



# **Title I**

## **School Improvement Plan**

<b>School</b>	<b>Bowdon Elementary School</b>
<b>Principal</b>	<b>Mrs. Ginny Edwards</b>
<b>Year</b>	<b>FY 24</b>
<b>Superintendent</b>	<b>Mr. Scott Cowart</b>

## Schoolwide Components

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

Name	Role
Leigh Dean	Leadership Chairperson
Nikki Ethridge	Parent
Ashley Wood	Pre K
Hannah Runels	4 <sup>th</sup>
Ronda Stapleton	5 <sup>th</sup>
Natalie Teate	2 <sup>nd</sup>
Amanda Wilson	1 <sup>st</sup>
Debra Phillips	K
Sharanda Keith	Counselor
Bethany Daniel	Paraprofessional
Cindy Wilson	Parenting Coordinator
Dr. Tyson Askew	Assistant Principal
Ginny Edwards	Principal

## Comprehensive Needs Assessment Planning Committee

\* A Parent Must Be Present at the Meeting

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

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

The staff members listed below used the following to processes to complete a needs assessment from the 2022-2023 school data to develop the 2023-2024 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 7) 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 need to be made. Reading remains the greatest area of need for students at Bowdon Elementary School. Scores in reading in all grade levels (3-5) saw a decline. We did notate that the cohort moving from 4th to 5th grade did see an improvement of 4% points. Reading Literary elements continued to show gains well above the district performance. Writing scores remained high and improved on the milestone type questions. Both third and fourth grade student's Lexile ranges increased from the previous year. Milestone data for 3rd grade writing is showing gains in extended response writing (conventions), and in narrative. Ideas continue to be deficient, dropping from 74% to 63%. Milestone data for 4th grade writing shows an increase in narrative writing showing double digit gains, but a decrease in extended response (ideas and conventions). Milestone data for 5th grade writing shows a decline in all areas over previous milestone data last year. Deficient remain apparent in grades K-2. According to recent decoding data (287 students) in grades 3-5 showed that 15% remain on Kindergarten level while 22% are on first grade reading level.

**Math:** The trend of the data in math is stronger than in reading as far as improvement. Both 4th and 5th grade math scores at BES landed us higher than 9 out of 12 schools in the district. BES students outperformed the district average in ALL categories on the Georgia Milestone. Third grade math remains an area to improve upon. We saw a 6% decline in this data.

However, growth still needed K-5 with number fluency. We would like to see additional gains in fourth grade math next year.

**Science:** The data shows improvements from last year. BES science scores came up 8% landing us at 54 % proficient and distinguished. We saw huge gains in life science, but still want to continue to grow in Earth and physical science areas.

**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 2023. The data indicated a need to focus on communication 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 to create and employ two reduced size classroom teachers. Both teachers will work in math or reading in the upper grades at Bowdon Elementary School. This purchase will reduce class size numbers for multiple grades. These title teachers at times might need substitutes during their absences. The title funds allow for approximately 10 days of absences for each title 1 full time employee. This allocated money will allow for instruction to continue in the event of the title teacher's absences. Additionally, the funds will also be used to purchase and employ four tutors. Two tutors will be certified teachers who will work with at risk students in grades K-5 in the area of

reading or math. Two tutors who are para certified will work with at-risk students in grades K-5 to support learning through a team collaborative model in the areas of reading and math.

Title funds will be used to purchase Renaissance Reading program which houses our student individual data and data tracking in the area of reading and math throughout the year. Teachers use this data to adjust individualized reading instruction for students. This web based program also allow us learners to read books and take test in their appropriate reading level. The web based PBIS application will be purchased to be used by our school wide discipline team to evaluate monthly behaviors of students, locations of events, consequences and actions of the behaviors, and grade level comparisons of student behaviors. This data will be used monthly to determine next steps to support student behavior at BES. The final web-based program purchased will be Guided Reading (Anna Digelio) to be used with students in grades 1-2 who have tested out of the phonics guided reading and are at/above grade level in small reading groups.

Funds will also be used to purchase materials to support reading and our reading initiatives this year. Vocabulary notebooks will be purchased for all K-5 students to use the frayer model of vocabulary acquisition with content words, Saxon phonics materials and decodable readers will be purchased for grades K-2. Funds will also be used to purchase additional Hello Literacy decodables for K-2 guided phonics lessons daily as well as Hello Literacy materials to use in small group guided phonics with our learners.

Additionally, teachers will receive additional professional learning in the areas of math and reading. Funds will be used for collaborative planning with our school-wide curriculum coach. Additional funds will be used to send teachers and staff to the Ron Clark Academy for professional learning around our BES House System rollout this year to support climate and culture among our staff and students.

#### **a. Academic Achievement Data**

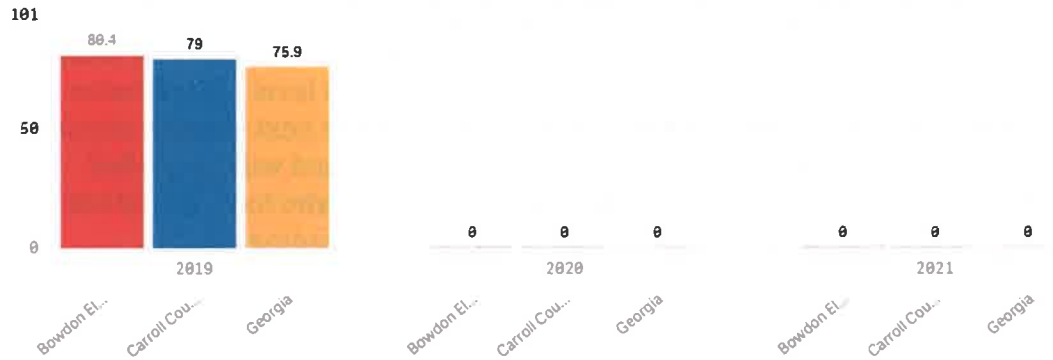
**\*Insert your school profile data, including demographic data, GMAS results, STAR and any other data used to determine strengths and weaknesses. Make sure to include subgroup information.**

Bowdon Elementary School's overall performance is higher than 74. of schools in the state and is similar to its district.

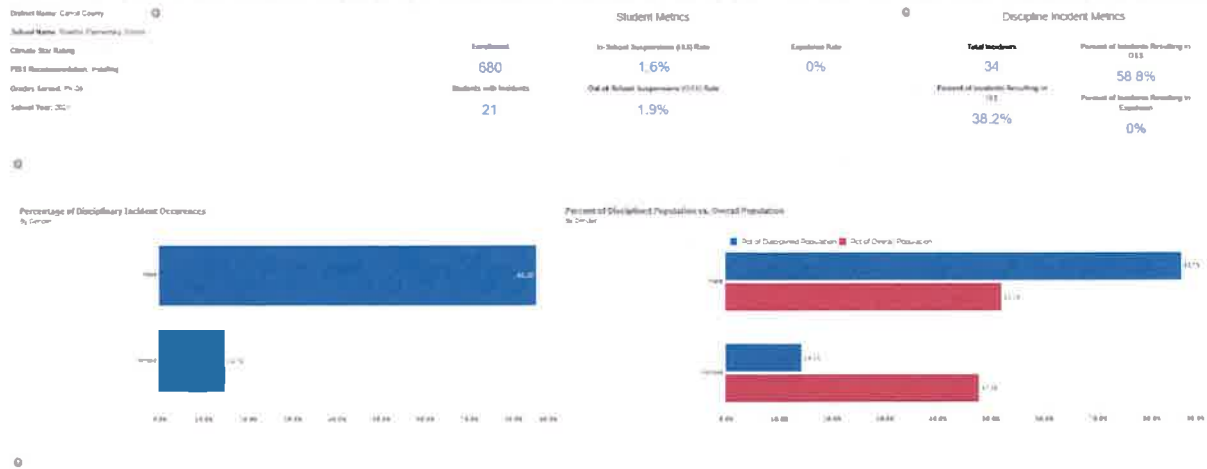
School Digger ranks Bowdon Elementary School 320th of 1244 Georgia Public Schools.

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

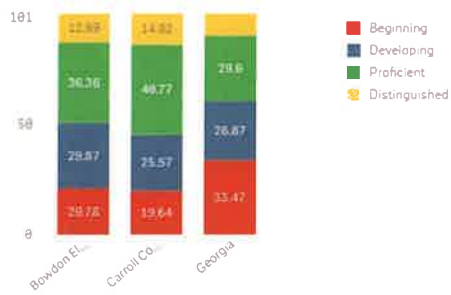


#### K-12 Student Discipline Dashboard



## Science

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



## 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



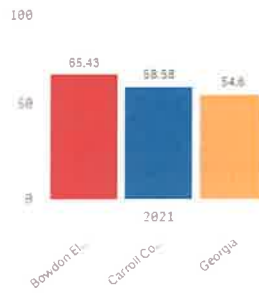
## Social Studies

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



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

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

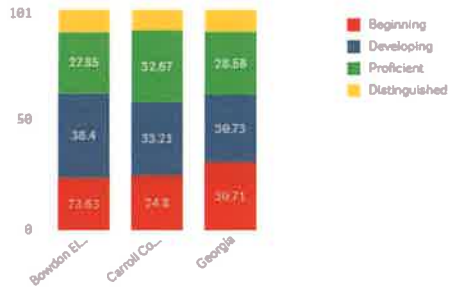


**CCRPI Score**  
**Bowdon Elementary School**

Indicator	2021
Content Mastery	
Progress	
Closing Gaps	
Readiness	
CCRPI Score	

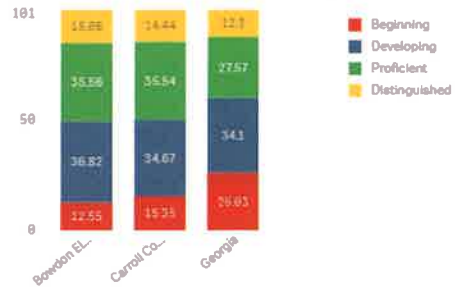
**English**

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



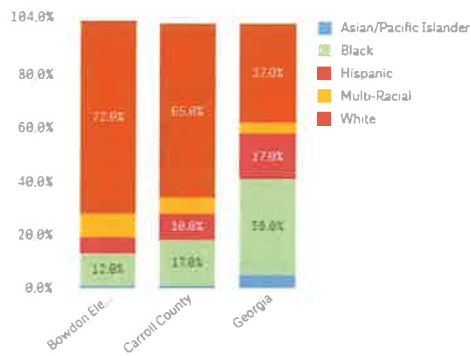
**Social Studies**

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

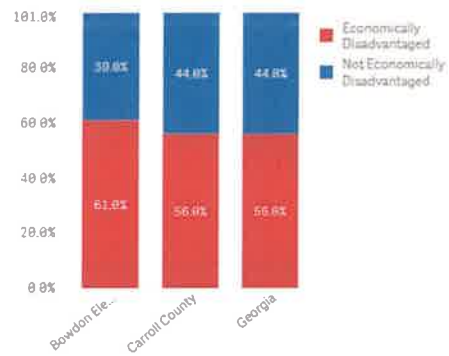




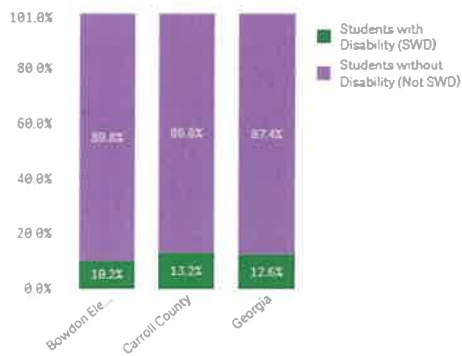
### Race/Ethnicity



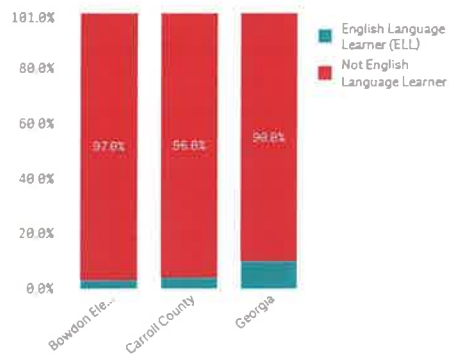
### Economic Status



### 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

Student Mobility Rate

16.40 %

Carroll County

Student Mobility Rate

15.70 %

Georgia

Student Mobility Rate

N/A

## Current School Letter Grade<sup>®</sup>

Bowdon Elementary School

Carroll County

Georgia

Score

N/A

Score

N/A

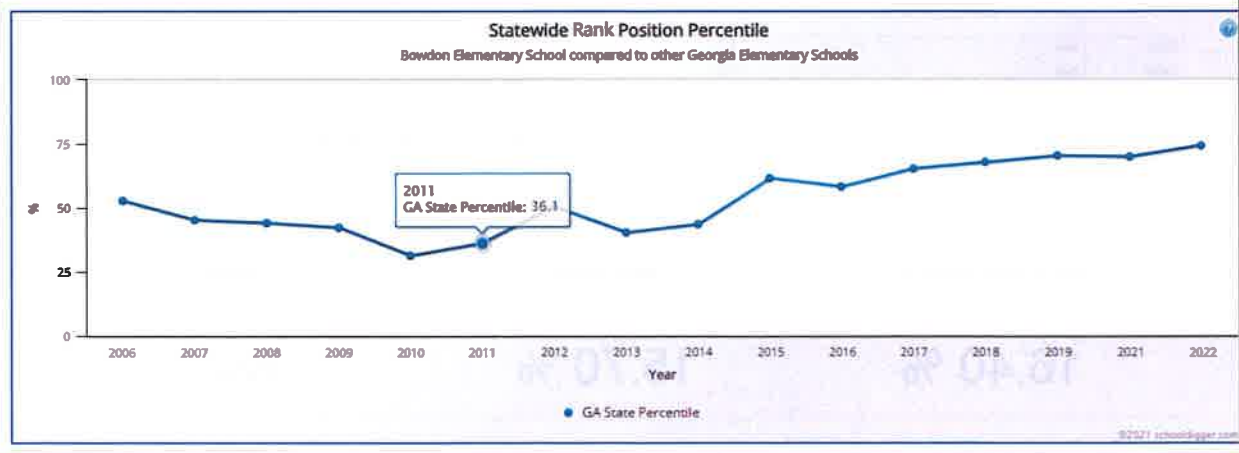
Score

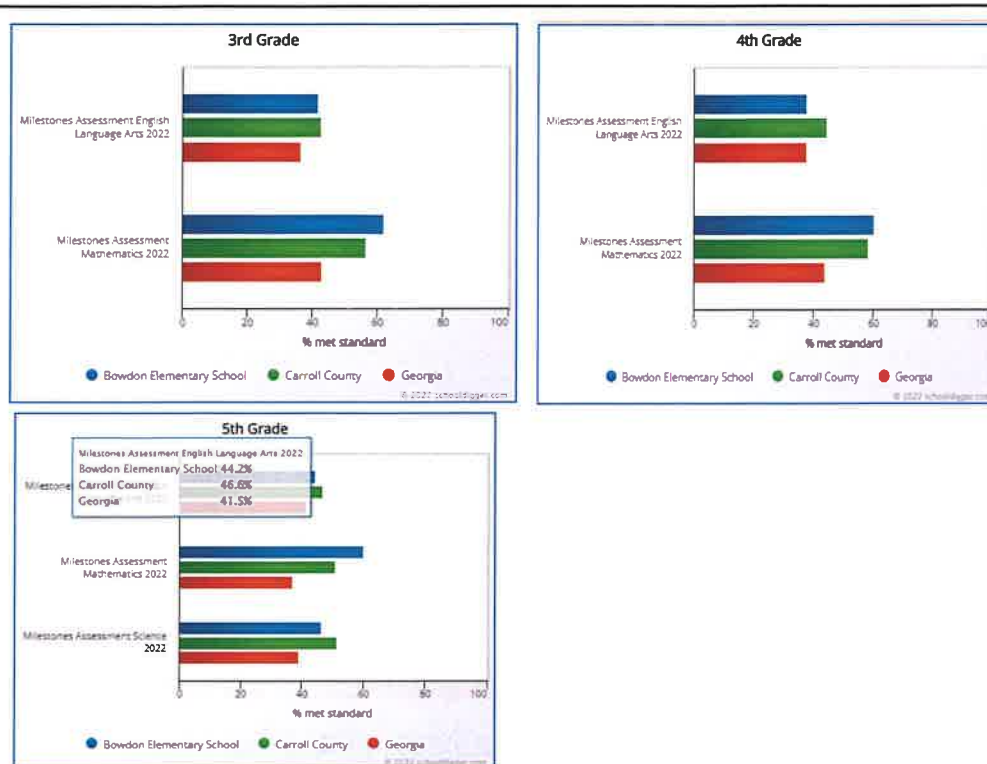
N/A

BES	County Ranking	Proficient + Distinguished				State 2023
		2019	2021	2022	2023	
3rd ELA	8th	52%	33%	42%	34%	39%
4th ELA	8th	55%	40%	38%	31%	36%
5th ELA	6th	36%	35%	44%	42%	42%
3rd Math	7th	59%	43%	62%	57%	46%
4th Math	3rd	64%	61%	60%	64%	46%
5th Math	3rd	46%	41%	60%	57%	37%
5th SC	5th	54%	46%	46%	54%	40%

5th Overall in performance (48.43%), should be 7th overall based on F&R rates

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





# Bowdon Elementary School

**Public PK, KG-5**

223 Kent Ave  
Bowdon, GA 30108

[\(770\) 258-2161](tel:(770)258-2161)

**District:** [Carroll County](#)

**SchoolDigger Rank:**

**365<sup>th</sup>** of 1,242 Georgia Elementary Schools

**Per Pupil Expenditures:** **\$8,936**

**Students who attend Bowdon Elementary School usually attend:**

**Middle:** [Bowdon Middle School](#)

**High:** [Bowdon High School](#)

**Student/teacher ratio:** **16.3**

Number of students: 657

**Racial breakdown:**

White:

74.3%

African American:

12.5%

Two or more races:

7.9%

more

Free/discounted lunch recipients: 61.1%

**Performance Trends**

%Statewide Performance201520162017201820192021202220230100©2023 schooldigger.com

[Compare](#)

[Details](#)

Bowdon Elementary School ranks better than 70.6% of elementary schools in Georgia. It also ranks 5<sup>th</sup> among 12 ranked elementary schools in the Carroll County School District. ([See more...](#))

%Test Score Average Standard Score201520162017201820192021202220230100©2023 schooldigger.com

[Compare](#)

[Details](#)

In 2023 the calculated Average Standard Score was 67.51. ([See more...](#))

**Student Body**

# StudentsEnrollment2015201620172018201920202021202205001000©2023 schooldigger.com

[Compare](#)

[Details](#)

Racial makeup is: White (74.3%), African American (12.5%), two or more races (7.9%). ([See more...](#))

%% Free/Reduced Lunch201520162017201820192020202120220100©2023 schooldigger.com

[Compare](#)

[Details](#)

**Teachers**

S/T Ratio Student/Teacher Ratio2015201620172018201920202021202201020©2023 schooldigger.com

[Compare](#)

[Details](#)

The student/teacher ratio at Bowdon Elementary School is 16.3. 8 elementary schools in the Carroll County School District have better student/teacher ratios. ([See more...](#))

# Teachers# Full-Time Teachers2015201620172018201920202021202202550©2023 schooldigger.com

[Compare](#)

Bowdon Elementary School employs 40.3 full-time teachers.

## Finance

\$Per Pupil Expenditures20172018201905k10k©2023 schooldigger.com2017: \$8,435

[Compare](#) [Details](#) The average total spent per student at Bowdon Elementary School is \$8,936. 6 elementary schools in the Carroll County School District spend more per student.

2. Schoolwide Reform Strategies Sec. 1114(b)(7)(A)(i-viii) that the school will be implementing to address school needs, including a description of how such strategies will address academic weaknesses and root causes.

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

Specialized instructional support will be 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. Students are organized into their respective subgroups and data collection is done quarterly with STAR assessments. Teachers create data cards and highlight the subgroup categories of each student on these cards. Teachers then create 9 week plans for students who are falling behind or regress in reading or math. ELL learners receive specific 45 minute blocks specializing in the teaching of fundamental reading and writing skills daily.

**b. Use methods and instructional strategies that strengthen the academic program in the school, increase the amount and quality of learning time, and help provide an enriched and accelerated curriculum, which may include programs, activities, and courses necessary to provide a well-rounded education. Include strategies used to identify and serve the gifted and talented.**

Gifted and talented students at Bowdon Elementary are identified using measures such as STAR assessments, classroom performance, and parent request. All gifted students receive 6 hours of resource segments at the minimum a week. The gifted teacher works to ensure that curriculum is enhanced to support these learners. The gifted teacher works to incorporate Reading skills at ALD 4 or above, vocabulary acquisition, Math skills at ALD 4 or above, and uses the CCS STEM Education model for science skills. There are approximately 20+ teachers that are gifted certified and daily differentiate instruction to meet the learners needs in all academic areas. Students that are gifted and talented also have multiple opportunities to participate in after school clubs and organizations to enhance their education. These clubs include: robotics club, chorus, gardening club, history club, reading bowl club, drama club, honor chorus, and 4-H just to name a few. With Title 1 funding, we have purchased a full time STEM teacher who works to enhance instruction of Science and Math standards across K-5 instruction. She also plans a Science Night yearly for students and parents. Students can also participate in a Science Fair competition once a year.

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.

**c. Address the needs of all children in the school, but particularly the needs of those at risk of not meeting the challenging State academic standards, through activities which may include—**

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

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

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

BES will prepare students for 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.

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- iii. Implementation of a schoolwide tiered model to prevent and address problem behavior, and early intervening services, coordinated with similar activities and services carried out under the Individuals with Disabilities Education Act (20 U.S.C. 1400 et seq.);

#### BES PBIS Goals/Behavior Program

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 (using PBIS Application), 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.

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 (purchased with funds from Title budget) 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.

**iv. Professional development and other activities for teachers, paraprofessionals, and other school personnel to improve instruction and use of data from academic assessments and to recruit and retain effective teachers, particularly in high-need subjects,**

Professional Learning Opportunities for all staff are vital for continuous school improvement. Professional Learning Opportunities are expected on a weekly basis within grade levels as well as school-wide sessions. The BES Professional Learning Plan may be found at this [link](#) for the scheduled professional learning opportunities already scheduled for the 2023-2024 school year. In addition, just in time PL sessions will be added as needed based on data and walk-through evidence

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

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.

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

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

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

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

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

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

1. A digital parent/school guide
2. A student compact
3. A list of expectations and procedures given to parents during open house
4. A student data notebooks
5. A readiness package for each grade level
6. A newsletter to all students/parents 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.

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

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

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

BES also focuses on our Future Focused Initiative throughout each year. As the students enter the school on the first day of school they can clearly see their graduation year. These banners are used and follow them throughout their Cluster years of school. In PK 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 high school. Each year beginning in 5th grade, the students revisit this document and update it as needed. As they progress through the Bowdon Cluster of Schools, children are guided down the path they select for a career to better prepare them for their future.

### **3. Evaluation of the Schoolwide Plan—34 CFR 200.26**

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

The school wide plan was developed and reviewed during the summer of 2023 using data input from parents, staff, and students. A Title One Stakeholder Input meeting was held on Friday, April

29, 2023, for open discussions. An additional Title One Stakeholder Meeting was held on August 15, 2023 at 9:00 and 4:00.

With the feedback from these Title One Stakeholder Input meetings the BES School Improvement Team met on June 7, 2023, under the leadership of Jennifer Shirley to develop a rough draft of the SIP Plan. Finally, the plan was finalized and shared with the parents, staff, and stakeholders on August 15, 2023 at 9:00 am and 4:00 pm.

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

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

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

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

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

a. Jointly develop with, and distribute to, parents and family members of participating children a written parental and family engagement involvement policy, agreed on by such parents that shall describe the means for carrying out the requirements of Subsections (c) through (f). Parents shall be notified of the policy in an understandable and uniform format and, to the extent practicable, provided in a language the parents can understand. Such policy shall be made available to the local community and updated periodically to meet the changing needs of parents and the school.

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

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

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

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

B.The Title I Schoolwide Plan is developed with the involvement of parents and other members of the community to be served and individuals who will carry out such plan, including teachers, principals, other school leaders, paraprofessionals present in the school, administrators (including administrators of programs described in The Title I Schoolwide Plan remains in effect for the duration of the school's participation under this part, except that the plan and its implementation shall be regularly monitored and revised as necessary based on student needs to ensure that all students are provided opportunities to meet the challenging State academic standards;

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



c). Remains in effect for the duration of the school's participation under this part, except that the plan and its implementation shall be regularly monitored and revised as necessary based on student needs to ensure that all students are provided opportunities to meet the challenging State academic standards.

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

d). Is available to the local education agency, parents, and the public, and the information contained in such plan shall be in an understandable and uniform format and, to the extent practicable, provided in a language that the parents can understand.

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

e). Is developed in coordination and integration with other Federal, State, and local services, resources, and programs, such as programs supported under this Act, violence prevention programs, nutrition programs, housing programs, Head Start programs, adult education programs, career and technical education programs, and schools implementing comprehensive support and improvement activities or targeted support and improvement activities under section 1111 (d), if appropriate and applicable.

Bowdon Elementary School has specific career pathways. These pathways are shared at monthly principal cluster meetings and monthly counselor cluster meetings. A food pantry has been erected by Bowdon High School FFA Ag Department and is on grounds here. It recently went through a renovation by parents, students, and community members. A number of agencies such as Carroll County 4-H, Georgia Power, and Bowdon Main Street join in our efforts to educate our students and provide them with premier opportunities to build future focused students. Students in Pre-K and K at BES or community students in the same age group can also participate with weekly classes on property in conjunction with West Georgia Teams of Tomorrow, physical group.

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

I.

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	Rational Evidence	
Reduced Class Size Teacher #1	Reading/Social Studies/Science/Math	X				<a href="https://nepc.colorado.edu/sites/default/files/pb - class_size.pdf">https://nepc.colorado.edu/sites/default/files/pb - class_size.pdf</a>
Reduced Class Size Teacher #2	Reading/Social Studies/Science/Math	X				<a href="https://nepc.colorado.edu/sites/default/files/pb - class_size.pdf">https://nepc.colorado.edu/sites/default/files/pb - class_size.pdf</a>
Temporary Employee #1	Math/Reading		X			<a href="#">Tutoring</a>
Temporary Employee #2	Math/Reading		X			<a href="#">Tutoring</a>
Temporary	Math/Reading		X			<a href="#">Tutoring</a>

Employee #3						
Temporary Employee- #4	Math/Reading		X			<a href="#">Tutoring</a>
Renaissance Learning	Math/Reading		X			<a href="http://doc.renlearn.com/KMNet/R0053985FA6D567F.pdf">http://doc.renlearn.com/KMNet/R0053985FA6D567F.pdf</a> <a href="http://doc.renlearn.com/KMNet/R00552482161352C.pdf">http://doc.renlearn.com/KMNet/R00552482161352C.pdf</a>
PBIS Application (SWIS)	Behavior			X		<a href="https://ies.ed.gov/funding/grantsearch/details.asp?ID=547">https://ies.ed.gov/funding/grantsearch/details.asp?ID=547</a>
Vocabulary Notebooks	Reading/Math / Science/ Social Studies			X		<a href="https://educationonline.ku.edu/community/reading-revolution-the-science-of-reading-in-education">https://educationonline.ku.edu/community/reading-revolution-the-science-of-reading-in-education</a>
Saxon Phonics Materials	Reading/ Phonemics			X		<a href="https://www.hmhco.com/research/saxon-phonics-and-spelling-research-evidence-base">https://www.hmhco.com/research/saxon-phonics-and-spelling-research-evidence-base</a>
Guided Readers	Reading/Phonics		X			<a href="https://ies.ed.gov/ncee/edlabs/regions/midatlantic/askarel_126.asp">https://ies.ed.gov/ncee/edlabs/regions/midatlantic/askarel_126.asp</a>
Hello Literacy	Reading/Phonics		X			<a href="https://ies.ed.gov/ncee/edlabs/regions/midatlantic/askarel_126.as">https://ies.ed.gov/ncee/edlabs/regions/midatlantic/askarel_126.as</a>
Collegial Planning	Reading/Math /Science/ Social Studies/ Behavior	X				<a href="#">Evidence Link</a>
Ron Clark Professional Learning	Behavior/School Climate	X				<a href="https://ronclarkacademy.com/wp-content/uploads/2021/09/RCA-Annual-Report-2016.pdf">https://ronclarkacademy.com/wp-content/uploads/2021/09/RCA-Annual-Report-2016.pdf</a>

### Title I Carryover Budget Crosswalk

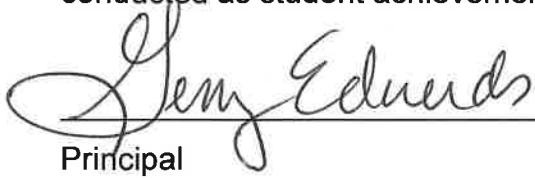
(List all expenditures included in Title I Carryover Budget and specify the page number of where it is located in this Title I Schoolwide Plan. Note the level of evidence as outlined in your budget and Section IV of this plan). This will be added after you receive carryover funds.

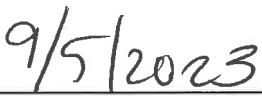
Expenditure	Page in Title I Schoolwide Plan	Level of Evidence
Reduced Class Size Teacher #1	3, 4, 16	Strong
Reduced Class Size Teacher # 2	3, 4, 16	Strong
Temporary Employee # 1	3, 4, 16	Moderate
Temporary Employee # 2	3, 4, 16	Moderate
Temporary Employee #3	3, 4, 16	Moderate
Temporary Employee- #4	3, 4, 16	Moderate
Renaissance Learning	4, 7	Moderate
PBIS Application (SWIS)	4, 14, 15	Promising
Vocabulary Notebooks	3, 4	Promising
Saxon Phonics Materials	3, 4	Promising
Guided Readers	3, 4	Moderate
Hello Literacy	3,4	Moderate
Collegial Planning	5, 16, 17	Strong
Ron Clark Professional Learning	5, 16, 17	Strong

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

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

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

  
Principal

  
Date

\_\_\_\_\_  
Title I Specialist

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

\_\_\_\_\_  
Director of Federal Programs

\_\_\_\_\_  
Date

\_\_\_\_\_  
Superintendent

\_\_\_\_\_  
Date