



Title I School Improvement Plan

Approved: 8/25/25

School	Bowdon Elementary School
Principal	Mrs. Ginny Edwards
Year	FY 26
Superintendent	Mr. Scott Cowart

Schoolwide Components

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

Name	Role
Donna Horstkamp	SPED
Ellen Parson	Parent
Amanda Wilson	1st Grade Teacher
Ashley Wood	Pre K Teacher
Ginny Edwards	Principal
Ronda Stapleton	3rd Grade Teacher
Rana Raughton	4th Grade Teacher
Rebekah Phillips	Parent
Heather McIntyre	5th Grade Teacher
Leigh Dean	SPED & Lead
Debra Phillips	Kindergarden
Anna Buttrill	2nd Grade Teacher
Leah Kilgore	ART Teacher
Leigh Sheffield	5th Grade Teacher
Nikki Ethridge	Assistant Principal
Sharanda Keith	Counselor
Christina Shoemaker	Instructional Coach
Matthew Huckeba	Elementary Education Lead
Amanda Strain	Media
Christy McClendon	County-wide Instructional Coach

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 staff members listed above used the following processes to complete a needs assessment of 2024–2025 school data in order to develop the 2025–2026 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 6) 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.

Results of the Comprehensive Needs Assessment

Reading/Writing:

Reading continues to be the greatest area of need for Bowdon Elementary School. While STAR Assessment scores increased across grade levels, Georgia Milestones results revealed declines.

- **3rd grade:** No gain on the GMAS end-of-year test. 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% decline on Milestones. 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% decline on Milestones. Domain data showed slight gains in craft and structure and vocabulary, but declines in key ideas, writing, language, and both literary and informational text.

Despite these declines, all three grade levels demonstrated adequate gains in Lexile ranges.

In **K–2**, students are showing gains in reading using strategies from the Science of Reading. Only 15 students exited 2nd grade without completing the Hello Literacy program, and fewer students in grades 3–5 require phonics intervention. However, fluency remains a challenge for rising 3rd–5th grade students.

Root Cause analysis in reading shows that a majority of our 3-5 students did not receive a well developed foundational literacy program when progressing through grades K-2. Students were not introduced to basic phonics skills and sight word recognition using the teaching strategies that were introduced during those adolescent years. As a result, many learners struggle with decoding text and lack of stamina which results in poor performance on the GA Milestones in grades 3-5.

Subgroup data in Reading shows a decline in African American, White, and Students with Disabilities. When preparing tutoring groups using funds, these areas will be targeted for next year.

Math:

Georgia Milestones scores showed declines in grades 3–5:

- **3rd grade:** 7% decline. Students performed well in patterns and algebraic reasoning but struggled with polygons, area and perimeter, and place value/rounding.
- **4th grade:** 16% decline. Students showed decreases across all domains.
- **5th grade:** 5% decline. Students made gains in numerical expression and patterns but showed significant declines in volume and numerical reasoning.

There is some concern that changes in test formatting may have contributed to the declines. This was considered as a root cause for the decline in scores. Additionally, learners were required to read lengthy text to compute data and determine math answers. Since reading is a weakness for Bowdon learners, this could have also impacted the mathematics scores.

Science:

Fifth grade science scores improved significantly following the return of two veteran teachers. Students made substantial gains in Earth and life science, with only minimal declines in

physical science. Subgroup areas for Science for all three areas showed a decline. Intentional focus for these subgroup areas (White and Economically Disadvantaged) will be targeted.

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 2024. Results highlighted the need to improve communication, peer accountability, and SEW. Many students also reported feeling uninspired by classroom instruction.

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.

BES leadership team analyzes both perception and academic data. This includes, but is not limited to, Georgia Milestones in all 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 are examined in greater depth to identify strategies for growth. From this analysis, initiatives and action steps are developed to ensure success in the identified areas.

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

Title funds will also provide Extended School Year (ESY) days for the instructional coach, who will work outside of contractual hours to create professional learning presentations, collect and analyze data, support early literacy, and attend parent conferences. In addition, BES will employ a 49% 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 two contractual employees to support students who are falling behind in reading and math across

multiple grade levels. Students will receive approximately 60 minutes weekly of intensive intervention help with these contractual employees weekly.

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 district level, Title funds will be used to purchase Renaissance Reading (Accelerated Reader) and Lalilo, which houses student-level reading data and provides progress monitoring throughout the year. Teachers use this data to guide individualized reading instruction. This web-based program also allows students to read books and take quizzes at their appropriate reading level.

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.

To support behavior monitoring, BES will purchase the web-based PBIS application (SWIS). This tool will allow the school-wide discipline team to evaluate student behaviors by type, location, consequence, and grade-level comparisons. Data will be reviewed monthly to determine next steps for improving student behavior.

Additional instructional tools will include Edulastic/Peardeck for tracking student growth and supporting remediation, Reading A–Z for additional comprehension and fluency resources, and materials (paper and ink) to continue implementation of the Hello Literacy Phonics Program.

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 (2025), participation in the Excellence Challenge professional learning event in September, and the assistant principal's attendance at the SSTAGE Conference in January to strengthen MTSS practices. Title funds will also support ELA Deep Dive stipends for teachers engaging in additional training on Georgia's new ELA standards.

This year, teachers will collaborate with the instructional coach through book studies, including *The Artisan Teacher* by Rutherford and *The Wild Card*. Professional learning will focus on high-leverage instructional practices and student engagement strategies. Title funds will be used to purchase the required texts.

If additional funds are available, BES will support Title I parent engagement initiatives. These 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.

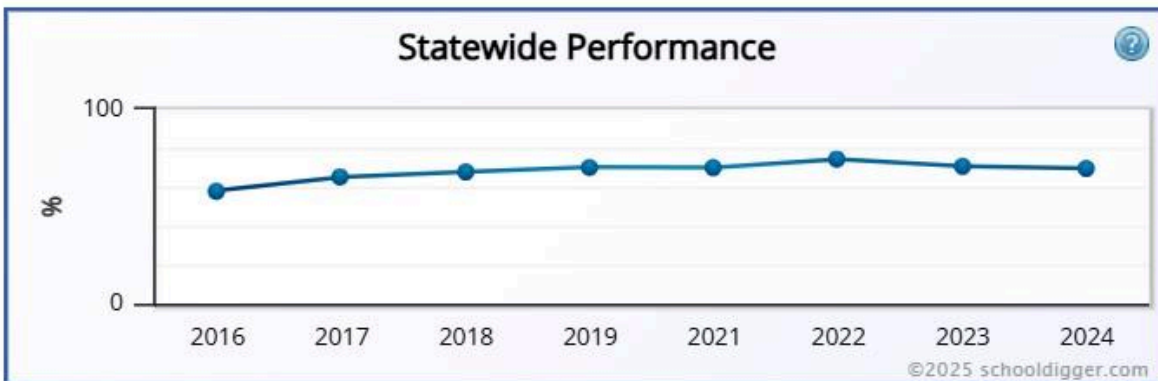
a. Academic Achievement Data

*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.

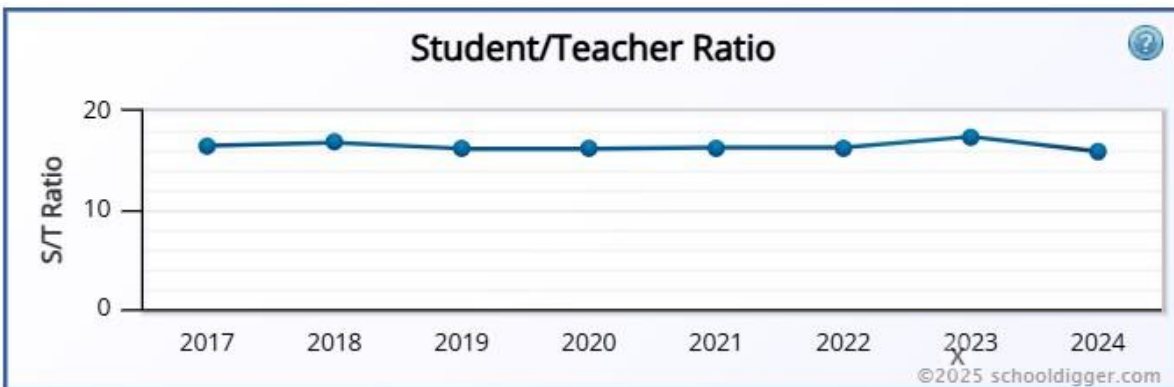
Bowdon Elementary School is a public elementary school serving grades PK-5 in Bowdon, Georgia, part of the [Carroll County School District](#). With 686 students, Bowdon Elementary generally performs better than the state average on the Georgia Milestones assessments, particularly in mathematics.

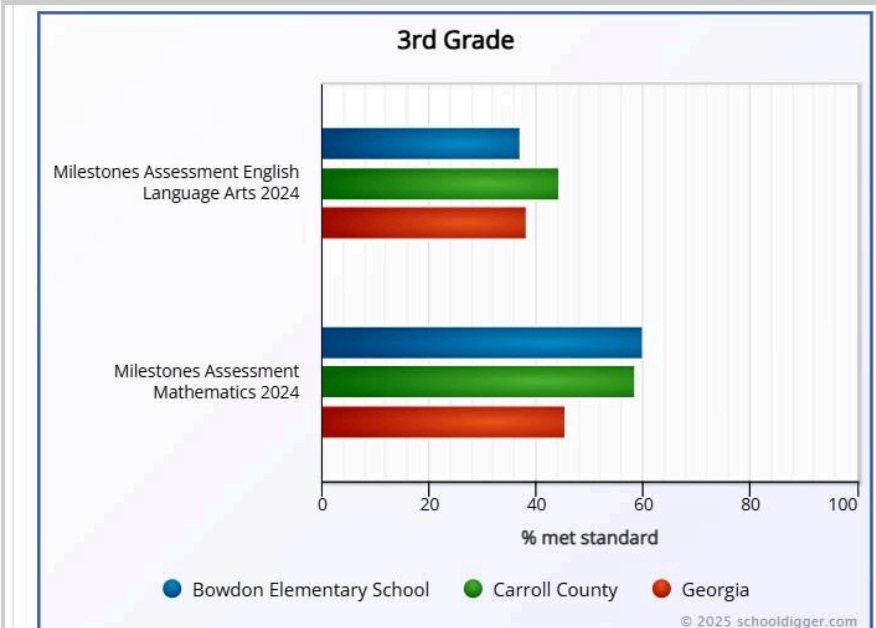
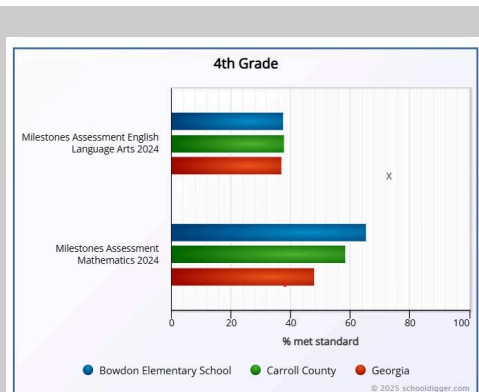
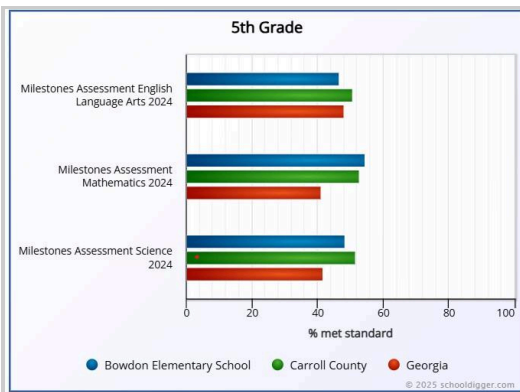
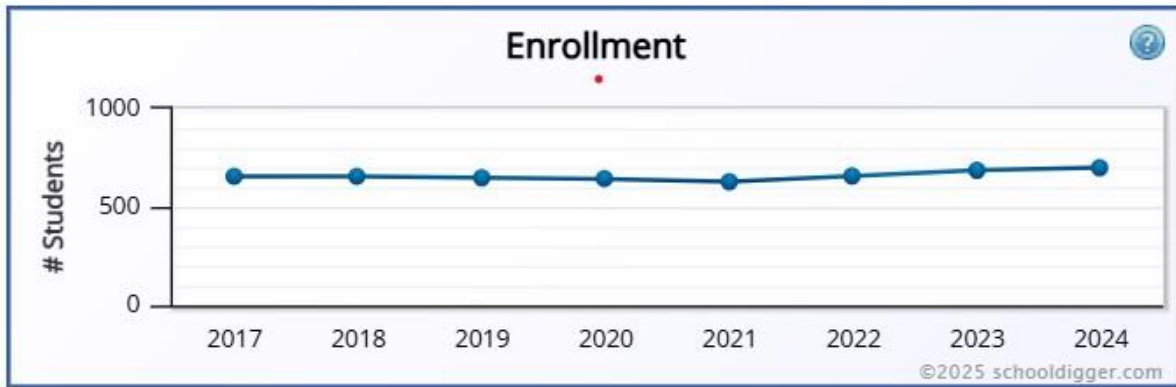
Bowdon Elementary's test scores stand out, with 60% of 3rd graders, 65.6% of 4th graders, and 54.4% of 5th graders scoring proficient or better in math in 2023-2024, compared to the state averages of 45.4%, 48.1%, and 41% respectively. However, the school faces challenges related to its relatively high 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 69.5% of elementary schools in Georgia. It also ranks 6th among 12 ranked elementary schools in the Carroll County School District. ([See more...](#))





BES Milestone Data (FY 25)

BES	County Ranking	Proficient + Distinguished				
		2022	2023	2024	2025	
3rd ELA	5th	42%	34%	38%	38%	0
4th ELA	11th	38%	31%	38%	35%	-3
5th ELA	7th	44%	42%	47%	40%	-7
3rd Math	6th	62%	57%	60%	53%	-7
4th Math	7th	60%	64%	66%	50%	-16
5th Math	6th	60%	57%	54%	49%	-5
5th SC	8th	46%	54%	48%	52%	+4

Proficient + Distinguished						
Grade	STAR Target 2025	STAR 2024	August - New Calculation	1st Nine Weeks	2nd Nine Weeks	3rd Nine Weeks
BES						
K						
1st	62%	59%	32%	41%	46%	63%
2nd	48%	45%	34%	47%	48%	56%
3rd	49%	46%	39%	49%	48%	51%
4th	55%	52%	45%	42%	45%	56%
5th	50%	47%	47%	52%	50%	50%
CES						

STAR Reading (Above)

STAR Math Milestones Prediction

Grade	2025 Target	2024 March STAR	August	1st Nine weeks	2nd Nine Weeks	3rd Nine Weeks
BES						
1st	60%	57%	32%	52%	56%	66%
2nd	44%	41%	34%	51%	54%	56%
3rd	56%	53%	41%	57%	57%	56%
4th	71%	69%	54%	58%	54%	62%
5th	54%	51%	38%	53%	54%	52%
CES						

STAR Math (Above)

Students Reading At/Above Grade Level

Kindergarten (0.7)					1st Grade (1.6)					2nd Grade (2.4)				
	On Grade Level Target	# of Students Reading on Grade Level	# of Total Students	% of Students Reading On Grade Level		On Grade Level Target	# of Students Reading on Grade Level	# of Total Students	% of Students Reading On Grade Level		On Grade Level Target	# of Students Reading on Grade Level	# of Total Students	% of Students Reading On Grade Level
BES	N/A	86	112	77%	BES	66%	84	129	65%	BES	74%	76	105	72%
CES	N/A	119	141	84%	CES	75%	100	146	68%	CES	82%	124	151	82%
GHS	N/A	59	88	67%	GHS	61%	67	103	65%	GHS	65%	72	97	74%
IES	N/A	97	104	83%	IES	69%	82	120	68%	IES	85%	104	122	85%
MZES	N/A	83	113	73%	MZES	61%	77	99	78%	MZES	65%	62	87	71%
PES	N/A	78	95	82%	PES	51%	40	67	60%	PES	65%	55	92	60%
RES	N/A	55	68	81%	RES	85%	62	70	89%	RES	85%	52	63	83%
SCES	N/A	64	88	73%	SCES	43%	45	84	54%	SCES	64%	56	102	55%
SHES	N/A	90	115	78%	SHES	66%	58	100	58%	SHES	74%	87	107	81%
TES	N/A	61	102	60%	TES	62%	49	75	65%	TES	72%	72	90	80%
VRES	N/A	72	86	84%	VRES	48%	43	79	54%	VRES	70%	46	79	58%
WES	N/A	61	65	94%	WES	69%	61	87	70%	WES	72%	53	66	80%
District		925	1177	79%			768	1159	66%			859	1161	74%

3rd Grade (3.2)					4th Grade (4.5)					5th Grade (5.2)				
	On Grade Level Target	# of Students Reading on Grade Level	# of Total Students	% of Students Reading On Grade Level		On Grade Level Target	# of Students Reading on Grade Level	# of Total Students	% of Students Reading On Grade Level		On Grade Level Target	# of Students Reading on Grade Level	# of Total Students	% of Students Reading On Grade Level
BES	70%	92	118	78%	BES	54%	87	126	69%	BES	73%	65	102	64%
CES	82%	130	163	80%	CES	76%	109	158	69%	CES	85%	110	153	72%
GHS	74%	88	113	78%	GHS	52%	77	117	66%	GHS	69%	71	112	63%
IES	71%	109	137	80%	IES	61%	74	139	53%	IES	83%	91	123	74%
MZES	74%	68	78	87%	MZES	51%	59	89	66%	MZES	73%	57	90	63%
PES	82%	67	89	75%	PES	68%	60	89	67%	PES	84%	61	93	66%
RES	82%	60	74	81%	RES	79%	47	68	69%	RES	85%	57	68	84%
SCES	45%	55	79	70%	SCES	40%	35	69	51%	SCES	58%	42	72	58%
SHES	71%	81	108	75%	SHES	65%	78	119	66%	SHES	72%	85	115	74%
TES	74%	82	115	71%	TES	59%	63	95	66%	TES	74%	80	105	76%
VRES	68%	53	75	71%	VRES	54%	47	75	63%	VRES	68%	50	70	71%
WES	81%	61	93	66%	WES	61%	54	77	70%	WES	85%	49	85	58%
	73%	946	1242	76%		61%	790	1221	65%		77%	818	1188	69%

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.

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. 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.

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 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. 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.

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. 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).

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. 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.);

BES PBIS Goals/Behavior Program

Here's your text revised for grammar, usage, and clarity. I preserved the original meaning but improved readability and flow:

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 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 2025-2026 school year. In addition, just in time PL sessions will be added as needed based on data and walk-through evidence

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

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Would you like me to **condense this further into a structured chart/flow format** (like for a handbook or state review) so that each program (PBIS, RTI/MTSS, EIP) is shown in quick-reference style, or do you prefer the **narrative explanation**?

vi. 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. 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. 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-enrolment opportunities available in high school?

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. 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 15, 2025 at 9:30 am & 5:30 pm.

With the feedback from these Title One Stakeholder Input meetings the BES School Improvement Team met on June 6, 2025, 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 12, 2025 at our Title 1 meeting. This meeting is scheduled at 8:00am and 3:00 pm

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.

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.



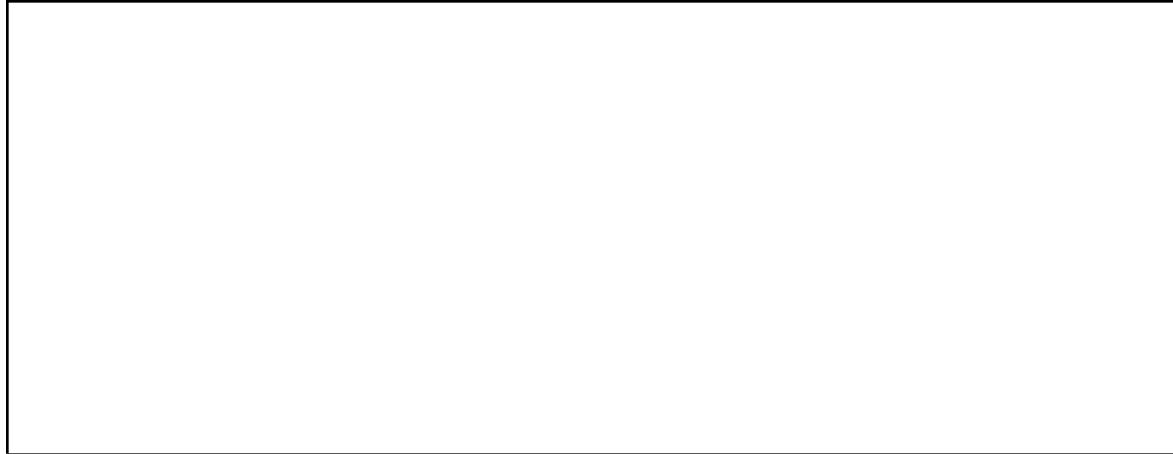
c. Explain how the Schoolwide plan is revised, as necessary, based on regular monitoring to ensure continuous improvement of students in the schoolwide program.

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)

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.

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)

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;

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.

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;

Bowdon Elementary School develops a plan involving both parents, community members, teachers, principals, leaders, and paraprofessionals. Specific parents are invited to our annual leadership advance in June. These parents' opinions around specific topics, needs, and future endeavors are considered, shared, and apparent in the plan. Furthermore, the community members are shared into the plan and input is asked in multiple ways. These include: Title 1 input meetings, annual parent and stakeholder meeting, leadership advance, and school council meeting. School representatives are present at these meetings. Included in those representations is our special education department. Data is collected around the needs of multiple subgroups including our special education students and parent needs.

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.

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.

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.

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.

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.

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.

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

		Statistically significant effect on improving student outcomes or other relevant outcomes based on: Check one				Resource (Attach)
Evidence-Based Intervention	List Subject: Math, Reading, or Other Subjects	Strong Evidence	Moderate Evidence	Promising Evidence	Rationale Evidence	
Reduced Class Size Teacher #1	Reading/ Social Studies/ Science/ Math	X				https://nepc.colorado.edu/sites/default/files/pb_-_class_size.pdf
Reduced Class Size Teacher # 2	Reading/ Social Studies/ Science/ Math	X				https://nepc.colorado.edu/sites/default/files/pb_-_class_size.pdf
Contracted Employee-49% 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
Contractual Teacher (Grades 1 & 2)	Reading and Math	X				https://ies.ed.gov/ncee/edlabs/regions/southeast/pdf/REL_2016178.pdf
ESY Days for Instructional Coach	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	Reading	X				http://www.bwgriffin.com/gsu/courses/edur7130/readings/Nunnery_et_al_2006.pdf
PBIS Application (SWIS)	Behavior		X			https://ies.ed.gov/funding/grantsearch/details.asp?ID=547
Reading A to Z	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
Renaissance-Laileo	Reading	X				http://www.bwgriffin.com/gsu/courses/edur7130/readings/Nunnery_et_al_2006.pdf
Hello Literacy Reproducible s (Paper)	Reading		X			
Hello Literacy Reproducible (Ink & Toner)	Reading		X			
The Excellence Challenge Professional Learning	All Areas		X			http://www.generationready.com/wp-content/uploads/2013/10/PD-White-Paper.pdf
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
SSTAGE Conference	All Areas	X				http://www.generationready.com/wp-content/uploads/2013/10/PD-White-Paper.pdf
Book Study-The Artisan Teacher	All Areas	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
Books-Treasure Bay	Stakeholders and Students	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_Indichhttps://www.understood.org/en/articles/family-engagement-and-student-successator_Data_508.pdf
FEC Supplies-Banners, Fabric, Props	Stakeholders	X				https://www.understood.org/en/articles/family-engagement-and-student-success
FEC Supplies-Ink for Printing	Stakeholders	X				https://www.understood.org/en/articles/family-engagement-and-student-success

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
Reduced Class Size Teacher #1	5	Strong
Reduced Class Size Teacher # 2	5	Strong
Contracted Employee- 49% EIP teacher	5	Strong
Contracted Employee- 49% EIP teacher	5	Strong
Contractual Teacher (Grades 1 & 2)	5	Strong
Contractual Teacher (Grades 1 & 2)	5	Strong
ESY Days for Instructional Coach	5	Strong
Edulastic /Peardeck	6	Strong
IXL	6	Strong
Renaissance/ AR	5	Strong
PBIS Application (SWIS)	6	Moderate
Reading A to Z	6	Moderate
Reflex	6	Moderate
Renaissance- Laileo	5	Strong
Hello Literacy Reproducibles (Paper)	6	Moderate
Hello Literacy Reproducible (Ink & Toner)	6	Moderate
The Excellence Challenge Professional Learning	6	Strong
Collegial Planning	6	Strong

Georgia Literacy Conference	6	Strong
SSTAGE Conference	6	Strong
Book Study- The Artisan Teacher	6	Strong
West Georgia Printing	6	Strong
Bowdon Post Office	6	Strong
Books- Treasure Bay	6	Strong
FEC Supplies- Supplies	6	Strong
FEC Supplies- Banners, Fabric, Props	6	Strong
FEC Supplies- Ink for Printing	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. A review of the plan will be conducted as student achievement data is reviewed throughout the year.

Principal

Date

Title I Specialist

Date of Approval

Director of Federal Programs

Date

Superintendent

Date