



Title I

School Improvement Plan

Approval Date 09/15/26

School	Bowdon Middle School
Principal	Stephanie Godfrey
Year	FY 27
Superintendent	Dr. Jessica Ainsworth

Schoolwide Components

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

Comprehensive Needs Assessment Planning Committee

The Title I School-wide Plan (SWP) for Bowdon Middle School was developed by the school Lighthouse Team 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 Lighthouse Team consists of teacher leaders from each grade level, the Special Education In-school Coordinator, a parent representative, Bowdon Middle's school-based coach, a district level instructional coach, as well as school and district administrative staff. Members of the School Lighthouse Team and their roles are listed in the table below.

Name	Role
Stephanie Godfrey	Principal
Chip Stephens	Assistant Principal
Erin Smith	Parent
Molly Harper	Special Education In-school coordinator
Katy Mckenzie	District Instructional Coach
Kisha Mitchell	School-Based Instructional Coach
Mandy Cummings	Teacher Leader
Jason Turner	Teacher Leader
Hailey Boggus	Teacher Leader
Cynthia Videtto	Teacher Leader

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 Lighthouse team met during the summer of 2026 to begin preparing for the 2026-2027 academic year. Their primary objective was to conduct a thorough and comprehensive needs assessment. This task was accomplished by examining data gathered from STAR and Beacon 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 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, and district-wide common assessments. The plan is shared and will be reviewed at weekly grade level meetings, quarterly school council meetings, monthly School Lighthouse 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

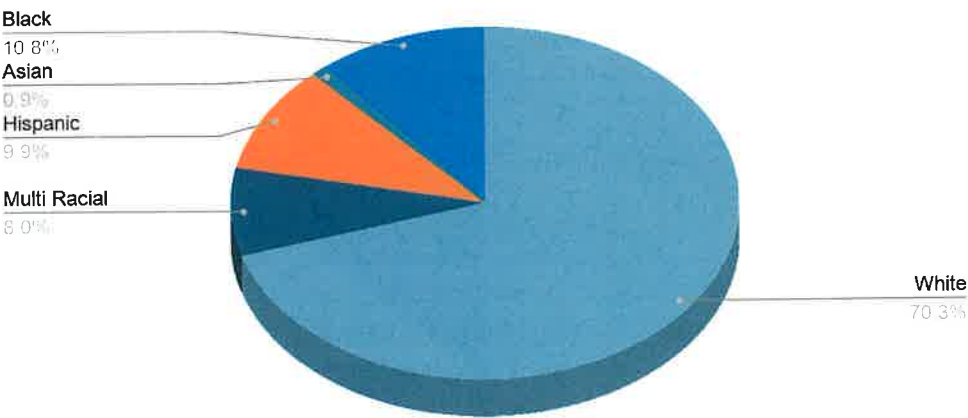
*Insert your school profile data, including demographic data, GMAS results, STAR, and any other data used to determine strengths and weaknesses. Make sure to include subgroup information. You may add this to the appendix if you wish.

*Include GMAS and Star date from the FY26 school year

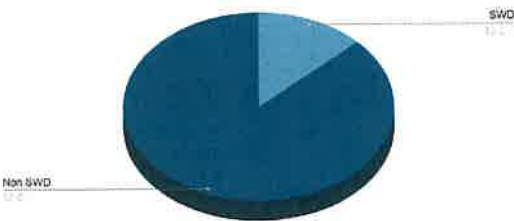
Bowdon Middle School Profile Data

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 323 students as of the writing of this report during the first nine week grading period of the 2026-2027 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 from the previous school year.

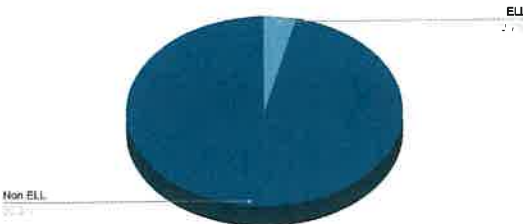
Race/Ethnicity FY27



Students with Disabilities



ELL Students



2026 EOG Scores Achievement Scores

BMS	Proficient + Distinguished					
	2021	2022	2023	2024	2025	2026
6th ELA	51%	39%	38%	34%	40%	Not Available at Time of Writing
7th ELA	34%	44%	34%	42%	34%	
8th ELA	52%	45%	53%	43%	37%	
6th Math	43%	40%	45%	33%	41%	49%
7th Math	45%	67%	54%	57%	52%	54%
8th Math	44%	57%	48%	61%	38%	38%
HS Algebra I	95%	91%	91%	100%	96%	85%
5th SC		46%	54%	48%	52%	35%
8th SC	43%	50%	29% (48%)	35% (48%)	27% (33%)	19% (32%)
HS Phy Sc	NA	NA	87%	90%	63%	67%
8th SS	45%	47%	58%	56%	39%	32%

MS Percent of Students in Each Area 2026

	Grade 6 Math				Grade 7 Math				Grade 8 Math			
	1	2	3	4	1	2	3	4	1	2	3	4
BMS	18%	32%	36%	13%	19%	26%	40%	15%	16%	46%	23%	14%

	Grade 8 Science				Grade 8 Social Studies			
	1	2	3	4	1	2	3	4
BMS	49%	32%	17%	1%	26%	42%	23%	9%

STAR Reading Growth 2025-2026															
	GRADE 6					GRADE 7					GRADE 8				
	Beginning of the Year-6.5					Beginning of the Year-8.1					Beginning of the Year = 9.4				
	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 2025	Oct 2025	Dec 2025	Mar 2026	Growth	Beg 2025	Oct 2025	Dec 2025	Mar 2026	Growth	Beg 2025	Oct 2025	Dec 2025	Mar 2026	Growth
BMS	5.7	5.4	5.6	6.4	0.7	7.3	7	8.3	8.1	0.8	7.9	9.2	10	9.4	1.5
District	6.2	6.5	6.8	7.4	1.2	7.1	7.4	8	8.4	1.3	8.2	8.7	9.2	9.8	1.6
Median Scores from STAR Summary Report															

ROGL													
		March			December			October			August		
	Target	# of Students Reading on Grade Level	# of Total Students	% of Students Reading On Grade Level	# of Students Reading on Grade Level	# of Total Students	% of Students Reading On Grade Level	# of Students Reading on Grade Level	# of Total Students	% of Students Reading On Grade Level	# of Students Reading on Grade Level	# of Total Students	% of Students Reading On Grade Level
6th BMS	64%	59	100	59%	45	93	48%	41	102	40%	50	103	49%
7th BMS	64%	64	104	62%	48	99	48%	49	100	49%	60	101	59%
8th BMS	64%	61	99	62%	65	99	66%	58	95	61%	54	96	56%

OVERVIEW OF BOWDON MIDDLE'S STRENGTHS & WEAKNESSES

Strengths

- **6th Grade Math Improvement:** Increased from 41% proficient/distinguished in 2025 to 49% in 2026, an 8-point gain and the strongest 6th-grade math performance since 2023.
- **7th Grade Math Remains a Relative Strength:** Increased from 52% to 54% proficient/distinguished, continuing a pattern of comparatively strong middle-grades math performance.
- **Physical Science Improvement:** Physical Science increased from 63% proficient/distinguished in 2025 to 67% in 2026.
- **Algebra I Continues to Demonstrate High Achievement:**

Although performance declined from the previous year, 85% of Algebra I students were proficient/distinguished in 2026, making Algebra the highest-performing tested course represented in the data.

- **Strong 8th Grade STAR Reading Growth:** Eighth grade showed +1.5 grade levels of growth from August to March, nearly matching the district's +1.6 growth and substantially outpacing the growth seen in BMS 6th and 7th grades.
- **6th Grade Reading-on-Grade-Level Growth:** The percentage of 6th graders reading on grade level increased from 49% in August to 59% in March, a 10-point improvement during the year.
- **8th Grade Reading-on-Grade-Level Performance:** Eighth grade increased from 56% on grade level in August to 62% in March and reached 66% in December, temporarily exceeding the 64% target.

Weaknesses

- **8th Grade Science Continues to Be the Greatest Academic Concern:** Only 19% of students were proficient/distinguished in 2026, down from 27% in 2025. Nearly half of students (49%) scored at the Beginning Learner level, while only 1% reached Distinguished.
- **8th Grade Social Studies Decline:** Proficient/distinguished performance fell from 39% in 2025 to 32% in 2026, continuing the decline from 56% in 2024. Additionally, 68% of students scored Beginning or Developing in 2026.
- **8th Grade Math Remains Stagnant:** Performance remained at just 38% proficient/distinguished for the second consecutive year, well below the 61% achieved in 2024. The achievement distribution shows 62% of students below proficiency.
- **STAR Reading Growth Lagged the District in 6th and 7th Grades:** Sixth grade grew only +0.7 grade levels compared with +1.2 districtwide, while seventh grade grew +0.8 compared with +1.3 districtwide.
- **STAR Reading Achievement Remains Below GMAS Proficiency Targets:** March median STAR scores remained below the identified GMAS proficiency target in all three grades: 6th 6.4 vs. 7.9 target; 7th 8.1 vs. 9.4; and 8th 9.4 vs. 10.7.
- **Reading-on-Grade-Level Targets Were Not Met:** By March, 59% of 6th graders, 62% of 7th graders, and 62% of 8th graders were reading on grade level, leaving all three grades below the 64% school target.

FY26 Milestones Subgroup Data
Math

6th Grade GMAS Math Performance Band - Subgroups				
	Beginning %	Developing %	Proficient %	Distinguished %
Black	27%	40%	27%	7%
Hispanic	42%	58%	0%	0%
White	11%	29%	43%	17%
Multi	20%	20%	50%	10%
7th Grade GMAS Math Performance Band - Subgroups				
	Beginning %	Developing %	Proficient %	Distinguished %
Black	50%	20%	30%	0%
Hispanic	44%	33%	11%	11%
White	12%	27%	43%	17%
Multi	17%	33%	33%	17%
8th Grade GMAS Math Performance Band - Subgroups				
	Beginning %	Developing %	Proficient %	Distinguished %
Asian/PI	0%	100%	0%	0%
Black	21%	64%	7%	7%
Hispanic	15%	62%	15%	15%
White	15%	40%	28%	17%
Multi	25%	25%	38%	13%

Strengths – FY26 Math GMAS Subgroup Data

- **Strong 6th Grade White Student Performance:** 60% of White students scored Proficient or Distinguished (43% Proficient, 17% Distinguished), the highest overall performance among 6th-grade subgroups.
- **6th Grade Multi-Racial Student Success:** 60% of Multi-Racial students scored Proficient or Distinguished, matching White students for the highest achievement rate in the grade.
- **Strong 7th Grade White Student Performance:** 60% of White students reached Proficient or Distinguished, with only 12% scoring at the Beginning level.
- **7th Grade Multi-Racial Students Demonstrate Higher-Level Achievement:** 50% scored Proficient or Distinguished, including 17% Distinguished.
- **Multi-Racial Students Show Consistent Math Success:** Multi-Racial students reached Proficient or Distinguished rates of 60% in 6th grade, 50% in 7th grade, and 51% in 8th grade, demonstrating relatively strong performance across all three grade levels.
- **8th Grade Multi-Racial Students Lead the Grade:** 51% scored Proficient or Distinguished (38% Proficient, 13% Distinguished), the highest rate among 8th-grade subgroups.
- **8th Grade Hispanic Students Show Potential for Higher-Level Achievement:** Although overall proficiency remains an area of need, 15% of Hispanic students scored Distinguished, matching their Proficient percentage and demonstrating that some students are successfully accessing advanced-level mathematics.
- **White Students Demonstrate Consistent Higher-Level Achievement:** Distinguished performance among White students remained strong across grades at 17% in 6th, 17% in 7th, and 17% in 8th.

Weaknesses – FY26 Math GMAS Subgroup Data

- **Significant Achievement Gap for Hispanic Students in 6th Grade:** 100% of Hispanic students scored Beginning or Developing, with no students reaching Proficient or Distinguished.
- **7th Grade Black Students Show Significant Academic Need:** 70% scored below proficiency, including 50% at the Beginning level, the highest Beginning percentage among the major 7th-grade subgroups.
- **Persistent Black/White Achievement Gaps:** White students outperformed Black students in Proficient/Distinguished performance

in all three grades: **60% vs. 34% in 6th, 60% vs. 30% in 7th, and 45% vs. 14% in 8th.**

- **8th Grade Black Student Performance Is a Significant Concern:** 85% of Black students scored Beginning or Developing, with only 14% reaching Proficient or Distinguished.
- **8th Grade Math Shows Broad Subgroup Challenges:** Three major subgroups had more than half of students below proficiency: Black students (85%), Hispanic students (77%), and White students (55%).
- **Black Student Performance Declines Across Grade Levels:** Proficient/Distinguished performance decreases from 34% in 6th grade to 30% in 7th grade and just 14% in 8th grade.
- **Hispanic Students Remain Below Proficiency at High Rates Across Grades:** Below-proficiency rates were 100% in 6th grade, 77% in 7th grade, and 77% in 8th grade, indicating a persistent achievement concern.
- **Developing-Level Students Represent an Opportunity for Targeted Intervention:** Large percentages of students are clustered in Developing, particularly 8th-grade Black (64%) and Hispanic (62%) students. Moving these students from Developing to Proficient could substantially improve overall and subgroup achievement.

NEEDS ASSESSMENT AND ROOT CAUSE:

Because FY26 Georgia Milestones ELA results were not available at the time this plan was developed, Bowdon Middle School utilized results from the Spring 2026 DRC Beacon assessment as the most current indicator of student readiness for the Georgia Milestones ELA assessment. Beacon data from grades 6-8 were analyzed by overall performance and individual ELA domains to identify schoolwide areas of strength and need. The analysis revealed needs in interpreting information presented through listening, constructing written responses, research and analysis, and grammar and conventions, with the greatest overall need evident among eighth-grade students.

SUBJECT	OVERALL WEAKNESS	DOMAIN WEAKNESS	ROOT CAUSE	Strategies to Address and Monitor
ELA	Spring Beacon data indicate that many students were not yet prepared to	Listening: The greatest schoolwide weakness, with 51% of 6th, 34% of 7th, and	<ul style="list-style-type: none"> Limited consistent opportunities to analyze and respond to information 	<ul style="list-style-type: none"> Implement regular listening, complex-text, and evidence-based response tasks across content areas.

	<p>demonstrate grade-level ELA proficiency, with 30% of 6th grade, 27% of 7th grade, and 42% of 8th grade students rated Support Needed overall. Eighth grade demonstrated the greatest overall need.</p>	<p>59% of 8th graders rated Support Needed.</p> <p>Constructing /Analyzing Text: Writing and analysis were significant concerns, particularly in 8th grade, where 42% needed support in Constructing Texts and 40% in Research & Analysis.</p> <p>Grammar & Conventions: 37% of 6th and 45% of 8th graders were rated Support Needed.</p>	<p>presented through listening.</p> <ul style="list-style-type: none"> • Inconsistent opportunities to write, research, use evidence, and apply grammar skills across content areas. • Tier I tasks and assessments have not consistently reflected the rigor and depth of grade-level standards. 	<ul style="list-style-type: none"> • Increase writing, research, and grammar practice, including mentor sentences and application within authentic writing. • Use 4Cs professional learning, coaching, and collaborative planning to increase instructional rigor. • Review Beacon, common assessment, and formative data regularly to adjust instruction, small groups, and interventions and monitor progress toward Strive for 55.
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2. Schoolwide Reform Strategies Sec. 1114(b)(7)(A)(i-viii)

This section describes the schoolwide reform strategies the school will implement to address school needs, including how these strategies will address academic weaknesses and root causes.

a. Opportunities for all children

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.

Student Experience at BMS: During the 2026-2027 school year, Bowdon Middle School will focus its school improvement efforts on strengthening the overall Student Experience in three areas: the **Instructional Experience, Cultural Experience, and Beyond Experience**. The Instructional Experience focuses on providing high-quality, rigorous, engaging instruction in every classroom. The Cultural Experience focuses on creating a school environment where students feel safe, supported, connected, celebrated, and invested in their own growth. The Beyond Experience focuses on providing meaningful opportunities outside the traditional classroom that broaden students' experiences and strengthen their connection to the school and community. Together, these three areas are designed to increase student engagement, academic achievement, school connectedness, and preparation for future success.

1. Implement the schoolwide "Strive for 55" initiative with the goal of reaching at least 55% Proficient or Distinguished in every Georgia Milestones tested subject by the end of the 2026-2027 school year. Progress toward this goal will be monitored throughout the year using STAR, Beacon, common assessments, and other formative assessment data. Teachers and administrators will regularly review schoolwide, grade-level, subject-area, and subgroup data during collaborative planning and collegial planning sessions to determine progress toward the 55% goal and make instructional adjustments, interventions, and enrichment decisions as needed.
2. 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 a Reading Connections teacher to assist students with attaining literacy and communication goals. The 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 elements of the 4Cs (Critical thinking, Creativity, Collaboration, and Communication) of 21st-century skills for student success 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, Progress Learning, Quizizz) 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 Data, 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. Utilize NEWSELA to 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. Incorporate weekly literacy strategies using NEWSELA 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.

13. Maintain "Encore" tutoring sessions during connection times for Math and Language Arts in all grades as well as Social Studies and Science in 8th grade. Use standards to select students based on ongoing progress monitoring to support students from all subgroups.
14. Continue vertical math meetings for grades 6-8, and instructional coach involvement to implement 4Cs (Critical thinking, Creativity, Collaboration, and Communication) of 21st-century skills for student success as well as review and revise plans, share best practices, and identify prerequisite skills for inclusion in the connections math class to support students from all subgroups in meeting challenging state standards.
15. Continue vertical Science and Social Studies meetings for grades 6-8 and instructional coach involvement to implement 4Cs (Critical thinking, Creativity, Collaboration, and Communication) of 21st-century skills for student success and literacy strategies as well as review and revise plans, share best practices, and support students from all subgroups in meeting challenging state standards.
16. 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, writing and literacy strategies, and the incorporation of 21st Century Learning Skills (the 4Cs).
17. Conduct weekly spiral review in all content areas (whole group) to ensure mastery of standards
18. 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.
19. Provide explicit social studies instruction on challenging state academic standards as well as questions/assessments similar to GMAS using Studies Weekly Workbooks to support all students especially Black, Hispanic, Multi-racial, and ELL students.

b. Methods and instructional strategies

Use methods and instructional strategies that strengthen the school's academic program, increase the amount and quality of learning time, and support an enriched, accelerated curriculum that may include programs, activities, and courses necessary for a well-rounded education. Include strategies for identifying and serving the gifted and talented.

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. Invest in additional instructional technology for Science, Social Studies, ELA, and Math, including tools such as, CommonLit, EdPuzzle, Quizizz, Nearpod, NEWSELA, Progress Learning, and more, to strengthen academic programs while enriching and accelerating the curriculum.
4. Purchase additional instructional technology for Math, Science, Social Studies, and ELA, such as Chromebooks, iPads, and necessary repair equipment as needed.
5. Allocate funds for technology upgrades and repairs, including those for Chromebooks, iPads, and Apple Pencils (replacement pencil tips, adaptors, etc.)
6. Continue implementation of eHallPass software to help teachers maximize instructional time for students throughout the school day
7. Purchase supplemental Science lab material to reinforce and accelerate 6-8 science learning
8. Purchased additional grade level and beyond books for the library/media center based on student interest in order to promote literacy.
9. Continue Implementation of PBIS rewards in order to acknowledge positive behavior throughout the school as well as track and address student discipline.
10. Expand the "Beyond Experience" by providing students with meaningful grade-level and schoolwide opportunities beyond the traditional classroom. These experiences may include educational field trips, overnight learning experiences, STEM and career opportunities, competitions, community events, student performances at professional or community venues, and other experiences that expose students to opportunities and settings they may not otherwise experience.

c. Activities to address the needs of at-risk students

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 and support services

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).

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. 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.

In addition, all teachers will intentionally incorporate the 4Cs (critical thinking, communication, collaboration, and creativity) into weekly lessons 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 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.

Student Academic Conferencing and Goal Setting:

As part of the Cultural Experience at BMS, teachers will conference individually with every student following major assessments, including STAR, Beacon, and common assessments. During these conferences, teachers will help students understand their current level of performance, recognize areas of growth and success, identify areas for continued improvement, and establish an attainable goal for future performance. Students will regularly reflect on and monitor progress toward their goals throughout the school year. Teachers will use consistent schoolwide language, including "Strive for 55," to reinforce academic expectations and help students take greater ownership of their learning and growth.

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 maintain 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:

BMS 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 three 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. Postsecondary and workforce preparation

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.

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 2026-2027 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, Ninth Grade Literature, and Spanish I. This initiative allows students to begin earning high school credit early, ultimately providing additional opportunities to pursue advanced and postsecondary coursework during high school.

Bowdon Middle School will also continue offering a High School Readiness Night to provide eighth-grade students and their families with information about high school course options, dual enrollment, College and Career Academy pathways, JROTC, and other opportunities available through Carroll County Schools.

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. Schoolwide tiered model

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.

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 Student

Experience 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 Student Experience 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. 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

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 for all new and new to their content 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. Provide ongoing professional learning focused on the 4Cs of Critical Thinking, Creativity, Collaboration, and Communication to strengthen Tier I instruction and improve the Instructional Experience at BMS. Professional learning will include opportunities for teachers to learn and model effective 4Cs strategies, collaboratively develop standards-aligned instructional tasks, examine student work, participate in peer observations, and receive coaching and feedback from the school-based instructional coach. Teachers will be supported in intentionally incorporating the 4Cs into instruction so students regularly engage in meaningful opportunities to think critically, collaborate, communicate, and create.
16. Classroom Management Professional Learning provided through RESA for select teacher(s)
17. Carroll County School Aspiring Leaders Academy for the select staff members throughout the FY27 school year.

v. Recruitment and retention,

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 schoolwide focus this year is "Experience BMS," we will recognize teachers and staff members whose efforts strengthen the Instructional Experience, Cultural Experience, and Beyond Experience for students.
- 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. Preschool transitions

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

N/A

vii. Middle and high school transitions

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 2026-2027 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 their 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. Career opportunities

Discuss opportunities for students to take high school courses and career counseling opportunities for students. How are they informed about technical and dual-enrollment opportunities? Elementary Schools: Discuss opportunities for students to learn about various careers.

Academic Opportunities for 8th Graders: During the 2026-2027 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. Regular monitoring and implementation

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. Effectiveness in meeting standards

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 further from achieving the standards.

Bowdon Middle School's Lighthouse 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. The schoolwide "Strive for 55" goal will serve as a common measure of progress, with interim STAR, Beacon, common assessment, and classroom data used throughout the year to determine whether students are on track to reach at least 55% Proficient or Distinguished in each Georgia Milestones tested subject.

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 2025-2026 school year.

Our teachers 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 in the summer of 2026, the team reviewed and discussed achievement data and evaluated successful and unsuccessful aspects of the previous year's plan. These insights guided necessary changes and improvements for the 2026-2027 school year.

c. Plan revisions

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 Progress Learning 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)

Jointly develop with, and distribute to, parents and family members of participating children a written parental and family engagement policy, agreed on by such parents, that shall describe the means for carrying out the requirements of Subsections (c) through (f).

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) Development and Stakeholder Involvement

The Title I Schoolwide Plan is developed with the involvement of parents and other members of the community to be served, as well as individuals who will carry out the plan, including teachers, principals, other school leaders, paraprofessionals present in the school, and administrators.

Monitoring and Revision

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.

Availability to Stakeholders

The plan is available to the local education agency, parents, and the public, provided in an understandable and uniform format and, to the extent practicable, in a language that the parents can understand.

Coordination and Integration

Is developed in coordination and integration with other Federal, State, and local services, resources, and programs, such as nutrition, housing, Head Start, adult education, and violence prevention programs.

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—

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	
Science Teacher	Science	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 County School System</i> [Quasi-experimental study]. Center for Research and Reform in Education, Johns Hopkins University.

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.
NEWSELA	All Content Areas		x			Henschel, M., & Scanlan, A. (2024). <i>Newsela ELA for 6th–8th Grade Students in Washington: ESSA Level II Study</i> . LearnPlatform by Instructure.
eHall Pass	All Content Areas				x	Peetz, C. (2025, January 3). <i>Hall passes go digital to complement cellphone restrictions</i> . <i>Education Week</i> .
Quizizz	All Content Areas			x		Capuno, J. G. C. (2023). <i>Quizizz: A game-based formative assessment tool for enhancing students' self-regulated learning</i> . <i>International Journal of Social Learning</i> , 3(3), 329–340.
Science of Reading Supplies	Language Arts	x				National Reading Panel. (2000). <i>Teaching children to read: An evidence-based 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.

Travel/ Substitute to Support Classroom Management Professional Learning	Science		x			Piowar, V., Thiel, F., & Ophardt, D. (2013). <i>Training inservice teachers' competencies in classroom management: A quasi-experimental study with teachers of secondary schools</i> . Teaching and Teacher Education, 30, 1–12.
Purchasing new Library Books	All Content Areas	x				Allington, R. L., et al. (2010). <i>Addressing summer reading setback among economically disadvantaged elementary students</i> . Reading Psychology, 31(5), 411–427.
Studies Weekly for Social Studies	Georgia Studies	x				Vaughn, S., Swanson, E. A., Roberts, G., Wanzek, J., Stillman-Spisak, S. J., Solis, M., & Simmons, D. (2013). Improving reading comprehension and social studies knowledge in middle school. <i>Reading Research Quarterly</i> , 48(1), 77–93.

Title I Budget Crosswalk

Include the items purchased with Title I funds, along with the page they are found in the plan and the level of evidence for each, outlined in your Title I Budget.

Expenditure	Page in SWP	Level of Evidence
Instructional Coach	2, 12, 13, 14, 16, 20, 21, 22, 25,	Strong
Science Teacher	14, 16, 19	Strong
Encore Tutoring	14, 16, 20,	Strong
Progress Learning	3, 13, 15, 26	Moderate
eHall Pass	15	Rationale
Quizizz	13, 15	Promising
NEWSELA	13, 15	Moderate
EdPuzzle	13, 15	Promising
Studies Weekly SS Workbooks	14	Strong
Science of Reading Supplies	12, 13,	Moderate
Library Books	15	Strong
Collaborative Planning (All Subjects)	11, 12, 16, 18, 21, 26	Moderate
Travel/Substitute to Support Classroom Management Professional Learning	21,	Moderate

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 SWP	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

9/15/26
Date

Title I Specialist

Date of Approval

Director of Federal Programs

Date

Superintendent

Date