



2022-2023

**Bowdon Elementary School**

**Title I Schoolwide Plan**

Revision Date: June 25, 2022

Approval Date \_\_\_\_\_



**Bowdon Elementary Schools  
Carroll County Schools**

**Schoolwide Plan**

**COMPREHENSIVE NEEDS ASSESSMENT-Section 1114(b)(7)(A)(i-iii)(I-V)**

- I. **The Comprehensive Needs Assessment—Sec. 114(b)(6)** is based on a comprehensive needs assessment of the entire school that takes into account information on **the academic achievement of children** in relation to the challenging State academic standards, particularly the needs of those children who are **failing, or are at-risk of failing**, to meet the challenging State academic standards and any other factors as determined by the local educational agency;

The comprehensive needs assessment must be conducted with teachers, principals, other school leaders, paraprofessionals, parents, and community. **Please make sure to have at least one parent and community representative.**

Provide an Overview of how your school's Needs Assessment was conducted to include the participants role as you reviewed student achievement data. How participants were chosen and your process for analyzing data.

The staff members listed below used the following to processes to complete a needs assessment from the 2021-2022 school data to develop the 2022-2023 School Improvement Plan: disaggregating data, analyzing data, reviewing perception data, creating the plan, receiving feedback from the plan, revising the plan, team meetings, discussions, redelivery to teams, monitoring of the progress of the plan, posting/reviewing data in the data room, continuous review of the plan, and communicating the plan to other stakeholders of BES. The team met once during the summer (June 23) for an all day planning session, this day was under the direction of Mrs. Jennifer Shirley. In addition, the team will continue to meet on the first Thursday of each month throughout the school year to ensure we are progressing with the plan.

The result of the comprehensive needs assessment are:

**Reading/ Writing :** The trend for Reading is that improvements are being made. Reading remains the greatest area of need for students at Bowdon Elementary School. Scores in 3rd grade ELA and 5th grade ELA saw huge gains in percentages. Scores in 4th grade need immediate attention in several areas. Wit and Wisdom (a newer reading program) is being used. We are continuing to see some gains with this program combined with stronger guided reading in the lower grade levels. Milestone data for 3rd grade writing is showing gains in extended response writing (ideas), and in narrative. Conventions continue to be deficient, dropping dramatically this school year to 46% where it was at 75%. Milestone data for 4th grade writing shows an increase in extended response (ideas), conventions, and a decline in narrative (67 down to 64). Milestone data for 5th grade writing shows a strong increase in extended response (ideas), conventions, and narrative.

**Math:** The trend of the data in math is improving for math with the use of the current strategies. However, growth still needed K-5 with number fluency. We would like to see additional gains in fourth grade math next year. We saw double digit gains in 3rd and 5th math.

**Science:** The data shows that there continues to be a need for science instructional improvements. Data did not decline, however a majority of students remained in the developing category for the FY 22 school year. Further development is needed in science in K-5.

**Social Studies:** Even though this area is not assessed through Georgia Milestones, Social Studies remains an area of need through common assessment data. There is a great need for reading to be taught through social studies concepts as much as possible.

**Discipline:** The discipline data has not increased in the number of referrals from last year. The survey data shows a great need to support student to student interaction and communication through SEW efforts.

**Survey data:** Surveys were given to students, staff and parents during February and March of 2022. The data indicated a need to focus on student interaction with others and accountability for peer interactions and SEW efforts. .

During the summer, BES administration met with all team leaders to review the data and create a draft of the School Improvement Plan. Each team member left the meeting with the charge to share the school improvement plan with their team prior to the first day of pre-planning. During pre-plan we revisited the plan to determine our next steps and to make all stakeholders aware of the plan that was set forth in late June. We also had team breakout sessions in which teachers reviewed the necessary steps in the areas of SEW, safety, instruction, and first days with either administrators, our instructional coach, or teacher leaders.

BES leadership team uses analysis of perception data and academic data. This data includes, but is not limited to: GA Milestones in all content areas, STAR Assessments in Reading and math, perception, attendance and discipline data. All data is analyzed in a plus / delta fashion. The positives are shared and celebrated. The opportunities are explored deeper to determine the strategies needed to help find growth in these areas. From here initiatives and action steps are developed to ensure success in the areas identified.

Funds will be used for the purchase of two strong paraprofessionals to help with instruction in all academic areas with a strong focus on reading and writing skills and support in our science upper grade classrooms. A reduced class size model teacher will be used in one upper grade level. Funds will be utilized to support reading instruction by purchasing online supports such as IXL, Lexia Learning, Wit and Wisdom by Great Minds, Saxon Phonics, Reading A to Z Kids, Ed Puzzle, Flocabulary, Critical Reading, and Teacher Created Novel Studies. Specific programs such as IXL and Lexia will provide students with at-home support as well as classroom instructional support especially for identifiable economically disadvantaged and Special Education students. These students require the most support based upon GMAS and STAR scores. Funds will be utilized to support math instruction by purchasing online supports such as IXL, Eureka (workbook forms), and Freckle (through Renaissance Learning). Additionally, teachers will receive additional professional learning in the areas of math and reading. Teachers of math will participate in training sessions through West Georgia RESA and through Rock Eagle. Funds will be utilized to support science and social studies instruction by purchasing online subscriptions for Social Studies and Science weekly. Additionally funding will be used to utilize collaborative planning for different grade levels throughout the year. Assessments will be used to evaluate student's growth through online programs such as Renaissance Learning & Reading A to Z.

**Comprehensive Needs Assessment Planning Committee**  
**(Can use the Summer School Improvement Planning Meeting with Georgia Evans)**

Name	Role
Leigh Dean	Leadership, Chair 5th and SPED
Nikki Ethridge	Parent
Ashley Wood	PK
Connie Ross/ Noelle Jones	4th
Ronda Stapleton	3rd
Kathy Estes	2nd
Amanda Wilson	1st
Lindsay Rogers	K
Sharanda Keith	Counselor
Heather McIntyre	Member at Large
Casey Loveless	Member at Large
Bethany Daniel	Para
Cindy Wilson	Parent Coordinator
Dr. Tyson Askew	AP

Ginny Edwards	Principal
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**Academic Achievement Data Collection**  
**Add Documentation for the Data Tools in Appendix 3**

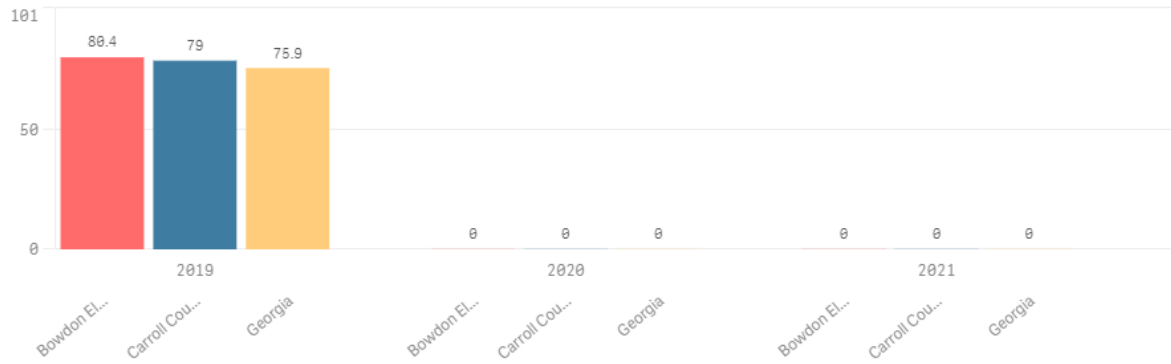
Instrument Used	Content Area	Process/Procedure
<b>EX: Star Reading</b>	<b>ELA</b>	<b>How it was used to determine at risk students</b>
STAR Reading	Reading	<a href="#">BES Data Profile Sheet</a>
STAR Math	Math	<a href="#">BES Data Profile Sheet</a>
ESGI (County Purchased)	Reading and Math	Teacher Data Portal
IXL Reading, Math	Reading and Math	Teacher Data Notebook Math and ELA
Reading A-Z (aka: Raz Kids)	Reading	Teacher Data portal
Eureka Math	Math	Teacher Data Portal
Wit and Wisdom	ELA	Teacher Data Portal
Infinite Campus (County Purchased)	Attendance	Student Grades
Survey Tool (Qualtrics) - County Purchased	Perception Data	Survey Data Results
Illuminate (County Purchased)	Rdg, Math, Sc , SS	Teacher Portal
Near Pod (County Purchased)	Rdg, Sc, SS	Teacher Portal
Ed Puzzle	Rdg, Sc, SS	Teacher Portal
Lexia Learning	Rdg	Teacher Portal
Dreambox	Math	Teacher Portal

Renaissance Learning	Rdg, Math	Formative Data
2 Paraprofessionals	Rdg, Math	Formative Data
STEM Lab Teacher	Rdg, Math, Science	Formative Data

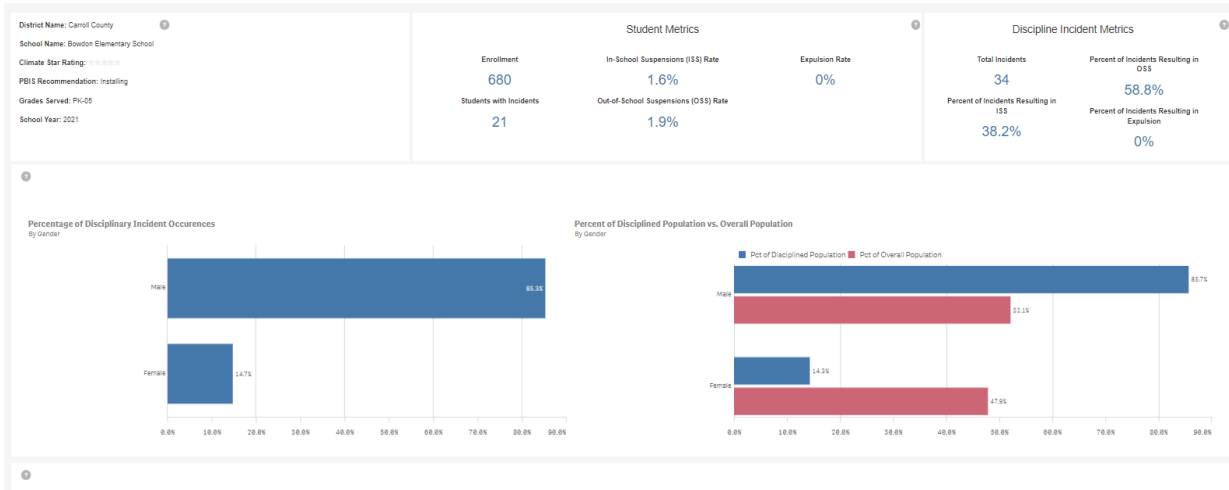
## Performance Snapshot

- Bowdon Elementary School's **overall performance is higher than 74.3% of schools in the state** and is similar to its district.
- School Digger ranks Bowdon Elementary School 320th of 1244 Georgia Public Schools.
- School Digger ranks Carroll County Schools 44th of 198 school districts and Bowdon ranks 6 out of 12 in overall performance for the district.

### CCRPI Single Score



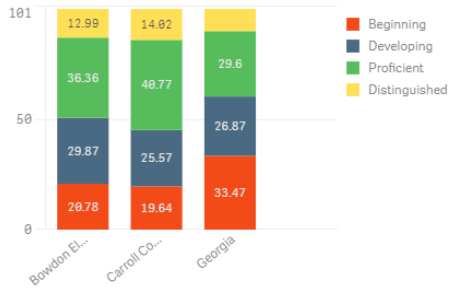
### K-12 Student Discipline Dashboard





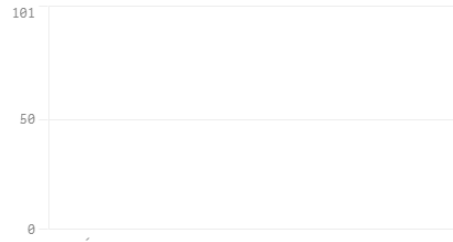
### Science

Percent of students scoring in each performance level on 2021 Georgia Milestones for elementary grades



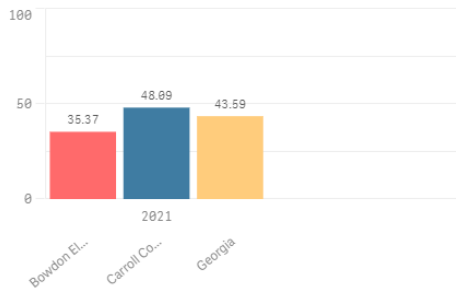
### Social Studies

Percent of students scoring in each performance level on 2021 Georgia Milestones for elementary grades



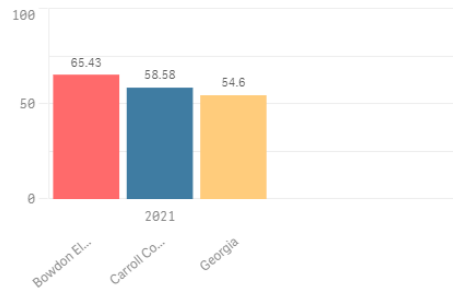
### Reading at or above the Grade Level Target (3rd Grade)

Percent of students in grade 3 achieving Lexile measure equal to or greater than 670



### Reading at or above the Grade Level Target (5th Grade)

Percent of students in grade 5 achieving Lexile measure equal to or greater than 920

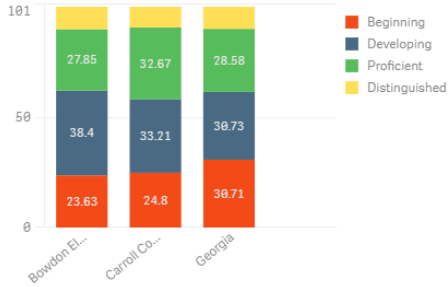


**CCRPI Score**  
Bowdon Elementary School

Indicator	2021
Content Mastery	-
Progress	-
Closing Gaps	-
Readiness	-
CCRPI Score	-

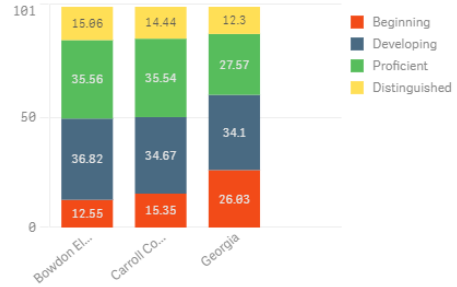
**English**

Percent of students scoring in each performance level on 2021 Georgia Milestones for elementary grades



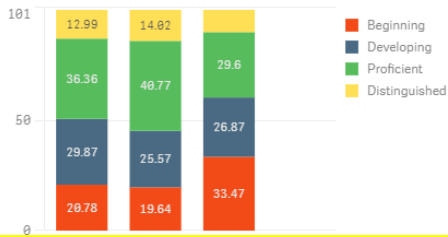
**Mathematics**

Percent of students scoring in each performance level on 2021 Georgia Milestones for elementary grades



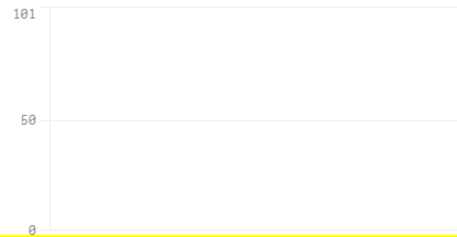
**Science**

Percent of students scoring in each performance level on 2021 Georgia Milestones for elementary grades

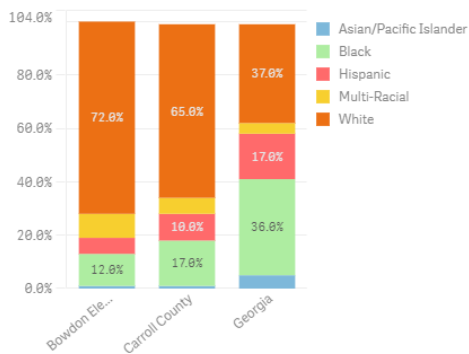


**Social Studies**

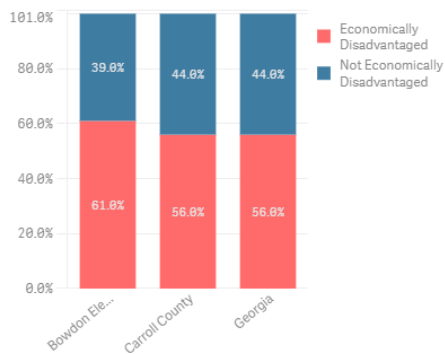
Percent of students scoring in each performance level on 2021 Georgia Milestones for elementary grades



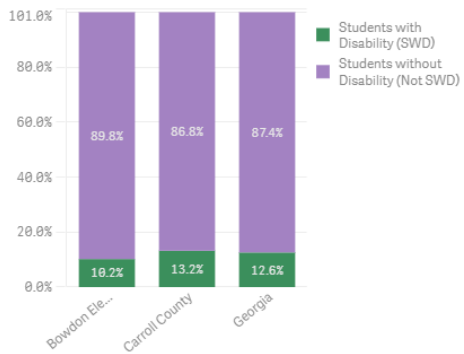
**Race/Ethnicity**



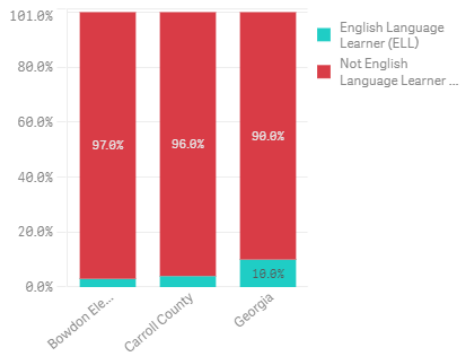
**Economic Status**



**Students with Disability (SWD)**



**English Language Learner (ELL)**



**Letter Grade History**

	Bowdon Elementary School	Carroll County	Georgia
2021	N/A	N/A	N/A
2020	N/A	N/A	N/A
2019	B	C	C
2018	C	-	-
2017	B	-	-



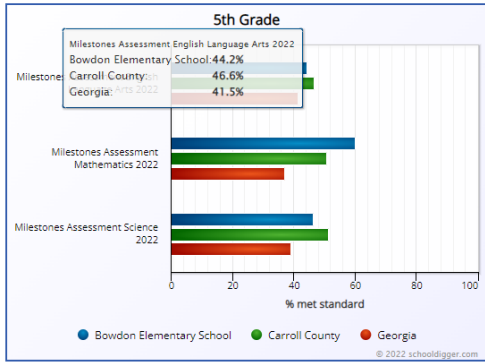
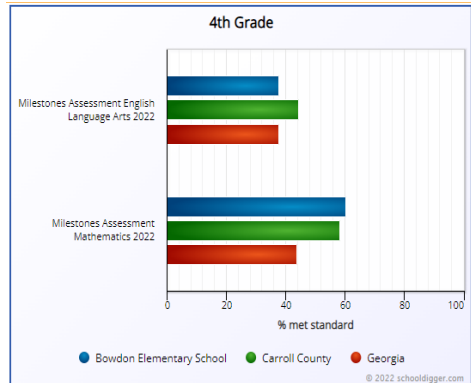
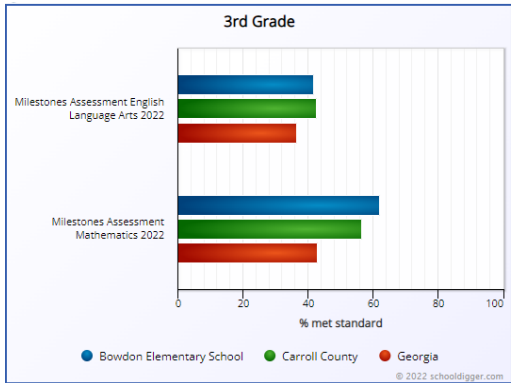
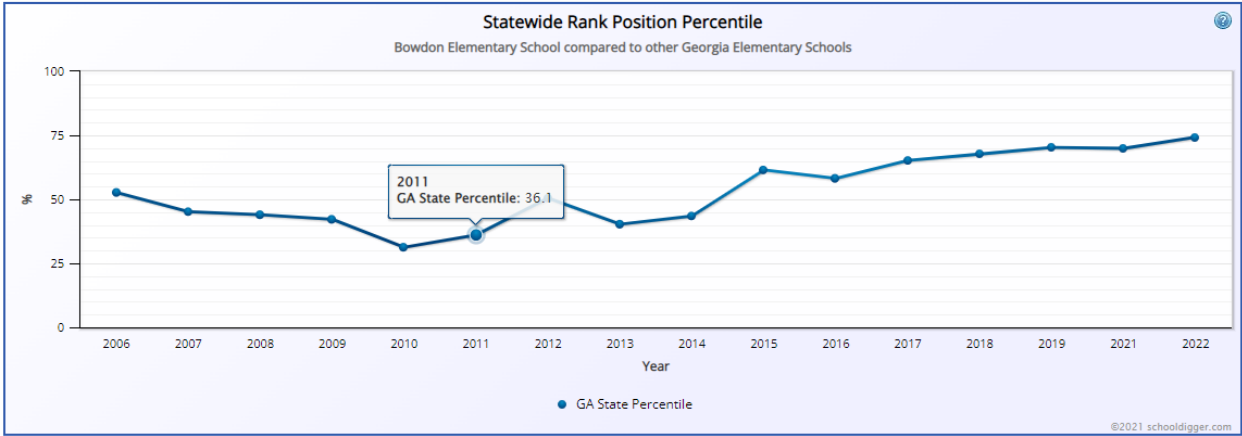
Bowdon Elementary School	Carroll County	Georgia
<b>Student Mobility Rate</b> <b>16.40 %</b>	<b>Student Mobility Rate</b> <b>15.70 %</b>	<b>Student Mobility Rate</b> <b>N/A</b>

**Current School Letter Grade**

Bowdon Elementary School	Carroll County	Georgia
<b>Score</b> <b>N/A</b>	<b>Score</b> <b>N/A</b>	<b>Score</b> <b>N/A</b>

<b>BES</b>	<b>County Ranking</b>	<b>Proficient + Distinguished</b>				<b>State 2022</b>
		2018	2019	2021	2022	
3rd ELA	7th	39%	52%	33%	42%	
4th ELA	9th	46%	55%	40%	38%	
5th ELA	7th	39%	36%	35%	44%	
3rd Math	3rd	49%	59%	43%	62%	
4th Math	5th	54%	64%	61%	60%	
5th Math	5th	55%	46%	41%	60%	
5th SC	8th	47%	54%	46%	46%	

See data from [Georgia Gov](#) & [Bowdon Data Room](#)



## SCHOOLWIDE REFORM STRATEGIES-Section 1115(b)(1)(A)

- II. Schoolwide Reform Strategies Sec. 1114(b)(7)(A)(i-iii) that the school will be implementing to address school needs, including a description of how such strategies will
- 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;
  - 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
  - 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**—
    - 1. Counseling, school-based mental health programs, specialized instructional support services, mentoring services, and other strategies to improve students' skills outside the academic subject areas;

Provide a narrative of how you will use the above strategies for ALL students, particularly the needs of the most at-risk.

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.

Specialized instructional support will be given to students who demonstrate a need. These needs are geared to helping the student find success in day to day operations as well as learning to read, write and understand / apply math concepts. Mentoring and tutor support will be put in place to ensure students have the support needed to be successful throughout each area at school and home.

- 2. Preparation for and awareness of opportunities for postsecondary education and the workforce, which may include career and technical education programs and broadening secondary school students access to coursework to earn postsecondary credit while still in high school (such as Advanced Placement, International Baccalaureate, dual or concurrent enrollment, or early college high schools);

Provide a summary if applicable of how you prepare students for the next level, postsecondary education, and workforce.

BES will prepare students for the upcoming grades as they progress through school. These advisement lessons will focus on Carroll County Student essentials. Students will be given opportunities during each month to participate in the Advisement Program which will guide students to think and make decisions on what they would like for their future to become. Students will participate in learning, discussions, as well as field trips that are centered on the next steps for each grade level to progress to high-school graduation. A focus of graduation year will be placed on each grade as they enter PK and progress through each grade level. References will be made throughout the year to their graduating class and to the banner signs that are posted on each grade level. Transition meetings will also happen for PK, K and 5th grade students to help ease students from one grade to the next.

Additionally, BES will create a list of specific future focused initiatives this school year to either become enrolled, enlisted, engaged, or employed. These efforts will be carried out by our staff and led by our Student Engagement Operational team and our school counselor. These initiatives could include career day, trips to college and career academies, technical schools, and a four year university. Additionally, lessons will be presented to all students by the counselor throughout the year with a future focused initiative and lesson planning. Finally, fifth graders will work on a future focused project after the state mandated testing period is complete and present these future focused projects to classmates and to parents.

3. 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.);

Discuss PBIS or other behavioral programs being implemented at your school. Discuss the RTI Process at your school. Discuss your EIP program.

#### BES PBIS Goals/Behavior Program

Bowdon Elementary has implemented a school-wide discipline program in order to encourage and recognize good behavior. Students are introduced to the rules and procedures for common areas with school-wide lesson plans as well as visits from lunchroom and bus staff at the beginning of the year, and weekly reminders through the morning and afternoon announcements. Faculty and staff recognize students following the expectations with Dojo points for classroom students and “B Bucks” for non-homeroom/classroom students. Teachers are expected to give homeroom students Dojo points for (Responsible, Exercising Respect, Doing the Safe Thing) and are expected to give 10 weekly extra “B Bucks” to non-homeroom students following the PBIS expectations in common areas. All teachers/staff are expected to participate and encourage good behavior through the use of positive rewards/incentives. The PBIS team meets

monthly to discuss recent discipline data, areas of need, complete the TFI and other PBIS state wide initiatives, and plan PBIS incentive events and parties.

#### BES Response to Intervention Process (MTSS)

All teachers are given a copy of the RTI Quick Reference Guidelines, along with the Intervention Checklist. Additionally, the Pre-Referral Intervention Manual and Web-based Intervention resources are introduced/reviewed. Tier 1 Students: The following is kept for all students: Universal Screeners, STAR, Benchmark assessments, and writing samples Teachers will maintain the Student Data Form for their students Tier 2 Students: Teachers will meet twice monthly as TLC (Team Level Collaboration) to review Tier 2 student progress Administrative Review Meeting conducted after sufficient data has been collected by the teacher. Meeting follows Administrative Review Format Student is either referred to Tier 3 or remains at Tier 2, and the intervention is redesigned. Tier 2 intervention form is reviewed and kept in the student's file. Tier 3 Students: Meetings are conducted with the SST Team (AP, teacher(s), parent, school psychologist, and additional support staff if necessary) Meetings are held once a 9-week period IC Minutes Pre-Referral Manual is used as a part of meeting discussion for additional ideas and recommendations. Tier 4 Students: If a student is referred to Tier 4, Interventions are continued during the testing process. This year, BES will be purchasing with Title funds intervention boxes for students that are struggling in reading. These boxes can be checked out after SST meetings and will contain flash cards, sight words, decoding games, and letter cards. This box will be considered an at home family guided activity for students. Most students identified as needing these kinds of support or interventions are students who fall in our economically disadvantaged categories.

Early Intervention Program at BES identifies students who enter the grade level K-5 with deficiencies in Reading and or Math. These students are identified. Parents are notified of the service, then students are given targeted instruction to remediate/preview concepts that are foundational in reading and math. These students work with a certified teacher through station work, tutoring sessions and small group classroom sessions to differentiate learning to meet the needs of these students. Data is analyzed at a minimum of each week using a Short And Frequent Evaluation to determine the progress of the interventions given to these students. Students use their data goals to set and reach goals set for identified content. As students make and sustain progress they are dismissed from the EIP Program.

4. **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;



PL Opportunities for teachers, paraprofessionals, and other school personnel to improve instruction and use of data:

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 2022-2023 school year. In addition, just in time PL sessions will be added as needed based on data and walk-through evidence.

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

In order to attract and retain Highly Qualified Teachers, Carroll County Board of Education and Bowdon Elementary works cooperatively with the University of West Georgia for teacher candidates to observe and experience student teaching at school. We also work with the College and Career Academy to place high school students in different classrooms as well as the After School program.

As potential candidates are interviewed, the interviewing committee shares highlights of BES to attract teachers to our school. In order to continually enhance the teachers at BES, professional learning is on-going. Each month, teachers meet with administration to discuss initiatives within the school improvement plan for further guidance. A common planning time is set up for each grade level on a weekly basis.

During the school year, BES administration continually strives to ‘fill the buckets’ of the teachers and staff’ through taco bars, jean days, teacher appreciation events, as well as teacher recognition for various accomplishments, thirty second feedback and recognitions. BES also establishes a Stakeholder Engagement Organizational Committee that meets monthly to have on-going discussions about improving climate and morale at BES.

5. 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 partnerships 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.

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 each nine-weeks
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, 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 for student photos to be displayed to celebrate their success.

## EVALUATION OF SCHOOLWIDE PLAN-34 CFR /200.26

### III.

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

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

C. Describe how the Schoolwide Plan will be revised, as necessary, based on regular monitoring to ensure continuous improvement of students in the schoolwide program.

The school wide plan was developed and reviewed during the summer of 2022 using data input from parents, staff, and students. A Title One Stakeholder Input meeting was held on Friday, April 29, 2022 for open discussions. An additional Title One Stakeholder Meeting was held on August 16 at 9:00 and 4:00.

With the feedback from these Title One Stakeholder Input meetings the BES School Improvement Team met on June 23, 2022, under the leadership of Jennifer Shirely to develop a rough draft of the SIP Plan. Finally, the plan was finalized and shared with the parents, staff, and stakeholders on August 23 at 9:00 am and 4:00 pm.

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.

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

a). Is developed during a 1-year period; unless – the school is operating a schoolwide program on the day before the date of the enactment of Every Student Succeeds Act, in which case such school may continue to operate such program, but shall develop amendments to its existing plan during the first year of assistance after that date to reflect the provisions of the section;

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.

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

VI.

Evidence-Based Intervention	List Subject: Math, Reading, or Other Subjects	Statistically significant effect on improving student outcomes or other relevant outcomes based on: Check one				Resource (Attach)
		Strong Evidence	Moderate Evidence	Promising Evidence	Rationale Evidence	
Paraprofessionals (2)- Shane Reeves & Dorcas Bishop (Small Group Tutoring)	All Content Areas		X			<a href="#">What Works Clearinghouse</a>
Tutoring/Extended Learning Time/ Reduced Class Reduction Teacher-Alexis Zaner	All Content Areas	X				<a href="#">What Works Clearinghouse</a>
Renaissance STAR reading and math; Freckle Math	Reading and math			X		<a href="#">Core Progress for Reading</a> <a href="#">Core Progress for Math</a>
IXL	ELA and Math		X			<a href="#">Direct Data Study</a>
<i>Great Minds Eureka (Bought)</i>	<i>Math</i>			x		<a href="#">Great Minds Eureka</a>
Lexia	Reading and ELA			x		<a href="#">Lexia</a>
Wit and Wisdom with Great Minds	Reading			x		<a href="#">Wit and Wisdom</a>
<i>Saxon Phonics and Math (Bought)</i>	<i>ELA and Math</i>			x		<a href="#">Phonics</a> <a href="#">Math</a>
Raz Kids (Reading A-Z)	Reading			x		<a href="#">Raz Kids</a>
Ed Puzzle	Reading/Math		X			<a href="#">Ed Puzzle</a>
Collegial Planning	All Subjects	X				<a href="#">What Works Clearinghouse</a>
West Georgia RESA Teacher Training	Math	X				<a href="#">Job Embedded Professional Learning</a>

Anna Dilegio Guided Reading Lessons	Reading and ELA	X				<a href="#">Guided Reading</a>
Critical Reading	Reading and ELA		X			<a href="#">Critical Reading</a>
Flocabulary	Reading and ELA	X				<a href="#">Flocabulary</a>
Teacher Created Novel Studies	Reading and ELA		X			<a href="#">Teacher Created Materials</a>
Social Studies & Science Weekly	Social Studies		X			<a href="https://www.studiesweekly.com/Weekly">Studieshttps://www.studiesweekly.com/Weekly</a>
Intervention Boxes	Reading and ELA			X		<a href="#">What Works Clearinghouse</a>
Edulastic	Math		X			<a href="#">What Works Clearinghouse</a>

- 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 format and to the extent practical, 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 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.

- B. 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** including, if applicable—

1. Through coordination with institutions of higher education, employers, and other local partners;

Discuss transition activities for parents and students from elementary to middle or from middle to high school.

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.

2. Through increased student access to early college high school or dual or concurrent enrollment opportunities, or career counseling to identify student interests and skills. Sec. 1112(b)(10)

Middle Schools: Discuss opportunities for students to take high school courses and career counseling opportunities for students.

Elementary Schools: Discuss opportunities for students to take advanced courses and career counseling opportunities for students.

For students who qualify QUEST courses are offered for acceleration into middle school content areas. Students who qualify for gifted services are provided 6 segments of accelerated courses a week in kindergarten through fifth grade. BES has at least one gifted certified teacher per grade level and in most cases multiple teachers in each grade level. The gifted teachers work with their team to creatively plan lessons to meet the four Cs. In addition, the counselor works with 3, 4, and 5 grade students on career awareness and advisement lessons to further prepare them for future opportunities outside of BES.

In addition, students who are performing above average in Reading and/or Math receive acceleration in Reading and Math during our Instructional Focus Period daily for 30 minutes and ability grouping for grades 3-5 students. Teachers plan collaborative, 4 C, STEM based thinking in this area daily to meet the requirements of advanced core content.

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 Summer Camp 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 highschool 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.



b. Title I Budget Crosswalk with Title I Schoolwide Plan

**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
Paraprofessionals (2)- Shane Reeves & Dorcas Bishop (Small Group Tutoring)	4, 21	Moderate
Tutoring/Extended Learning Time/ Reduced Class Reduction Teacher- Alexis Zaner	4, 21	Strong
Renaissance STAR reading and math; Freckle Math	4, 21	Promising
IXL	4, 21	Moderate
<i>Great Minds Eureka (Bought)</i>	4, 21	Promising
Lexia	4, 21	Promising
Wit and Wisdom with Great Minds	4, 21	Promising
Raz Kids (Reading A-Z)	4, 21	Promising
Ed Puzzle	4, 21	Moderate
Collegial Planning	4, 21	Strong
West Georgia RESA Teacher Training	4, 21	Strong
Anna Dilegio Guided Reading Lessons	4, 22	Strong
Critical Reading	4, 22	Moderate
Flocabulary	4, 22	Strong
Teacher Created Novel Studies	4, 22	Moderate
Social Studies & Science Weekly	4, 22	Moderate
At Home Intervention Boxes	16, 22	Promising
Edulastic	4, 22	Moderate

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

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

\_\_\_\_\_  
Title I Coordinator

\_\_\_\_\_  
Date

\_\_\_\_\_  
Superintendent

\_\_\_\_\_  
Date

