%
	Grade 6 ELA				Grade 7 ELA				Grade 8 ELA			
	1	2	3	4	1	2	3	4	1	2	3	4
BMS	34%	32%	24%	10%	27%	32%	37%	5%	20%	37%	27%	16%
	Grade 8 Science				Grade 8 Social Studies							
	1	2	3	4	1	2	3	4				

BMS	41%	24%	31%	4%	15%	29%	43%	13%
	9th Grade Phy Sci				Enhanced Algebra			
BMS	0%	0%	24%	76%	%	0%	25%	75%

*Highlights indicate the level in which most students performed

STAR Math Result 2023-2024

	GRADE 6 Math					GRADE 7 Math					GRADE 8 Math				
	1st Nine Weeks Target = 7.3					1st Nine Weeks Target = 7.8					1st Nine Weeks Target = >11.0				
	2nd Nine Weeks Target = 8.5					2nd Nine Weeks Target = 9.2					2nd Nine Weeks Target = >11.0				
	Proficient Target for GMAS= 8.5					Proficient Target for GMAS= 9.3					Proficient Target for GMAS= >11.0				
	Beg 2023	Oct 2023	Dec 2023	Mar 2024	Growth	Beg 2023	Oct 2023	Dec 2023	Mar 2024	Growth	Beg 2023	Oct 2023	Dec 2023	Mar 2024	Growth
BMS	5.6	6.1	6	6.5	0.9	6.1	6.8	7.3	7.9	1.8	7.1	7.8	8.2	8.3	1.2

STAR Reading Result 2023-2024

	GRADE 6 Reading					GRADE 7 Reading					GRADE 8 Reading				
	1st Nine Weeks Target = 5.0					1st Nine Weeks Target = 6.2					1st Nine Weeks Target = 7.0				
	2nd Nine Weeks Target = 5.6					2nd Nine Weeks Target = 6.8					2nd Nine Weeks Target = 7.8				
	Proficient Target for GMAS= 6.8					Proficient Target for GMAS= 7.8					Proficient Target for GMAS= 8.8				
	Beg 2023	Oct 2023	Dec 2023	Mar 2024	Growth	Beg 2023	Oct 2023	Dec 2023	Mar 2024	Growth	Beg 2023	Oct 2023	Dec 2023	Mar 2024	Growth
BMS	4.9	5.2	5.1	5.9	1	5	5.8	6.4	6.7	1.7	6.5	7	6.7	7.6	1.1

OVERVIEW OF BOWDON MIDDLE’S STRENGTHS & WEAKNESSES

Strengths

- **8th Grade Math Performance:** Achieved the second-highest percentage of proficient and distinguished scores in the district on the GMAS for 2024, with a notable increase from 48% in 2023 to 61% in 2024.
- **Enhanced Algebra:** Showed outstanding performance, achieving 100% proficiency in 2024.
- **7th Grade Math Improvement:** Ranked first in the district for the percentage of proficient and distinguished scores, showing a consistent improvement from 38% in 2018 to 57% in 2024.
- **8th Grade Social Studies:** Maintained a high ranking (1st in the district) with consistently strong performance, maintaining a high percentage of proficient and distinguished scores from 58% in 2023 to 56% in 2024.
- **9th Grade Physical Science:** Demonstrated high achievement with 90% proficiency in 2024, an increase from 87% in 2023.
- **Growth in STAR Math Scores:** 7th-grade students showed significant growth on the STAR Math assessment (1.8 years), exceeding the growth in other grades.
- **Consistent Performance in 7th Grade ELA:** Despite fluctuations in performance over the years, 7th Grade ELA maintained its position as the second-ranked in the

district for 2024, with a recovery to 42% proficient and distinguished scores after a drop to 34% in 2023.

- **8th Grade Physical Science Improvement:** The percentage of students scoring at the proficient level in 9th Grade Physical Science increased from 87% in 2023 to 90% in 2024, indicating steady growth in science proficiency.
- **High Percentage of Distinguished Learners in Enhanced Algebra:** A remarkable 76% of students scored at the highest performance level (Level 4) in Enhanced Algebra, showing exceptional achievement in advanced mathematics.
- **Strong Performance in Social Studies:** 8th-grade Social Studies continued to show strong performance, maintaining a high rank (1st in the district) with 56% of students scoring at the proficient or distinguished levels.
- **Growth in STAR Math Across Grades:** Positive growth trends were observed in STAR Math scores across all grades, with the highest growth seen in 7th grade (1.8 years of growth) and consistent growth in 8th grade (1.2 years of growth).

Weaknesses

- **6th Grade ELA Decline:** The percentage of students scoring at the proficient or distinguished level decreased from 38% in 2023 to 34% in 2024.
- **8th Grade ELA Performance:** Showed a decline in the percentage of proficient and distinguished scores, dropping from 53% in 2023 to 43% in 2024, despite being ranked second in the district.
- **6th Grade Math Performance:** A significant decline in proficiency from 45% in 2023 to 33% in 2024.
- **8th Grade Science Weakness:** Demonstrated a low percentage of proficient and distinguished scores, with only 35% achieving proficiency in 2024.
- **High Percentage of Developing Learners in 6th and 7th Grade ELA:** A large percentage of students in 6th (32%) and 7th Grade ELA (32%) are scoring at Level 2 (developing learner), indicating many students are not yet reaching proficiency.
- **Low Proficiency in 6th Grade Math:** 24% of students in 6th Grade Math scored at Level 1 (beginning learner), the highest among all grades, reflecting significant challenges in foundational math skills.
- **Decrease in 6th Grade Math Scores:** The percentage of students scoring at the proficient or distinguished levels in 6th Grade Math dropped significantly from 45% in 2023 to 33% in 2024, indicating a need for targeted support in math.

FY24 Milestones Subgroup Data

FY 24 6th Grade GMAS ELA Performance Band - Subgroups				
	Beginning %	Developing %	Proficient %	Distinguished %
Black	71%	24%	6%	0%

Hispanic	38%	63%	0%	0%
White	25%	31%	31%	13%
Multi	33%	33%	22%	11%

FY24 7th Grade GMAS ELA Performance Band - Subgroups

	Beginning %	Developing %	Proficient %	Distinguished %
Asian/PI	100%	0%	0%	0%
Black	36%	43%	14%	7%
Hispanic	25%	38%	25%	13%
White	24%	29%	43%	4%
Multi	25%	50%	25%	0%

FY24 8th Grade GMAS ELA Performance Band - Subgroups

	Beginning %	Developing %	Proficient %	Distinguished %
Asian	0%	100%	0%	0%
Black	50%	0%	33%	17%
Hispanic	33%	44%	11%	11%
White	17%	33%	30%	19%
Multi	10%	70%	20%	0%

6th Grade GMAS Math Performance Band - Subgroups

	Beginning %	Developing %	Proficient %	Distinguished %
Black	47%	35%	12%	6%
Hispanic	25%	75%	0%	0%
White	20%	41%	27%	13%
Multi	11%	44%	33%	11%

7th Grade GMAS Math Performance Band - Subgroups

	Beginning %	Developing %	Proficient %	Distinguished %
Asian/PI	0%	0%	100%	0%

Black	29%	21%	36%	14%
Hispanic	13%	25%	63%	0%
White	10%	33%	38%	20%
Multi	0%	50%	50%	0%
8th Grade GMAS Math Performance Band - Subgroups				
	Beginning %	Developing %	Proficient %	Distinguished %
Asian/PI	0%	0%	100%	0%
Black	17%	33%	33%	17%
Hispanic	22%	33%	22%	22%
White	8%	25%	37%	30%
Multi	20%	40%	30%	10%

STRENGTHS & WEAKNESSES FOUND IN BOWDON MIDDLE SUBGROUP DATA

Strengths - ELA GMAS

- **7th Grade White Students:** 43% scored at the proficient level, which is the highest percentage among all subgroups for this grade.
- **8th Grade Black Students:** 50% of Black students scored at the proficient or distinguished level (33% proficient, 17% distinguished).
- **8th Grade White Students:** 49% scored at the proficient or distinguished levels (30% proficient, 19% distinguished), showing a balanced performance across higher achievement levels.
- **6th Grade Multi-Racial Students:** 33% scored at the proficient or distinguished level (22% proficient, 11% distinguished), which is higher than the district average for this subgroup.
- **8th Grade Multi-Racial Students:** 20% scored at the proficient level, showing some students achieving proficiency despite a majority in developing levels.
- **7th Grade Hispanic Students:** 38% of Hispanic students scored at the proficient or distinguished level (25% proficient, 13% distinguished), demonstrating a balanced performance across both levels.
- **6th Grade White Students:** 44% of White students scored at the proficient or distinguished level (31% proficient, 13% distinguished), which is one of the highest percentages of proficiency in this grade.

Strengths - Math GMAS

- **7th Grade Asian/Pacific Islander Students:** 100% of Asian/PI students scored at the proficient level in 7th grade, with no students at the beginning or developing levels.
- **7th Grade Black Students:** 50% of Black students scored at the proficient or distinguished level (36% proficient, 14% distinguished).
- **7th Grade Hispanic Students:** 63% scored at the proficient level, which is a strong performance compared to other subgroups.
- **8th Grade Asian/Pacific Islander Students:** 100% of students in this subgroup

scored at the proficient level in 8th grade math, with none at the beginning or developing levels.

- **8th Grade White Students:** 67% scored at the proficient or distinguished levels (37% proficient, 30% distinguished), showing high performance in this grade.
- **6th Grade Multi-Racial Students:** 44% of Multi-Racial students scored at the proficient or distinguished levels (33% proficient, 11% distinguished), reflecting a relatively strong performance compared to other subgroups in the same grade.
- **8th Grade White Students:** 67% of White students scored at the proficient or distinguished levels (37% proficient, 30% distinguished), demonstrating a solid performance in math proficiency and distinguished achievement.

Weaknesses - ELA and Math GMAS

- **6th Grade ELA for Black Students:** 95% of Black students scored at the beginning or developing levels (71% beginning, 24% developing), indicating significant challenges in reading proficiency.
- **7th Grade ELA for Asian/Pacific Islander Students:** 100% of Asian/PI students scored at the beginning level, highlighting a need for targeted support.
- **8th Grade ELA for Multi-Racial Students:** 80% of Multi-Racial students scored at the developing level, with none achieving distinguished scores.
- **6th Grade Math for Hispanic Students:** 100% of Hispanic students scored at the developing level or below, indicating a critical area of need.
- **8th Grade Math for Black and Hispanic Students:** 50% or more of Black (50%) and Hispanic (55%) students scored at the developing or beginning levels, suggesting struggles in achieving higher performance in math.
- **7th Grade ELA for Multi-Racial Students:** 75% of Multi-Racial students scored at the developing or beginning levels (25% beginning, 50% developing), indicating a need for targeted support to improve literacy skills.
- **8th Grade Math for Hispanic Students:** 55% of Hispanic students scored at the developing or beginning levels (22% beginning, 33% developing), suggesting a need for interventions to support students in achieving higher math proficiency.

NEEDS ASSESSMENT AND ROOT CAUSE:

Throughout the comprehensive needs assessment, it became evident that one of the primary academic weaknesses at Bowdon Middle School was in English Language Arts, particularly in the 6th and 8th grades. Students showed lower levels of learning and proficiency compared to their historical performance on the Milestones assessment. This observation led to a root cause analysis of the Milestones data presented in the chart below:

SUBJECT	OVERALL WEAKNESS	DOMAIN WEAKNESS	ROOT CAUSE	Strategies to Address and Monitor
ELA	The overall weakness identified in Bowdon Middle School's ELA performance is a lack of consistent mastery in key comprehension and language	Key Ideas and Details: <ul style="list-style-type: none"> ● Only 47% of 6th graders, 44% of 7th graders, and 52% of 8th graders demonstrated mastery in understanding 	<ul style="list-style-type: none"> ● Insufficient Focus on Foundational Literacy Skills: The low mastery rates in vocabulary and key ideas suggest that foundational literacy skills may not be adequately developed. Students might not be 	Implement Targeted Interventions: BMS will provide targeted oral reading fluency interventions through The Science of Reading program for all students, daily during their ELA class.

	<p>skills across all grades. The data shows that while there are improvements in some areas, significant gaps remain in foundational skills like vocabulary, key ideas, craft and structure, and writing.</p>	<p>key ideas and details.</p> <p>Craft and Structure:</p> <ul style="list-style-type: none"> • Mastery in understanding craft and structure is also low, with only 46% of 6th graders, 47% of 7th graders, and 58% of 8th graders demonstrating proficiency. <p>Vocabulary:</p> <ul style="list-style-type: none"> • Although higher than others, a still low percentage of students demonstrated mastery in vocabulary: 65% of 6th graders, 74% of 7th graders, and 64% of 8th graders. <p>Writing and Language:</p> <ul style="list-style-type: none"> • The "Writing and Language" overall scores show that only 51% of 6th graders, 67% of 7th graders, and 64% of 8th graders demonstrate mastery. 	<p>receiving enough practice in vocabulary building and comprehension of core reading skills in earlier grades, impacting their performance as they progress.</p> <ul style="list-style-type: none"> • Inadequate Writing Practice and Feedback: The data shows consistent weaknesses in writing skills, indicating that students might not be getting enough practice in different forms of writing, or they may lack sufficient feedback to improve their writing skills. • Limited Exposure to Complex Texts: Students may not be exposed to a wide range of complex texts that challenge them to analyze, synthesize, and evaluate information. This lack of exposure could affect their ability to master skills in craft and structure, as well as key ideas and details. • Teacher Professional Development Needs: Teachers may require additional training in best practices for teaching literacy, particularly in the areas of vocabulary development, reading comprehension strategies, and writing instruction. 	<p>Increase Exposure to Complex Texts: Through the Science of Reading program BMS will integrate a wider variety of complex texts into the curriculum to improve students' ability to read with fluency. Students will also be exposed to complex texts, through resources such as Newsela, during their science and social studies class in order to analyze and interpret different types of content.</p> <p>Enhance Writing Instruction and Practice: Increase the focus on writing across the curriculum by integrating writing and feedback cycles into all subject areas through the Engagement Cycle. This will provide students with regular opportunities to write for various purposes and audiences as well as receive feedback from both peers and teachers.</p> <p>Provide Professional Development for Teachers: Carroll County Schools as well as Bowdon Middle School will provide professional development to staff that focuses on effective literacy instructional strategies such as oral reading fluency, teaching vocabulary in all subjects, as well as providing practice and feedback cycles involving writing. Teachers will receive feedback on these strategies through targeted observations from administrators, coaches, peers, and consultants.</p>
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2. Schoolwide Reform Strategies Sec. 1114(b)(7)(A)(i-viii) that the school will be implementing to address school needs, including a description of how such strategies will address academic weaknesses and root causes.

a. 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.

1. Allocate dedicated time during pre-planning to review FY24 STAR and GMAS results with grade-level teachers, focusing on sub-group data that did not meet challenging state academic standards.
2. ELA Teachers will implement Science of Reading strategies, specifically oral reading fluency, each day during their lessons. Students will participate and track progress and growth.
3. All subjects will implement practice and feedback cycles (The engagement cycle) within their lessons throughout the school year.
4. All subjects will engage in explicit vocabulary instruction as well as each student maintaining vocabulary notebooks.
5. ELA teachers will collaborate with our school-based instructional coach to develop SEATS (Standards, Essential Question, Activator, Teaching, Summarize) lesson plans on a weekly basis. These lessons aim to enable all students to meet challenging state academic standards by providing explicit instruction on, among other things, grammar rules through lessons, Ready books, Illuminate spiral reviews and activities that reinforce language concepts like subject-verb agreement, verb tense, and punctuation rules.

6. Maintain a consistent progress monitoring process using EdTech tools (e.g STAR (Renaissance), NearPod, IXL, MobyMax, Gimkit, Progress Learning), Quizzizz to identify subgroup students in need of additional support and enhance skill acquisition for all students.
7. Conduct regular reviews of STAR (Renaissance) data or formative assessment data among grade-level teachers during SuPeRs (Student Performance Reviews) monthly. This helps identify subgroups of students requiring extra support to meet challenging state academic standards in all subjects.
8. Continue vertical ELA meetings for grades 6-8 teachers and utilize the instructional coach to review and revise plans, help implement Science of Reading strategies, share best practices, and identify prerequisite skills for incorporation into reviews.
9. Implement the weekly use of content-focused informational and argumentative texts in science and social studies with a vocabulary focus at the appropriate Lexile levels (6th-997L, 7th-1045L, 8th-1097L) in order to teach and reinforce comprehension strategies such as summarization, making inferences, and asking questions while reading. Utilize resources such as NewsELA, Commonlit, and Readworks to support all students, especially Black and Hispanic subgroups.
10. Continue and expand the "One School, One Book" program at BMS to promote literacy among all students and engage stakeholders in reading.
11. Incorporate weekly literacy strategies in ELA, Science, and Social Studies classes in order to support vocabulary acquisition as well as support students' ability to identify key ideas and details while reading.
12. Science and Social Studies teachers will schedule library research lessons once per nine weeks on content-specific challenging state standards.
13. Maintain "Encore" tutoring sessions during connection times for Math and Language Arts in all grades as well as Social Studies and Science in 8th grade. Use standards to select students based on ongoing progress monitoring to support students from all subgroups.
14. Continue vertical math meetings for grades 6-8, math connections, and instructional coach involvement to implement practice and feedback cycles (The Engagement Cycles) as well as review and revise plans, share best practices, and identify prerequisite skills for inclusion in the connections math class to support students from all subgroups in meeting challenging state standards.
15. Leverage the school-based instructional coach and substitute teachers to provide professional learning opportunities for science and social studies teachers during collegial planning, focusing on implementing practice and feedback cycles (The Engagement Cycle) writing and literacy strategies and the incorporation of 21st Century Learning Skills (the 4Cs).
16. Conduct collaborative vertical planning sessions for all core classes at the end of each nine weeks to identify student deficiencies throughout the school year, monitor student progress, and plan/adjust lessons.

17. Administer three district based writing assessments throughout the year to address identified ELA deficiencies with all students, particularly Black, Multi Racial, & Hispanic subgroups.
18. Provide explicit social studies instruction on challenging state academic standards as well as questions/assessments similar to GMAS using Gallopade workbooks and resources to support all students especially Black, hispanic, Multi-racial, and ELL students

b. Use **methods and instructional strategies** that strengthen the academic program in the school, 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. Include strategies used to identify and serve the gifted and talented.

Instructional methods and strategies that will strengthen academic programs, increase quality learning time, and enrich and accelerate the curriculum will be implemented at Bowdon Middle School. These methods and strategies include:

1. Invest in online resources and books, including digital library books and student databases, to bolster academic programs.
2. Offer inservice training led by the media specialist to familiarize new teachers with the utilization of E-books, Destiny, and Follett Lightbox during the first nine weeks of school, enhancing the quality of learning during classroom instruction.
3. Continue accelerated curriculum options, including high school-level courses such as Algebra I, 9th grade Physical Science, 9th grade Literature, and Spanish I.
4. Dedicate time during ELA collegial planning to study and review new ELA standards.
5. Invest in additional instructional technology for Science, Social Studies, ELA, and Math, including tools such as Quizzizz, Nearpod, IXL, Vocabulary.com, Flocabulary, USA Test Prep (Progress Learning), Scholastic, Moby Max, Kuta Math Software, Kesler Science, Gimkit, Delta Math and more, to strengthen academic programs while enriching and accelerating the curriculum.
6. Purchase additional instructional technology for Math, Science, Social Studies, and ELA, such as Chromebooks, iPads, and necessary repair equipment.
7. Allocate funds for technology upgrades and repairs, including those for Chromebooks, iPads, and Apple Pencils (replacement pencil tips, adaptors, etc.)

8. Implement eHallPass software to help teachers maximize instructional time for student throughout the school
9. Purchase supplemental Science lab material to reinforce and accelerate 6-8 science learning
10. Implement PBIS rewards in order to acknowledge positive behavior throughout the school as well as track and address student discipline.

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

Meeting the Needs of All Students:

To address the needs of all students in our school, especially those at risk of not meeting challenging state academic standards, we will provide "Encore" Connections tutoring classes for Math and ELA (grades 6-8) and Science and Social Studies (grade 8 only). Our ELA and Math teachers will meet weekly for collaborative planning to review and revise lesson plans and share effective instructional strategies. Additionally, ELA and Math teachers will administer the STAR reading and math assessments each quarter and analyze the data to determine appropriate classroom interventions. Bowdon Middle School has also committed to purchasing supplies used both in and out of classroom settings to support learning initiatives, including our reading fluency initiative, for all students throughout our school. The school will purchase dry erase pockets sleeves, sheet protectors, dry erase markers, paper, color pencils, file organizers, file folders, headphones and other supplies that support the learning needs of all children in the school especially those at risk of not meeting challenging state academic standards.

Closing the Achievement Gap:

In our efforts to close the achievement gap, regular education teachers, co-teachers, and the school based instructional coach will convene bi-weekly to collaboratively develop lesson plans that include daily scaffolding. This

approach ensures that all students receive the necessary support for their academic success.

STEM Initiatives:

For our STEM (Science, Technology, Engineering, and Mathematics) initiatives, our school will continue to offer students multiple opportunities for STEM competitions, summer camps, field trips, and hands-on STEM learning opportunities. The school will use funds to purchase tools, equipment, and resources such as USB microphones and stands, Headphones with microphones, Light Rings, STEM Pack Kits, Makerbot Sketch 3D printer and filament, as well as other STEM supplies. The STEM team will also work to build the knowledge and skill necessary to achieve National STEM certification as well as work with their peers to help build a culture supportive of STEM education. Developing a culture of STEM education will support all teachers as they develop higher level thinking and problem-solving learning opportunities in real world scenarios that push all students as they grow and learn.

Student Advisement and Counseling:

We will conduct monthly student advisement lessons that incorporate the "Student Essentials" developed by the Carroll County School System for district-wide implementation. Furthermore, our school counselor will be available to all students as needed, either through self-referral, parent referral, or staff referral. The school counselor maintains an open-door policy. Students can self-refer by visiting Student Services with teacher permission and a pass. If the counselor is unavailable, students will be informed of her availability and provided with a return time. Faculty members can also refer students to the school counselor. Additionally, at the start of each school year, students select two Trusted Adults in the building to reach out to for quick problem-solving and emotional support.

Leader in Me:

Bowdon Middle School will implement the Leader in Me program. Leader in Me is an evidence-based, comprehensive school improvement model designed to empower students and staff to develop essential leadership, social-emotional, and life skills. Based on Stephen Covey's *The 7 Habits of Highly Effective People*, the program fosters a culture of collaboration, accountability, and personal growth by teaching students habits such as being proactive, setting goals, prioritizing tasks, and seeking mutual benefit in relationships. By integrating these principles into daily routines and the school culture, Bowdon Middle School aims to enhance student engagement, improve academic performance, and create a nurturing environment where every student is seen as a leader, prepared for success in school and beyond.

ii. Preparation for and awareness of opportunities for postsecondary education and the workforce, which may include career and technical education programs and broadening secondary school student's 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).

At Bowdon Middle School, we are dedicated to inspiring and empowering our students to reach their personal best. A cornerstone of this mission lies in the incorporation of Carroll County School's Student Essentials into their educational journey. These essentials are designed to instill crucial qualities such as Self Awareness, Collaborative Skills, Critical Thinking, Creativity, Self-Management, Good Citizenship, Effective Communication, and a Goal-Oriented Mindset. Throughout the academic year, students delve into each of these seven tenets during their monthly mandatory advisement sessions, conducted either with the school counselor or their advisement teacher.

Moreover, we recognize the significance of equipping our students with the tools they need for effective goal setting and career planning. Our dedicated school counselor collaborates with students in grades 6th through 8th annually to facilitate comprehensive career and educational planning. With the acquisition of Georgia Career Information Systems (GCIS) licenses, students create personal online career folders to compile their research, educational plans, and assessments. This process begins with sixth graders identifying their career interests through the Career Cluster Inventory, followed by seventh graders utilizing the Interest Profiler survey to match their work activity interests with GCIS occupations. Eighth graders undergo aptitude testing and employ the Academic Planner in Infinite Campus to craft their Individual Graduation Plans (IGP).

In addition, we also offer our students identified as gifted, the opportunity to take advanced content classes at all three grade levels in a variety of subjects from math to art. We have also made strides this school year to ensure that additional members of our teaching staff become gifted certified and have the knowledge and skills to reach and challenge the gifted students they serve. During the 2024-2025 academic school year, Bowdon Middle School will also provide qualified eighth-grade students with the opportunity to enroll in Ninth Grade Physical Science, Enhanced Algebra I, 9th Grade Literature, and Spanish I courses. This initiative allows students to start earning high school credit early which will ultimately give them the opportunity to enroll in post secondary course during the completion of high school

For the upcoming 2024-2025 school year, Bowdon Middle School will continue offering a "High School Readiness" night, an invaluable opportunity for eighth graders and their parents to gain essential insights into high school course options. This event will encompass discussions on dual enrollment and present the diverse College and Career pathway choices

available through Carroll County Schools, including culinary arts, auto mechanics, and nursing.

Our commitment to future-focused opportunities extends beyond these initiatives, with students continually utilizing the Student Portal to monitor assignments and grades and actively participating in the annual Carroll County Future Focused Survey. The insights from this survey enrich their Student Led Conferences. Additionally, we organize educational field trips, such as visits to West Georgia Technical College (6th grade), the University of West Georgia (7th grade), and the Carroll County College and Career Academy South (8th grade). In the spring, our eighth graders attend the 8th Grade Career Expo, engaging in three career presentations of their choice. Furthermore, throughout the school year, our students benefit from Future Focused Friday activities, featuring guest presenters from various career pathways.

iii. 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 (20 U.S.C. 1400 et seq.);

Positive Behavioral Interventions and Supports (PBIS): Bowdon Middle School will continue to implement the Positive Behavioral Interventions and Supports (PBIS) program in the upcoming school year. The PBIS team dedicated the entire 2023-24 school year to reviewing student data, addressing areas of concern, and further developing and refining our PBIS values and expectations. Additionally, BMS will maintain its practice of reviewing and providing initial training to each teacher during pre-planning, ensuring that everyone is familiar with school-wide processes and procedures, school expectations, discipline procedures, and overall processes. In the first three days of school, our faculty will dedicate time to instructing our students on these expectations and the acknowledgment system. It is our commitment that each teacher consistently implements these program expectations. The PBIS team will regularly analyze self-developed data to fine-tune school procedures that promote positive behavior. We will utilize ink supplies, paper, and poster paper to promote PBIS schoolwide. Continuing into the 2024-2025 school year, Bowdon Middle School will continue to purchase the PBIS Rewards APP allowing teachers to acknowledge and recognize positive behaviors in the classroom and throughout the school in order to maximize instruction time and build greater learning and growth.

MTSS: Our school will employ the Multi-Tier System of Supports (MTSS), formerly known as Response to Intervention (RTI), to ensure high-quality instruction and conduct universal screening of all students in general education classrooms. Struggling learners and those displaying at-risk behaviors will receive interventions

tailored to different tier levels of intensity, aimed at accelerating their learning progress. As part of this tiered approach, we will provide weekly "Encore" tutoring sessions in ELA, Math, Science, and Social Studies, specifically for 8th-grade students. Progress monitoring will be used to assess both the learning rate and individual student performance levels.

iv. **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,

Facilitating Professional Learning Opportunities: To support the ongoing development and improvement of instructional abilities among our faculty and staff, as well as their effective use of data to enhance student learning, Bowdon Middle School is committed to providing substitute teachers to facilitate attendance at professional learning opportunities.

Professional Learning (PL) Opportunities: We offer a range of PL opportunities for teachers, paraprofessionals, and other school personnel to enhance instruction and data utilization:

1. Teacher Keys Effectiveness System Orientation
2. "Capturing Kids' Hearts" training for additional staff
3. Depth of Knowledge (DOK) questioning and critical thinking training for certified staff through collegial planning
4. Monthly New Teacher Support training to assist and support our new educators
5. Leadership Development opportunities, including Aspiring Leaders training for one teacher
6. Gifted endorsement opportunities for one additional faculty member
7. District STEM Certification modules for new staff members
8. Weekly professional learning sessions conducted by our instructional specialist throughout the year
9. Weekly grade level collegial planning sessions
10. Multi-tiered System of Supports (MTSS) training during pre-planning
11. Quarterly vertical planning sessions by academic department (full day)
12. Vector Training safety modules
13. Instructional Technology Professional Development conducted at BMS throughout the year

14. Collegial Planning Days directed by our school-based coach to review data, build resources, and gain skills and knowledge to enhance student learning.
15. Leader in Me professional development for all staff members during preplanning
16. John O'Conner training during the summer of 2024 and well as pre planning of the FY25 school year on the Engagement Cycle and Oral Reading Fluency.
17. GAEL aspiring principal courses for the BMS assistant principal through the FY25 school year.

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

Bowdon Middle School is committed to several initiatives aimed at recruiting and retaining effective teachers.

Instructional Support: To support our teachers, especially in high-need content areas and those new to Bowdon Middle School, we will provide a school-based instructional coach to support and guide staff as they work to develop high-impact learning activities. Coaches do not have an evaluative relationship with teachers and are able to provide dedicated support, fostering a collaborative environment where educators can refine their instructional techniques and enhance student engagement. This collaborative approach empowers our teaching staff to excel in their roles and ultimately benefits the entire school community.

New Teacher Mentorship: We have established a mentor program to provide support to our new teachers. Mentors will work closely with new teachers on a monthly basis, offering professional learning sessions that cover various topics, from school lesson plan expectations to the instructional programs available at Bowdon Middle School.

Teacher Recognition and Support: We believe in recognizing and supporting our teaching staff. To foster a positive climate and show our appreciation:

- We will create a Climate Celebration Calendar for our staff.
- We will acknowledge Teachers of the Month at our Red and Black meetings.
- Recognitions will be a part of our weekly Gathering sessions.
- We will incorporate team-building activities during our Teacher Work Days.
- Traditional activities, such as celebrating birthdays and cluster breakfasts, will continue to be a part of our culture.

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

N/A

vii. 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**.

At Bowdon Middle School, we place a strong emphasis on facilitating smooth transitions for our students as they progress through their academic journey.

Elementary to Middle School Transition: In the spring, we host a "Sneak-a-Peek" event for all Bowdon Elementary School 4th graders. This event provides these students with the opportunity to take a quick tour of our Connections classes and get a glimpse of what the middle school has to offer. Furthermore, in the spring, we extend a warm welcome to all 5th-grade students from Bowdon Elementary by inviting them to visit Bowdon Middle School for a more informative tour. During this visit, students have the valuable opportunity to familiarize themselves with every area of the school and to pose any questions they may have about procedures and expectations. Additionally, we host a 6th Grade Readiness Night, designed for both students and their parents. This event provides an excellent platform for meeting teachers and staff, gaining insight into school policies and procedures, learning about special events, responsibilities, and understanding the differences between middle school and elementary school.

Preparing 8th Graders for High School: As our 8th graders prepare for their high school journey, we offer numerous transitional services. In the spring, the high school counselor meets with 8th grade students, offering guidance on credits, graduation requirements, and answering any questions they may have about the high school process and procedures. To further ease the transition, our 8th grade students embark on a visit to Bowdon High School, where they gain exposure to various aspects of the high school culture. Simultaneously, an orientation event is organized at the high school, allowing students and parents to meet teachers, coaches, and administrators. This event marks the beginning of valuable relationships and helps identify resources within the high school community. Continuing into the 2024-2025 school year, Bowdon Middle School will continue offering a "High School Readiness Night." At this readiness night students and families will have the opportunity to hear about College and Career Academy options, JROTC opportunities, Dual Enrollment opportunities, class scheduling options, as well as have questions or concerns answered and addressed.

Special Education Transition Services: For students in need of Special Education services, our teachers and/or the In-School Coordinator actively participate in transitional meetings. These meetings serve the dual purpose of engaging in educational decisions and establishing familiarity with students who are transitioning to middle school or high school.

viii. Middle Schools: Discuss opportunities for students to take high school courses and career counseling opportunities for students. How are they informed about the various technical and dual-enrollment opportunities available in high school?

Academic Opportunities for 8th Graders: During the 2024-2025 academic school year, Bowdon Middle School will provide qualified eighth-grade students with the opportunity to enroll in Ninth Grade Physical Science, Enhanced Algebra 1, 9th Grade Literature, and Spanish I courses. This initiative allows students to start earning high school credit early.

College and Career Readiness: As part of our comprehensive advisement program, students receive valuable information on various aspects of college and career readiness throughout the school year. This includes interest surveys, a focus on the skills necessary for success, and discussions about their future pathways and options. To broaden their horizons, students have the opportunity to participate in annual field trips that focus on postsecondary and career preparation. Over the course of three years at Bowdon Middle School, students visit notable institutions such as West Georgia Technical College (6th grade), the University of West Georgia (7th grade), and the Carroll County College and Career Academy South (8th grade). Additionally, during the spring semester, our 8th-grade students attend the 8th Grade Career Expo, where they engage in three career presentations of their choice.

Career Pathway Exploration: Throughout the school year, Bowdon Middle School will host Future Focused Friday activities that feature guest presenters from various career pathways including a meteorologist from a local news station, Carroll County Fire and Rescue, and a variety of local entrepreneurs. These sessions provide students with real-world insights into potential career choices.

Dual Enrollment Opportunities: In preparation for high school, 8th-grade students meet with the school counselor during the second semester of each school year. These

meetings are designed to discuss the possibility of dual enrollment options in high school. Dual Enrollment enables Bowdon High School students to complete college-level courses, earning both high school and college-level course credits simultaneously.

3. Evaluation of the Schoolwide Plan—34 CFR 200.26

a. 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.

Bowdon Middle School's Title I Schoolwide Plan is a framework that is consistently implemented, closely monitored, and assessed. We rely on a wealth of data sources, including the State's annual Georgia Milestones Assessment, academic achievement indicators such as the STAR assessment, and district-developed common assessments. School administrators and teachers play an active role in collecting, analyzing, and interpreting data from these assessments, alongside classroom-based evaluations and other relevant sources. This comprehensive approach allows us to accurately gauge students' academic progress and pinpoint areas in need of improvement.

Our plan is tailored to address the specific needs of our students, especially those in subgroups requiring additional support. It outlines precise strategies and interventions, such as the use of a school based instructional coach or the purchase of EdTech tools, derived from this data-driven analysis. Regular reviews of the plan, conducted by the school leadership team, ensure the effective implementation of these strategies. Moreover, we continually evaluate the results achieved, making data-backed adjustments as needed.

By integrating data-driven insights into our schoolwide plan, Bowdon Middle School is empowered to make informed decisions that directly contribute to enhancing overall academic achievement and the success of our students, particularly those who require additional support.

b. 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 farther from achieving the standards.

Bowdon Middle School's Leadership Team as well as grade level teams meet biweekly throughout the school year to engage in discussions and collaborative planning that impact the school. These meetings serve as a platform for the team to review and assess school wide and grade specific data as well as our Title I and school improvement plans and their alignment with our school improvement initiatives.

These discussions encompass a wide range of topics, including areas of success and those in need of improvement. We delve into both leading and lagging data associated with both individuals and the entire grade level or student body, all of which are tied to the State of Georgia's challenging academic standards. This includes a comprehensive analysis of classroom assessment data, STAR (Renaissance) assessment data, district-developed common assessment data, as well as valuable insights from the Georgia Milestones Assessment results from the 2023-2024 school year.

Our teacher as well as school administrators ensure the full implementation of our plan and its positive impact on student growth and learning. We firmly believe in a

collaborative approach that encourages transparency and accountability at all levels of our school.

Additionally, during the school's leadership advance meeting in the summer of 2024, the team will continue to review and discuss this data. This reflective process extends to evaluating both the successful and unsuccessful aspects of the plan. These insights will guide us in making necessary changes and improvements, ultimately enhancing our strategies for the upcoming school year.

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

As mentioned above, the Bowdon Middle School Schoolwide plan undergoes regular revisions to facilitate continuous improvement in student growth and learning. Both school administrators and teachers routinely gather and analyze data on student performance from sources such as STAR assessments, district developed common assessments, classroom assessments, and instructional programs such as i-ready to assess the effectiveness of instructional strategies. School administrators also solicit feedback from teachers, parents, and students themselves. This ongoing assessment helps identify areas where the plan may need adjustment. When necessary, revisions are made to address emerging challenges, accommodate changing student needs, and align the plan with district initiatives. These changes are developed through the school leadership team with input of teachers, parents and students as needed. This approach ensures that the Schoolwide plan remains a responsive and adaptable framework, ultimately driving the school's mission to provide a premier learning environment to inspire and empower all students to reach their personal best.

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

a. 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.

Each year Bowdon Middle School updates its written Parental and Family Engagement Plan with input from parents and stakeholders of the school. Parents and stakeholders of the school were provided with opportunities to give input and feedback regarding the school wide plan, budgets, and the family engagement plan throughout their development. The family engagement plan discusses Bowdon Middle's efforts to involve families in their student's education as well as activities that will achieve district and student academic achievement goals. The plan is made available and distributed to families, stakeholders, and the local community in a variety of ways including sending a paper copy home with students and posting the plan on the Bowdon Middle School's website. The plan is available in both English and Spanish in an understandable and uniform format and is accessible in both languages on the school website and in the parenting center of Bowdon Middle School. The plan is also sent home with each student in the school within the first month of school. As needed throughout the school year, the plan is updated to meet the changing needs of parents, students, and the school.

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

a). Is developed during 1 year; 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;

B. The Title I Schoolwide Plan is 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 The Title I Schoolwide Plan 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 to ensure that all students are provided opportunities to meet the challenging State academic standards;

c). 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 to ensure that all students are provided opportunities to meet the challenging State academic standards.

d). Is 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.

e). Is 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.

Development and Updates of Title I Schoolwide Plan: The Title I Schoolwide Plan is a product of an annual year-long process that centers on data-driven insights to identify instructional strengths and weaknesses. The plan is refreshed at the conclusion of each school year, and the Bowdon Middle School Leadership Team convenes during the summer to collaborate on its development. Importantly, this planning process is inclusive and involves input from various stakeholders within the community.

Inclusive Development Process: The comprehensive plan is crafted through the active participation of those who will carry it out. The School Leadership Team, which convened in June, spearheads the creation of the School Improvement Plan. Team members, including parents and community representatives, meticulously analyze student achievement, perceptions, and attendance data. This analysis informs the formulation of objectives and initiatives for the forthcoming academic year.

Ongoing Data Analysis: Throughout the school year, the School Leadership Team continues to analyze achievement data, seeks input from school and community members, engages in shared decision-making, and offers feedback and clarification

to their respective teams. Their responsibilities encompass not only plan development but also its monitoring, assessment, amendment, and ultimately, its execution.

Annual Updates: The Title I Schoolwide Plan undergoes annual updates during the summer leadership team meeting. The Leadership Team convenes regularly, with Monday meetings as part of their routine. Budget amendments, if proposed, are diligently reviewed during these meetings and, once approved, relevant sections of the Title I Plan are promptly updated.

Accessibility and Communication: We ensure the accessibility of the Title I Schoolwide Plan through various channels. Parents and stakeholders receive an introduction to the plan at the school's initial Red and Black meeting, where it is presented by the principal. A hard copy of the plan is available throughout the school year in the Student Services office. Additionally, the plan is posted on the school's website, where any updates are promptly made and announced.

Evidence-based Strategies

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

Evidence-Based Intervention	List Subject: Math, Reading, or Others	Statistically significant effect on improving student outcomes or other relevant outcomes based on: Check one				Resource (Attach)
		Strong Evidence	Moderate Evidence	Promising Evidence	Rationale Evidence	
Intervention Specialist/Instructional Coach	System: Professional Learning Set Aside	X				Yoon, K. S., Duncan, T., Lee, S. W. Y., Scarloss, B., & Shapley, K. L. (2007). Reviewing the evidence on how teacher professional development affects student achievement.
Tutoring/Extended Learning Time	All Content Areas	x				Kidron, Y. K., & Lindsay, J. (2014). <i>The effects of increased learning time on student academic and nonacademic outcomes: Findings from a meta-analytic review</i> (REL 2014–015). National Center for Education Evaluation and Regional Assistance. https://ies.ed.gov/ncee/edlabs/regions/appalachia/pdf/REL_2014015.pdf
Progress Learning (USATestPrep)	All Content Areas	X				Elom, R. D. (2017). Increasing Inclusive Students' Achievement Through Use of USATestPrep's Integrated Learning Systems (Doctoral dissertation, Walden University).
MobyMax	Math & Language Arts	X				Doster, H., & Cuevas, J. (2021). Comparing Computer-Based Programs' Impact on Problem Solving Ability and Motivation. <i>International Journal on Social and Education</i>

						<i>Sciences, 3(3), 457-488.</i>
Gimkit	All Content Areas	x				Hamari, J., Koivisto, J., & Sarsa, H. (2014). Does gamification work?--a literature review of empirical studies on gamification. 2014 47th Hawaii international conference on system sciences (pp. 3025-3034).
PBIS Rewards	All Content Areas	x				Simonsen, B., Fairbanks, S., Briesch, A., Myers, D., & Sugai, G. (2008). Evidence-based practices in classroom management: Considerations for research to practice. <i>Education and Treatment of Children, 31(3), 351-380.</i>
eHallPass	All Content Area				X	Leonard, L. J. (1999). Towards Maximizing Instructional Time: The Nature and Extent of Externally-Imposed Classroom Interruptions. <i>Journal of School Leadership, 9(5), 454-474.</i> https://doi.org/10.1177/105268469900900506
Kesler Science	Science	x				Duran, L. B., & Duran, E. (2004). The 5E Instructional Model: A Learning Cycle Approach for Inquiry-Based Science Teaching. <i>The Science Education Review, 3(2), 49-58.</i> https://files.eric.ed.gov/fulltext/EJ1058007.pdf
NewsELA	Language Arts/Reading		X			Empirical Education. (2017). <i>NEWSELA Impact on California Schools.</i> https://www.empiricaleducation.com/pdfs/Newsela-School-Impact-Report.pdf

Quizzizz						Hamari, J., Koivisto, J., & Sarsa, H. (2014). Does gamification work?--a literature review of empirical studies on gamification. 2014 47th Hawaii international conference on system sciences (pp. 3025-3034).
Delta Math	Math		X			Sigmundsson, H., Polman, R. C. J., & Lorås, H. (2013). Exploring individual differences in children's mathematical skills: A correlational and dimensional approach. <i>Psychological Reports, 113</i> (1), 23-31. https://doi.org/10.2466/04.10.PR0.113x12z2
Nearpod	All content areas		X			McKay, L. & Ravenna, G. (2016). Nearpod and the Impact on Progress Monitoring. Cal State TEACH at CSU Fullerton, vol. 27 (1), p. 23.
Instructional PL and Collaboration (All Subjects)	All Subjects	X				Yoon, K. S., Duncan, T., Lee, S. W., Scarloss, B., & Shapley, K. (2007). <i>Reviewing the evidence on how teacher professional development affects student achievement</i> (REL 2007--No. 033). Regional Educational Laboratory At Edvance Research, Inc. https://ies.ed.gov/ncee/edl abs/regions/southwest/pdf /REL_2007033.pdf

Title I Budget Crosswalk

List all expenditures in your Title I Budget and specify the page where it is located. You should only include items you are purchasing with the FY 24 Title I Budget.

Expenditure	Page in SWP	Level of Evidence
School based Academic Coach	2, 11, 12, 13, 15, 19, 20, 23	Strong
Extended Learning/ Tutoring Services (Encore)	13, 15, 18	Strong
Family Engagement Coordinator	2	Strong
Progress Learning	3, 12, 14	Strong
Moby Max	14	Strong
Gimkit	12, 14	Strong
PBIS Rewards	14, 18	Strong
eHallPass	14	Rationale Evidence
Kesler Science	14	Strong
Newsela	10, 13	Moderate
Quizzizz	12, 14	Strong
Delta Math	14	Moderate
NearPod	12	Moderate
Copy Paper	15, 18	N/A
Instructional PL and Collaboration (All Subjects) - Collegial Planning	13, 14, 19	Strong

Title I Carryover Budget Crosswalk

(List all expenditures included in Title I Carryover Budget and specify the page number of 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 Title I Schoolwide Plan	Level of Evidence

**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