



**Title I
School Improvement Plan**

Approval Date September 10, 2025

School	Bowdon Middle School
Principal	Stephanie Godfrey
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.

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
Katy Mckenzie	District Instructional Coach
Kisha Mitchell (online)	School-Based 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 concerning the challenging State academic standards, particularly the needs of those children who are failing, or at risk of failing, to meet the challenging State academic standards and any other factors as determined by the local educational agency. A root cause analysis should be completed for academic areas and/or subgroups that are identified as needing additional support.

The Bowdon Middle School Leadership team met during the summer of 2025 to begin preparing for the 2025-2026 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 Reading assessments (Renaissance), DRC Beacon Assessments, Progress Learning, IXL, and district-wide common assessments. 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.

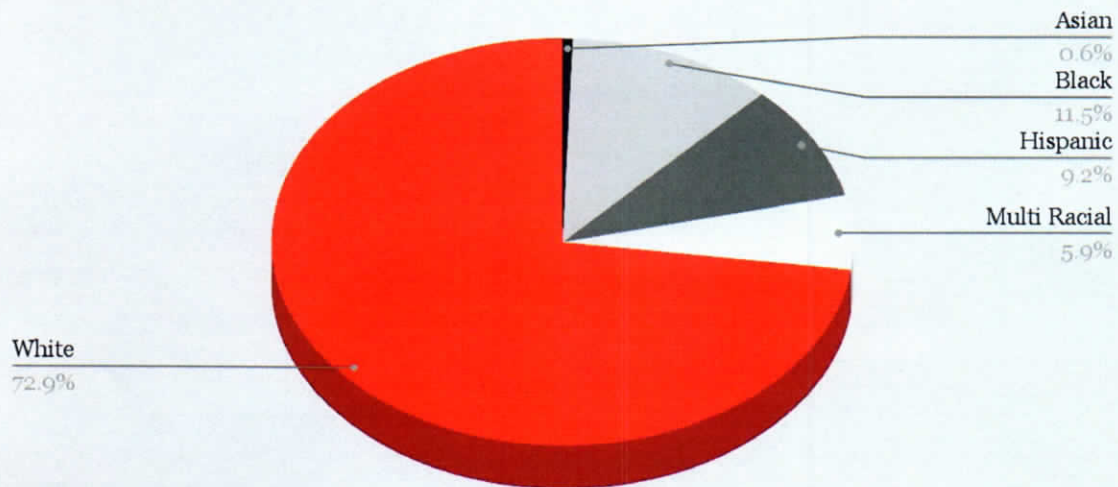
a. Academic Achievement Data

*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.

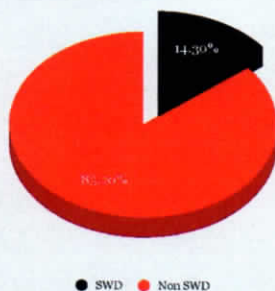
Bowdon Middle School Profile Data

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 307 students as of the writing of this report during the first nine week grading period of the 2025-2026 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 2025.

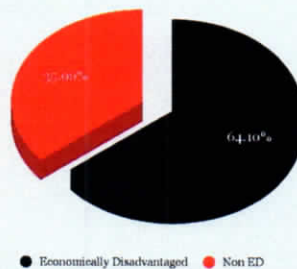
Race/Ethnicity FY26



Students with Disabilities FY26



Economic Status



Current and Historical Bowdon Middle School GMAS Results								
BMS Overall Scores	District Ranking for 2025 Test	Proficient + Distinguished						
		2018	2019	2021	2022	2023	2024	2025
6th ELA	3rd	39%	42%	51%	39%	38%	34%	40%
7th ELA	4th	42%	39%	34%	44%	34%	42%	34%
8th ELA	3rd	50%	59%	52%	45%	53%	43%	37%
6th Math	4th	33%	41%	43%	40%	45%	33%	41%
7th Math	2nd	38%	46%	45%	67%	54%	57%	52%
8th Math	4th	59%	44%	44%	57%	48%	61%	38%
Enh Alg	4th	N/A	95%	95%	91%	91%	100%	96%
8th SC	4th	54%	60%	43%	50%	29% (48%)	35% (48%)	27% (33%)
HS Phy Sci	6th	N/A	NA	NA	NA	87%	90%	63%
8th SS	4th	41%	52%	45%	47%	58%	56%	39%

Percent of BMS Students at Each Performance Level - GMAS 2025

	Grade 6 Math				Grade 7 Math				Grade 8 Math			
	1	2	3	4	1	2	3	4	1	2	3	4
BMS	22%	37%	28%	13%	13%	36%	36%	16%	15%	47%	30%	8%
	Grade 6 ELA				Grade 7 ELA				Grade 8 ELA			
	1	2	3	4	1	2	3	4	1	2	3	4
BMS	39%	22%	36%	4%	31%	35%	28%	6%	27%	36%	32%	5%
	Grade 8 Science				Grade 8 Social Studies							
	1	2	3	4	1	2	3	4				
BMS	40%	32%	23%	4%	22%	38%	27%	12%				
	9th Grade Phy Sci				Enhanced Algebra							
BMS	8%	29%	50%	13%	0%	4%	63%	33%				

*Highlights indicate the level in which most students performed

STAR Math Result 2024-2025

	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 = 8.4					2nd Nine Weeks Target = >10					2nd Nine Weeks Target = >11.0				
	Proficient Target for GMAS= >9					Proficient Target for GMAS= >10					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	5.4	6.1	6.5		1.1	6	6.8	7.1		1.1	7.2	8.2	8.7		1.5

STAR Reading Result 2023-2024

	GRADE 6 Reading					GRADE 7 Reading					GRADE 8 Reading				
	1st Nine Weeks Target = 6.7					1st Nine Weeks Target = 8.3					1st Nine Weeks Target = 9.5				
	2nd Nine Weeks Target = 7.0					2nd Nine Weeks Target = 8.6					2nd Nine Weeks Target = 9.9				
	Proficient Target for GMAS= 7.9					Proficient Target for GMAS= 9.4					Proficient Target for GMAS= 10.7				
	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	5.2	5.8	6.2	7.4	2.2	6.2	7.2	7.5	8.2	2	7.9	8	9	9.2	1.3

OVERVIEW OF BOWDON MIDDLE'S STRENGTHS & WEAKNESSES**Strengths**

- **Enhanced Algebra Consistency:** Maintained exceptionally high proficiency rates, with 96% proficient/distinguished in 2025, following 100% in 2024.
- **7th Grade Math Strong Performance:** Ranked 2nd in the district for 2025 with 52% proficient/distinguished, remaining above historical averages.
- **6th Grade ELA Recovery:** Increased from 34% in 2024 to 40% in 2025, reversing the prior year's decline.
- **6th Grade Math Improvement:** Increased from 33% in 2024 to 41% in 2025, matching earlier performance levels.
- **STAR Reading Growth in 6th Grade:** Gained +2.2 grade levels from the beginning of the year to March 2024, surpassing typical growth expectations.
- **STAR Math Growth in 8th Grade:** Achieved +1.5 grade levels of growth, the highest among middle grades for the year.

Weaknesses

- **8th Grade Math Decline:** Dropped sharply from 61% proficient/distinguished in 2024 to 38% in 2025, despite strong past performance.
- **8th Grade ELA Downward Trend:** Declined from 53% in 2023 to 43% in 2024, and again to 37% in 2025.
- **8th Grade Science Low Performance:** Only 27% proficient/distinguished in 2025 (33% when adjusted), showing a multi-year decline from 50%+ levels in 2022.
- **8th Grade Social Studies Drop:** Fell from 56% in 2024 to 39% in 2025.
- **7th Grade ELA Decline:** Decreased from 42% in 2024 to 34% in 2025, matching the lowest level in recent years.
- **STAR Math Scores Below Proficiency Targets:** All grades ended the year below GMAS proficiency targets (e.g., 6th grade ended at 7.4 vs. target >9).
- **STAR Reading Scores Below Proficiency Targets:** All grades remained below target (e.g., 8th grade ended at 9.2 vs. target 10.7).

FY25 Milestones Subgroup Data

ELA

FY25 6th Grade GMAS ELA Performance Band - Subgroups				
	Beginning %	Developing %	Proficient %	Distinguished %
Black	44%	33%	22%	0%
Hispanic	67%	22%	11%	0%
White	34%	20%	39%	6%
Multi	40%	20%	40%	0%
FY25 7th Grade GMAS ELA Performance Band - Subgroups				
	Beginning %	Developing %	Proficient %	Distinguished %
Black	53%	27%	20%	0%
Hispanic	44%	56%	0%	0%
White	25%	34%	34%	7%
Multi	25%	38%	25%	13%
FY24 8th Grade GMAS ELA Performance Band - Subgroups				
	Beginning %	Developing %	Proficient %	Distinguished %
Asian/PI	100%	0%	0%	0%
Black	23%	46%	15%	15%
Hispanic	46%	31%	15%	8%
White	24%	34%	38%	3%
Multi	25%	50%	25%	0%

Math

6th Grade GMAS Math Performance Band - Subgroups				
	Beginning %	Developing %	Proficient %	Distinguished %
Black	22%	56%	11%	11%
Hispanic	56%	22%	11%	11%
White	18%	37%	32%	14%
Multi	20%	40%	40%	0%

7th Grade GMAS Math Performance Band - Subgroups				
	Beginning %	Developing %	Proficient %	Distinguished %
Black	13%	60%	20%	7%
Hispanic	11%	56%	33%	0%
White	13%	30%	37%	21%
Multi	13%	25%	63%	0%
8th Grade GMAS Math Performance Band - Subgroups				
	Beginning %	Developing %	Proficient %	Distinguished %
Asian/PI	0%	0%	100%	0%
Black	15%	38%	38%	8%
Hispanic	38%	54%	8%	0%
White	13%	47%	31%	9%
Multi	0%	75%	25%	0%

STRENGTHS & WEAKNESSES FOUND IN BOWDON MIDDLE SUBGROUP DATA

Strengths - ELA GMAS

- **6th Grade White Students:** 45% scored at proficient or distinguished (39% proficient, 6% distinguished), the highest among all 6th-grade subgroups.
- **6th Grade Multi-Racial Students:** 40% scored proficient, tying for the highest proficiency rate in their grade.
- **7th Grade White Students:** 41% achieved proficiency or higher (34% proficient, 7% distinguished).
- **7th Grade Multi-Racial Students:** 38% scored at the proficient or distinguished level, including the highest distinguished rate (13%) in the grade.
- **8th Grade Black Students:** 30% reached proficiency or higher (15% proficient, 15% distinguished), matching the Hispanic subgroup in total performance.
- **8th Grade White Students:** 41% scored proficient or distinguished (38% proficient, 3% distinguished), the strongest subgroup performance in 8th grade.
- **8th Grade Hispanic Students:** 23% scored at the proficient or distinguished level, including 8% distinguished, showing evidence of higher-level performance.
- **8th Grade Multi-Racial Students:** 25% achieved proficiency, surpassing the Asian/PI subgroup.

Strengths - Math GMAS

- **6th Grade Multi-Racial Students:** 40% achieved proficiency, the highest in their grade.
- **6th Grade White Students:** 46% scored proficient or distinguished (32% proficient, 14% distinguished), leading the grade.
- **7th Grade Multi-Racial Students:** 63% scored proficient, the strongest subgroup performance across all math grades.
- **7th Grade White Students:** 58% scored proficient or distinguished (37% proficient,

21% distinguished), the second-highest in the grade.

- **7th Grade Hispanic Students:** 33% achieved proficiency, the strongest result for Hispanic students in math across grades.
- **7th Grade Black Students:** 27% scored proficient or higher, surpassing their 6th-grade peers.
- **8th Grade Asian/PI Students:** 100% of students scored proficient, the highest possible performance.
- **8th Grade Black Students:** 46% achieved proficiency or higher (38% proficient, 8% distinguished), a significant subgroup strength.
- **8th Grade White Students:** 40% reached proficiency or distinguished, demonstrating consistent achievement.
- **8th Grade Multi-Racial Students:** 25% proficient, showing some subgroup success despite a high developing percentage.

Weaknesses - ELA and Math GMAS

- **6th Grade Black Students (ELA):** 77% scored at beginning or developing, with only 22% proficient and 0% distinguished.
- **6th Grade Hispanic Students (ELA):** 89% scored below proficiency, the highest struggling subgroup in 6th grade.
- **7th Grade Black Students (ELA):** 80% scored at beginning or developing, leaving only 20% proficient and no distinguished students.
- **7th Grade Hispanic Students (ELA):** 100% scored at beginning or developing, with no students reaching proficiency.
- **8th Grade Asian/PI Students (ELA):** 100% scored at the beginning level, the lowest ELA performance.
- **8th Grade Multi-Racial Students (ELA):** 75% scored at beginning or developing, with no distinguished students.
- **6th Grade Hispanic Students (Math):** 78% scored at beginning or developing, with only 22% proficient/distinguished.
- **6th Grade Black Students (Math):** 78% scored below proficiency, with a low proficient/distinguished rate (22%).
- **8th Grade Hispanic Students (Math):** 92% scored at beginning or developing, with only 8% proficient and 0% distinguished.
- **8th Grade Multi-Racial Students (Math):** 75% scored at the developing level, with just 25% proficiency and no distinguished performance.

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 7th 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	Bowdon Middle School's overall ELA weakness lies in the lack of consistent	Key Ideas and Details: Only 37% of 7th graders and 50% of 8th graders	<ul style="list-style-type: none"> • Inconsistent Focus on Higher-Order Comprehension Skills Students have not 	Strengthen Comprehension Instruction Through Standards-Based Planning

	<p>mastery across comprehension and language domains, particularly in key ideas, craft and structure, and vocabulary, which hinder students' ability to fully demonstrate grade-level proficiency.</p>	<p>demonstrated mastery in understanding key ideas and details, showing limited growth from the prior year.</p> <p>Craft and Structure: Mastery in craft and structure is especially low, with just 52% of 7th graders and 43% of 8th graders proficient in analyzing text structure and author's craft.</p> <p>Vocabulary: Vocabulary remains an area of concern, with 58% of 7th graders and only 45% of 8th graders demonstrating mastery, reflecting declines from previous years.</p> <p>Writing: Writing proficiency is limited, with only 62% of 7th graders and 51% of 8th graders meeting expectations, indicating challenges in written expression and communication.</p> <p>Language: Language skills are inconsistent, with 58% of 7th graders and only 47% of 8th graders showing mastery, highlighting persistent struggles in grammar and usage.</p>	<p>consistently received targeted instruction in higher-order comprehension skills such as analyzing craft, structure, and key ideas, which limits their ability to interpret complex texts across subjects.</p> <ul style="list-style-type: none"> • Limited Vocabulary Development Across Content Areas A lack of intentional, schoolwide vocabulary development and reinforcement has contributed to students' struggles in understanding academic language and applying it in reading and writing tasks. • Insufficient Writing Practice and Feedback Students are not provided with frequent, structured opportunities to practice writing across multiple genres with timely, actionable feedback, leading to gaps in written expression and communication skills. • Gaps in Foundational Language Skills Weaknesses in grammar, conventions, and language usage suggest that instruction has not consistently reinforced foundational language standards, 	<p>Implement collaborative planning structures where teachers unpack standards and align instruction to higher-order comprehension skills, particularly key ideas, craft, and structure. Use common formative assessments to monitor student progress and adjust instruction as needed.</p> <p>Embed Vocabulary Instruction Across All Content Areas Adopt a schoolwide approach to vocabulary development by selecting high-utility academic and content-specific words, explicitly teaching them, and requiring consistent reinforcement in ELA, math, science, and social studies. Provide professional learning on evidence-based vocabulary strategies.</p> <p>Expand Writing Opportunities and Feedback Cycles Require structured writing tasks across all grade levels and content areas with an emphasis on argumentative, informative, and narrative writing. Incorporate writing rubrics, peer review, and teacher conferencing to ensure students receive meaningful feedback from multiple sources that builds skills over time.</p> <p>Reinforce Foundational Language Skills Through Targeted Interventions Provide targeted small-group instruction and interventions focused on grammar, conventions, and sentence structure for students who struggle with language. Integrate grammar and mechanics mini-lessons into daily ELA</p>
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			<p>impacting students' ability to demonstrate mastery in both reading and writing.</p> <ul style="list-style-type: none"> Inconsistent Alignment of Instruction to Rigor of Standards Instruction and assessment practices are not consistently aligned to the depth of knowledge required by the Georgia Standards of Excellence, resulting in limited student proficiency in more rigorous domains like craft and structure and analytical writing. 	<p>instruction to strengthen foundational skills.</p> <p>Increase Instructional Rigor Through Professional Learning and Coaching Offer ongoing professional development and instructional coaching on aligning lessons and assessments to the depth of knowledge required by state standards. Support teachers in designing tasks that promote analysis, evaluation, and synthesis to better prepare students for rigorous assessments.</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 and throughout the school year to review FY25 STAR and GMAS results with grade-level teachers, focusing on sub-group data that did not meet challenging state academic standards.
2. Hire and utilize full time school based instructional coach to support teachers in planning and providing high quality instruction of new standards and remediation of old standards in order to support all students in meeting the challenging State academic standards
3. Provide an ELA teacher in 8th grade to assist students with attaining literacy and communication goals. The ELA teacher will provide engaging and differentiated instruction in reading, writing, and critical thinking throughout the school year. They will work with students individually and in groups during class time and support sessions to gather strategies and resources so that students are better equipped to develop strong comprehension, analytical, and expressive skills.
4. 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.
5. All subjects will implement practice and feedback cycles (The engagement cycle) within their lessons throughout the school year.
6. All subjects will engage in explicit vocabulary instruction as well as each student maintaining vocabulary notebooks (paper or digital).
7. 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 (GUM).

8. Maintain a consistent progress monitoring process using EdTech tools (e.g. STAR (Renaissance), Illuminate, EdPuzzle, IXL, Gimkit, Progress Learning, Quizzizz) to identify subgroup students in need of additional support and enhance skill acquisition for all students.
9. Conduct regular reviews of STAR (Renaissance) data, Beacon DData, and formative assessment data among grade-level teachers during weekly "Data Digs". This helps identify subgroups of students requiring extra support to meet challenging state academic standards in all subjects.
10. 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.
11. 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 CommonLit and Readworks to support all students, especially Black and Hispanic subgroups.
12. Continue and expand the "One School, One Book" program at BMS to promote literacy among all students and engage stakeholders in reading.
13. 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.
14. 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.
15. 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.
16. Continue vertical Science and Social Studies meetings for grades 6-8 and instructional coach involvement to implement practice and feedback cycles (The Engagement Cycles) as well as review and revise plans, share best practices, and support students from all subgroups in meeting challenging state standards.
17. 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).
18. Conduct weekly spiral review in all content areas (whole group) to ensure mastery of standards
19. Provide additional "math connections" classes in sixth grade to support all subgroups in meeting challenging state academic standards.

20. Conduct collegial 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.
21. 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.

Invest in online resources and books, including digital library books and student databases, to bolster academic programs.

1. 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.
2. Continue accelerated curriculum options, including high school-level courses such as Algebra I, 9th grade Physical Science, 9th grade Literature, and Spanish I.
3. Dedicate time during ELA collegial planning to study and review new ELA standards.
4. Invest in additional instructional technology for Science, Social Studies, ELA, and Math, including tools such as, CommonLit EdPuzzle, Quizzizz, Nearpod, IXL, Progress Learning, and more, to strengthen academic programs while enriching and accelerating the curriculum.
5. Purchase additional instructional technology for Math, Science, Social Studies, and ELA, such as Chromebooks, iPads, and necessary repair equipment.
6. Allocate funds for technology upgrades and repairs, including those for Chromebooks, iPads, and Apple Pencils (replacement pencil tips, adaptors, etc.)
7. Continue Implementation of eHallPass software to help teachers maximize instructional time for students throughout the school
8. Purchase supplemental Science lab material to reinforce and accelerate 6-8 science learning
9. Continue Implementation of 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). This year, Bowdon Middle School has also incorporated an Extended Learning Time (ELT) period into the daily schedule. The ELT period will provide targeted, timely interventions based on the most recently taught standards, allowing teachers to address learning gaps before they widen and to offer enrichment opportunities for students who have already mastered the content.

All teachers will meet weekly for collaborative planning to review and revise lesson plans, share effective instructional strategies, and determine appropriate intervention and enrichment activities for ELT. Additionally, in each ELA classroom, teachers will conduct Oral Reading Fluency (ORF) assessments to monitor student progress and implement strategies aimed at increasing the number of students reading at or above grade level. To support literacy and comprehension across the curriculum, every subject area will conduct direct vocabulary instruction, ensuring students have the academic language necessary to access and master content standards.

Furthermore, all teachers will incorporate the engagement cycle in each lesson to promote active participation, deeper thinking, and improved academic performance. ELA teachers will administer the STAR reading assessments, and both ELA and Math teachers will administer the Beacon Assessment each quarter and analyze the results to determine appropriate classroom interventions and remediation. 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 pocket sleeves, sheet protectors, dry erase markers, paper, colored pencils, file organizers, file folders, headphones, notebooks, 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 our new full-time school-based instructional coach will convene weekly to collaboratively develop engaging lesson plans that include daily scaffolding and weekly spiraling. This approach ensures that all students receive the necessary support for their academic success. Additionally, after each major assessment

(STAR, Beacon, and District Common Assessments), the instructional coach will work with all teachers to conduct in-depth "data digs" to analyze student performance. These sessions will be used to identify strengths, address areas of need, and drive targeted instruction, interventions, and remediation to improve student outcomes and close achievement gaps.

STEM Initiatives:

For our STEM (Science, Technology, Engineering, and Mathematics) initiatives, our school will continue to offer students multiple opportunities for STEM competitions, after-school activities, field trips, and hands-on STEM learning experiences. This year, we will also host a joint STEM Night in collaboration with two other middle schools in our district, providing students and families with the opportunity to engage in interactive STEM activities, explore real-world applications, and build excitement for STEM education. The STEM team will also work to build the knowledge and skills necessary to achieve National STEM Certification and collaborate with their peers to foster a culture supportive of STEM education. Developing a culture of STEM education will support all teachers as they design higher-level thinking and problem-solving learning opportunities in real-world scenarios that challenge and engage all students.

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.

This year, our counselor will begin conducting targeted group counseling sessions that address specific behavioral, emotional, academic, and social needs identified through referrals and data. She will also provide individualized support for students who are new to Bowdon Middle School, helping them acclimate to our school culture, connect with peers and staff, and quickly engage in both academic and extracurricular opportunities to promote a smooth and successful transition.

Leader in Me:

Bowdon Middle School will implement year two of 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 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).

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 2025-2026 academic school year, Bowdon Middle School will continue to 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 highschool

For the upcoming 2025-2026 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 to promote a positive and consistent school culture. At the end of each school year, the PBIS team reviews student behavior data, identifies trends, addresses areas of concern, and refines school-wide values and expectations in preparation for the upcoming year. During pre-planning, all teachers receive training to ensure they are familiar with school-wide processes, discipline procedures, and behavioral expectations. In the first three days of school, faculty will explicitly teach these expectations and the acknowledgment system to all students. Consistent implementation by every teacher remains a priority. The PBIS team will meet regularly throughout the year to analyze school behavior data, make adjustments to procedures, and strengthen positive behavior supports. Bowdon Middle School will continue using the PBIS Rewards App to acknowledge and recognize positive behaviors in the classroom and throughout the school, reinforcing expectations, maximizing instructional time, and fostering a supportive learning environment.

Multi-Tiered System of Supports (MTSS):

Bowdon Middle School will utilize the Multi-Tiered System of Supports (MTSS) framework to ensure high-quality instruction, universal screening, and timely intervention for all students. Struggling learners and students displaying at-risk

behaviors will receive targeted supports matched to their needs through varying levels of intervention intensity. As part of this approach, we will provide weekly "Encore" tutoring sessions in ELA, Math, Science, and Social Studies for identified students, with a specific focus on 8th-grade needs. In addition, our newly implemented Extended Learning Time (ELT) period will provide targeted, timely interventions based on the most recently taught standards. Progress monitoring will be conducted regularly to assess student growth, and after each major assessment (STAR, Beacon, and District Common Assessments), our instructional coach will lead data digs with teachers to inform instructional adjustments, interventions, and remediation strategies. This system will ensure students receive the right support at the right time to accelerate learning and close achievement gaps.

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. Monthly New Teacher Support training to assist and support our new educators
4. Leadership Development opportunities, including Aspiring Leaders training for one teacher
5. District Led professional development on Georgia's new ELA standards for all ELA teachers
6. Gifted endorsement opportunities for one additional faculty member
7. District STEM Certification modules for new staff members
8. Monthly professional learning centered around *The Artisan Teacher*, conducted by our school based instructional coach throughout the year for all certified staff.
9. Peer observations and personalized coaching with school based instructional coach.
10. Weekly grade level collaborative planning sessions with the school based instructional coach.

11. Multi-tiered System of Supports (MTSS) training during pre-planning
12. Vector Training safety modules
13. Instructional Technology Professional Development conducted at BMS throughout the year
14. Quarterly vertical 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 throughout the school year
16. Science of reading and engagement cycle training during pre planning of the FY26 school year.
17. Carroll County School aspiring principal courses for the BMS assistant principal throughout the FY26 school year.

y. 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 a Teacher of the Month at our Red and Black meetings.
- Recognitions will be a part of our weekly Gathering sessions.
- Because our theme this school year is *Built for Excellence*, we will recognize teachers for demonstrating excellence on our Built for Excellence brick wall.
- 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 in the 2025-2026 school year, Bowdon Middle School will be 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?

Elementary Schools: Discuss opportunities for students to learn about various careers.

Academic Opportunities for 8th Graders: During the 2025-2026 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 2024-2025 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 2026, 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. 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. d). Is available to the local education agency, parents, and the public, and the information contained in such a plan shall be in an understandable and uniform format and, to the extent practicable, provided in a language that the parents can understand.
- e. 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

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

Evidence-Based Intervention	List Subject: Math, Reading, or 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	
ELA Teacher	English Language Arts	x				Nye, B., Hedges, L. V., & Konstantopoulos, S. (2000). The effects of small classes on academic achievement: The results of the Tennessee class size experiment. <i>American Educational Research Journal</i> , 37(1), 123–151.
Full time Instructional Coach	All Content Areas	x				Kraft, M. A., Blazar, D., & Hogan, D. (2018). <i>The effect of teacher coaching on instruction and achievement: A meta-analysis of the causal evidence. Review of Educational Research</i> , 88(4), 547–588.
Teacher led tutoring (Encore)	All Content Areas	x				Nickow, A. J., Oreopoulos, P., & Quan, V. (2020). <i>The impressive effects of tutoring on prek-12 learning: A systematic review and meta-analysis of the experimental evidence.. EdWorkingPaper</i> No. 20-267.
Progress Learning	All Content Areas		x			Cook, M., Eisinger, J., & Ross, S. (2024). <i>Impact evaluation of Progress Learning in the Douglas</i>

						County School System [Quasi-experimental study]. Center for Research and Reform in Education, Johns Hopkins University.
IXL	Math, Science, Social Studies	x				Copeland, S., Cook, M. A., Grant, A. A., & Ross, S. M. (2023). <i>Randomized-Control Efficacy Study of IXL Math in Holland Public Schools</i> [Cluster randomized control trial]. Johns Hopkins University, Center for Research and Reform in Education.
EdPuzzle	All Content Areas			x		Schechter, R., Ilievski, I., Lam, K., & Chase, P. (2025). <i>Edpuzzle Efficacy Study: Correlational Study of Performance on Star and CAASPP in Reading & Math, 2023–2024</i> . LXD Research.
eHall Pass	All Content Areas				x	Peetz, C. (2025, January 3). <i>Hall passes go digital to complement cellphone restrictions</i> . Education Week.
Quizzizz	All Content Areas			x		Capuno, J. G. C. (2023). <i>Quizziz: A game-based formative assessment tool for enhancing students' self-regulated learning</i> . International Journal of Social Learning, 3(3), 329–340.
CommonLit	All Content Areas			x		CommonLit. (2024). <i>Students using CommonLit saw reading gains</i> [Quasi-experimental study, 116,440 students]. Retrieved from CommonLit website.
Science of Reading Supplies	Language Arts	x				National Reading Panel. (2000). <i>Teaching children to read: An evidence-based</i>

						<i>assessment of the scientific research literature on reading and its implications for reading instruction.</i> National Institute of Child Health and Human Development.
Instructional PL and Collaboration (All Subjects)	All Content Areas		x			Goddard, Y. L., Goddard, R. D., & Tschannen-Moran, M. (2007). A theoretical and empirical investigation of teacher collaboration for school improvement and student achievement in public elementary schools. <i>Teachers College Record</i> , 109(4), 877–896.

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 26 Title I Budget.

Expenditure	Page in SWP	Level of Evidence
ELA Teacher	12, 15, 19	Strong Evidence
Full time Instructional Coach	2, 11, 12, 13, 15, 16, 19, 20, 23	Strong Evidence
Teacher led tutoring (Encore)	13, 15, 19	Strong Evidence
Progress Learning	3, 13, 14	Moderate Evidence
IXL	3, 13, 14	Strong Evidence
EdPuzzle	13, 14	Promising Evidence
eHall Pass	14	Rationale Evidence
Quizzizz	13, 14	Promising Evidence
CommonLit	13, 14	Promising Evidence
Science of Reading Supplies	12, 13, 15, 20	Strong Evidence
Instructional PL and Collaboration (All Subjects)	13, 14, 20	Moderate Evidence

Title I Carryover Budget Crosswalk

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

Expenditure	Page in 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

9/10/25
Date

Title I Specialist

Date of Approval

Director of Federal Programs

Date

Superintendent

Date