



## **Bowdon Middle School Title I School Improvement Plan**

<b>School</b>	<b>Bowdon Middle School</b>
<b>Principal</b>	<b>Stephanie Godfrey</b>
<b>Year</b>	<b>FY 24</b>
<b>Superintendent</b>	<b>Mr. Scott Cowart</b>

Approved October 3, 2023

## Schoolwide Components

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

The Title I School-wide Plan (SWP) for Bowdon Middle School was developed by the School Leadership Team (SLT) in conjunction with its annual review, analysis, and update of the School Improvement Plan (SIP), which can be found in Appendix I. The Bowdon Middle School Leadership Team consists of teachers from each subject area and grade level, grade level chairs, the Special Education In-school Coordinator, a parent representative, the school counselor, the school media specialist, an intervention specialist, the school-based coach, as well as school and district administrative staff. Members of the School Leadership Team and their roles are listed in the table below.

Name	Role
Stephanie Godfrey	Principal
Chip Stephens	Assistant Principal
Erin Smith	Media Specialist
Michelle Frazier	Parent/Community Member
Missy Busby	Teacher Leader (6th)
Cynthia Videtto	Teacher Leader (Connections)
Molly Harper	Special Education In-school coordinator
Caroline Alberson	School Counselor
Marnie Chaffin	Teacher Leader (7th)
Tammie McEntyre	Parent and Family Engagement Coordinator
Jennifer Bearden	Teacher Leader/Gifted Facilitator
Catalina Wright	Intervention Specialist
Renee Cole	School Based Instructional Coach

## Comprehensive Needs Assessment Planning Committee

\* A Parent Must Be Present at the Meeting

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

Is based on a comprehensive needs assessment of the entire school and takes into account information on the academic achievement of the children 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 Bowdon Middle School Leadership team met during the summer of 2023 to begin preparing for the 2023-2024 academic year. Their primary objective was to conduct a thorough and comprehensive needs assessment. This task was accomplished by examining data gathered from STAR assessments, Georgia Milestones assessments, surveys of parents, students, and faculty, along with student attendance records. The team then used this data to identify both strengths and weaknesses, as well as determine the root causes of identified needs in each academic area.

The identification of both strengths and weaknesses allowed the leadership team to set strategic goals and targets for improvement while ensuring that the School Improvement Plan was aligned with the strategic vision of the Carroll County School System. Following the development of the Title I SchoolWide Plan (SWP), members of the leadership team are responsible for monitoring progress on implementation during monthly leadership team meetings. Additionally, members are expected to keep grade level and departmental staff apprised of progress and any changes.

Throughout the academic year, the leadership team is responsible for monitoring progress toward the objectives and goals through the use of STAR Enterprise Math and Reading assessments (Renaissance), Progress Learning's (USATestPrep), IXL, and district-wide common assessments/pulse checks. The plan is shared and will be reviewed at weekly grade level meetings, quarterly school council meetings, and monthly School Leadership Team (SLT) meetings, as well as 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 located on the campus of Bowdon Middle School.

Modifications or improvements will be made to the plan as needed to facilitate implementation and achieve identified goals. Please refer to Appendix I for Bowdon Middle School's School Improvement Plan.

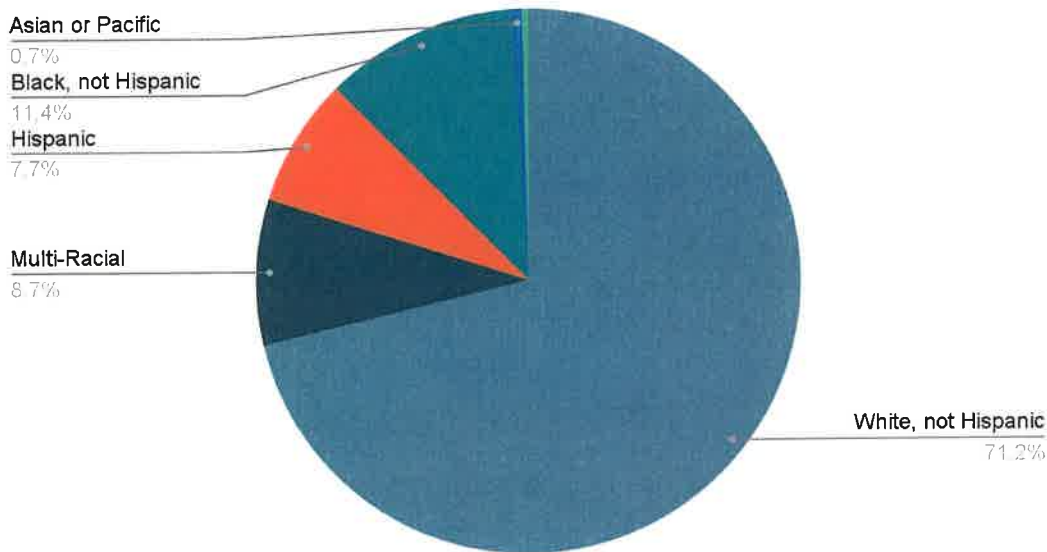
## a. Academic Achievement Data

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

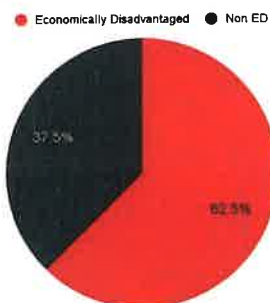
### Bowdon Middle School Profile Data

Bowdon Middle School is located in Carroll County, Georgia and services the students of Bowdon, Georgia, and the surrounding community. Bowdon Middle School has an enrollment of 304 students as of the beginning of the 2023-2024 school year. Below, you will find charts indicating the demographic data of the students served at Bowdon Middle School, as well as their academic achievement data as of the beginning of the 2023-2024 school year.

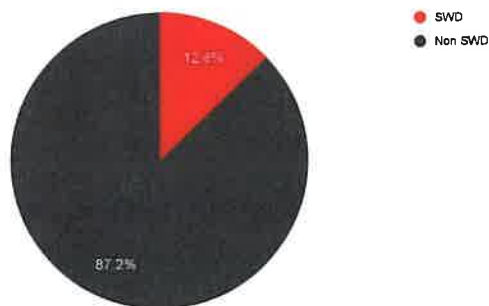
#### Race/Ethnicity



#### Economic Status



#### Students with Disability



Current and Historical Bowdon Middle School GMAS Results						
BMS Overall Scores	District Ranking	Proficient + Distinguished				
		2018	2019	2021	2022	2023
6th ELA	4th	39%	42%	51%	39%	37%
7th ELA	3rd	42%	39%	34%	44%	33%
8th ELA	1st	50%	59%	52%	45%	54%
6th Math	2nd	33%	41%	43%	40%	45%
7th Math	2nd	38%	46%	45%	67%	54%
8th Math	2nd (tied)	59%	44%	44%	57%	48%
8th SC	2nd	54%	60%	43%	50%	29%
8th SS	1st	41%	52%	45%	47%	58%

Percent of BMS Students at Each Performance Level - GMAS 2023

	Grade 6 Math				Grade 7 Math				Grade 8 Math			
	1	2	3	4	1	2	3	4	1	2	3	4
BMS	14%	41%	32%	13%	11%	34%	33%	21%	16%	36%	38%	11%
	Grade 6 ELA				Grade 7 ELA				Grade 8 ELA			
	1	2	3	4	1	2	3	4	1	2	3	4
BMS	24%	39%	30%	7%	29%	38%	31%	2%	16%	30%	44%	10%
	Grade 8 Science				Grade 8 Social Studies							
	1	2	3	4	1	2	3	4				
BMS	40%	31%	26%	3%	13%	29%	39%	20%				

\*Highlights indicate the level in which most students performed

STAR Math Result 2022-2023

	GRADE 6 Math					GRADE 7 Math					GRADE 8 Math				
	1st Nine Weeks Target = 7.3					1st Nine Weeks Target = 7.8					1st Nine Weeks Target = >11.0				
	2nd Nine Weeks Target = 8.5					2nd Nine Weeks Target = 9.2					2nd Nine Weeks Target = >11.0				
	Proficient Target for GMAS= 8.5					Proficient Target for GMAS= 9.3					Proficient Targ for GMAS= >11.0				
	Beg 2022	Oct 2022	Dec 2022	Mar 2023	Growth	Beg 2022	Oct 2022	Dec 2022	Mar 2023	Growth	Beg 2022	Oct 2022	Dec 2022	Mar 2023	Growth
BMS	6.3	6.6	7	7.5	1.2	7.3	7.9	8	8.5	1.2	8.8	8.5	9.1	8.9	0.1



**STAR Reading Result 2022-2023**

	GRADE 6 Reading					GRADE 7 Reading					GRADE 8 Reading				
	1st Nine Weeks Target = 5.0					1st Nine Weeks Target = 6.2					1st Nine Weeks Target = 7.0				
	2nd Nine Weeks Target = 5.6					2nd Nine Weeks Target = 6.8					2nd Nine Weeks Target = 7.8				
	Proficient Target for GMAS= 6.8					Proficient Target for GMAS= 7.8					Proficient Target for GMAS= 8.8				
	Beg 2022	Oct 2022	Dec 2022	Mar 2023	Grow th	Beg 2022	Oct 2022	Dec 2022	Mar 2023	Grow th	Beg 2022	Oct 2022	Dec 2022	Mar 2023	Grow th
BMS	5.5	5.5	5.9	6.2	0.7	5.9	6.3	6.5	6.9	1	7.4	7.1	7.6	7.6	0.2

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

- 8th-grade ELA achieved the highest percentage of proficient and distinguished scores in the district on the GMAS.
- All three levels of math (6th, 7th, & 8th) ranked second in the district for the percentage of proficient and distinguished scores on the GMAS.
- 8th Grade Georgia Studies achieved the highest percentage of proficient and distinguished scores in the district on the GMAS.
- 6th-grade math improved its percentage of proficient and distinguished scores by 5% on the GMAS.
- 8th-grade ELA improved its percentage of proficient and distinguished scores by 9% on the GMAS.
- 8th-grade SS improved its percentage of proficient and distinguished scores by 11% on the GMAS.
- 8th-grade math, Georgia Studies, and ELA achieved their highest percentage of scores at level 3 (proficient learner) on the GMAS.
- 6th and 7th-grade math demonstrated a year's worth of growth on the STAR Math assessment.
- 7th-grade students demonstrated a year's worth of growth on the STAR reading assessment.

**Weaknesses**

- The percentage of students scoring at the proficient or distinguished level decreased in both 6th and 7th-grade ELA on the GMAS (8% & 11%, respectively).
- The percentage of students scoring at the proficient or distinguished level decreased in both 7th and 8th-grade Math on the GMAS (13% & 9%, respectively).
- The percentage of students scoring at the proficient or distinguished level decreased in 8th-grade Physical Science on the GMAS (21%).
- Both ELA and Math in 6th and 7th grade had the highest percentage of scores at level 2 (developing learner) on the GMAS.
- 8th-grade Physical Science had the highest percentage of scores at level 2 (proficient learner) on the GMAS.
- 8th-grade math demonstrated 0.1 year of growth on the STAR Math Assessment.
- 6th and 7th-grade students demonstrated less than 1 year of growth on the STAR Reading Assessment (0.7 & 0.2, respectively).

6th Grade GMAS ELA Performance Band - Subgroups				
	Beginning %	Developing %	Proficient %	Distinguished %
Asian/PI	0%	100%	0%	0%
Black	44%	38%	13%	6%
Hispanic	29%	29%	29%	14%
White	20%	37%	35%	8%
Multi	25%	50%	25%	0%
7th Grade GMAS ELA Performance Band - Subgroups				
	Beginning %	Developing %	Proficient %	Distinguished %
Asian/PI	50%	0%	50%	0%
Black	25%	0%	75%	0%
Hispanic	50%	38%	13%	0%
White	26%	39%	31%	5%
Multi	27%	45%	27%	0%
8th Grade GMAS ELA Performance Band - Subgroups				
	Beginning %	Developing %	Proficient %	Distinguished %
Black	14%	36%	43%	7%
Hispanic	14%	14%	43%	29%
American Indian	0%	0%	100%	0%
White	18%	31%	43%	7%
Multi	33%	17%	33%	17%

6th Grade GMAS Math Performance Band - Subgroups				
	Beginning %	Developing %	Proficient %	Distinguished %
Asian/PI	0%	100%	0%	0%
Black	31%	31%	31%	6%
Hispanic	14%	43%	43%	0%
White	12%	38%	33%	17%
Multi	0%	100%	0%	0%

7th Grade GMAS Math Performance Band - Subgroups				
	Beginning %	Developing %	Proficient %	Distinguished %
Asian/PI	0%	50%	0%	50%
Black	0%	50%	25%	25%
Hispanic	38%	38%	13%	13%
White	11%	26%	40%	23%
Multi	0%	73%	18%	9%
8th Grade GMAS Math Performance Band - Subgroups				
	Beginning %	Developing %	Proficient %	Distinguished %
Black	21%	50%	21%	7%
Hispanic	29%	14%	43%	14%
American Indian	0%	100%	0%	0%
White	13%	34%	40%	12%
Multi	17%	33%	50%	0%

### STRENGTHS & WEAKNESSES FOUND IN BOWDON MIDDLE SUBGROUP DATA

#### Strengths - ELA GMAS

- 75% of Black Students scored at the proficient level (level 3) in 7th grade.
- 50% of Black Students scored at the proficient or distinguished level in 8th grade.
- 72% of Hispanic students scored at the proficient or distinguished level in 8th grade.
- 100% of American Indian students scored at the proficient level (level 3) in 8th grade.
- 50% of Multi Racial Students scored at the proficient or distinguished level in 8th grade.

#### Strengths - Math GMAS

- 50% of Asian Students scored at the distinguished level in 7th grade.
- 0% of Asian Students scored at level 1 in 7th grade.
- 50% of Black Students scored at the proficient or distinguished level in 7th grade.
- 0% of Black Students scored at level 1 in 7th grade.
- 57% of Hispanic students scored at the proficient or distinguished level in 8th grade.
- 50% of Multi Racial Students scored at the proficient level in 8th grade.

#### Weaknesses - ELA and Math GMAS

- 82% of Black students scored at the Developing or Beginning level in 6th grade ELA.
- 75% of Multi Racial students scored at the Developing or Beginning level in 6th grade ELA.
- 72% of Multi Racial students scored at the Developing or Beginning level in 7th grade ELA.
- 62% of Black students scored at the Developing or Beginning level in 6th grade math.



- 67% of Hispanic students scored at the Developing or Beginning level in 6th grade math.
- 76% of Hispanic students scored at the Developing or Beginning level in 7th grade math.
- 73% of Multi Racial students scored at the Developing or Beginning level in 7th grade math.
- 71% of Multi Racial students scored at the Developing or Beginning level in 8th grade math.

### **NEEDS ASSESSMENT AND ROOT CAUSE:**

Throughout the comprehensive needs assessment, it became evident that one of the primary academic weaknesses at Bowdon Middle School was in English Language Arts, particularly in the 6th and 7th grades. Students showed lower levels of learning and proficiency compared to their historical performance on the Milestones assessment. This observation led to a root cause analysis of the Milestones data presented in the chart below:

<b>SUBJECT</b>	<b>OVERALL WEAKNESS</b>	<b>DOMAIN WEAKNESS</b>	<b>ROOT CAUSE</b>	<b>Strategies to Address and Monitor</b>
ELA	Ability to move students towards higher levels of performance (beginning to developing, developing to proficient)	<ul style="list-style-type: none"> <li>• 6th - Key Ideas in Reading (35% demonstrating mastery)</li> <li>• 7th - Language (28% demonstrating mastery)</li> </ul>	<ul style="list-style-type: none"> <li>• 6th - Students may not have developed effective strategies for comprehending and extracting key ideas from texts.</li> <li>• 7th - Students may not have a solid grasp of grammar rules, leading to errors in sentence structure and punctuation.</li> </ul>	<ul style="list-style-type: none"> <li>• 6th - Implement the weekly use of content-focused informational and argumentative texts in science and social studies with a vocabulary focus in order to teach and reinforce comprehension strategies such as summarization, making inferences, and asking questions while reading.</li> <li>• 7th - Teachers will collaborate with the instructional coach to develop lesson plans that provide explicit instruction on grammar rules through lessons, Ready books, illuminate spiral reviews and activities that reinforce concepts like subject-verb agreement, verb tense, and punctuation rules.</li> </ul>

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.

Bowdon Middle School is providing opportunities for all students including specific subgroups to meet challenging academic standards. In order to accomplish this we will:

1. Allocate dedicated time during pre-planning to review FY23 STAR and GMAS results with grade-level teachers, focusing on sub-group data that did not meet challenging state academic standards.
2. Collaborate with our school-based instructional coach to develop SEATS (Standards, Essential Question, Activator, Teaching, Summarize) lesson plans with ELA teachers 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.
3. Maintain a consistent progress monitoring process using EdTech tools (e.g STAR (Renaissance), NearPod, IXL, MobyMax, Gimkit, Progress Learning) to identify subgroup students in need of additional support and enhance skill acquisition for all students.
4. Conduct regular reviews of STAR (Renaissance) data among grade-level teachers during SuPeRs (Student Performance Reviews) after each STAR administration. This helps identify subgroups of students requiring extra support to meet challenging state academic standards in Math and Language Arts.
5. Continue monthly vertical ELA meetings for grades 6-8 teachers and utilize the instructional coach to review and revise plans, share best practices, and identify prerequisite skills for incorporation into reviews.
6. 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 NewsELA, Commonlit, and Readworks to support all students, especially Black and Hispanic subgroups.

7. Utilize i-Ready during homeroom time for standards-based literacy interventions, targeting all students, particularly those with identified deficiencies, including Black, Hispanic, Multi-racial, and ELL subgroups.
8. Execute the "One School, One Book" program at BMS to promote literacy and engage stakeholders in reading.
9. Incorporate weekly literacy strategies in ELA, science, and social studies classes in order to support vocabulary acquisition as well as support students' ability to identify key ideas and details while reading.
10. Science and Social Studies teachers will schedule library research lessons once per nine weeks on content-specific challenging state standards.
11. Maintain "Encore" tutoring sessions during connection times for Math and Language Arts. Use standards to select students based on ongoing progress monitoring to support students from all subgroups.
12. Implement Resource Reading classes in grades 6-8.
13. Continue monthly vertical math meetings for grades 6-8, math connections, and instructional coach involvement to 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.
14. 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 writing and literacy strategies and the incorporation of 21st Century Learning Skills (the 4Cs).
15. Conduct collaborative 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.
16. Offer ongoing collaborative planning time for new staff members with the school-based instructional coach.
17. Administer three writing assesslets throughout the year to address identified ELA deficiencies with all students, particularly Black, Multi Racial, & Hispanic subgroups.

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.

Instructional methods and strategies that will strengthen academic programs, increase quality learning time, and enrich and accelerate the curriculum will be implemented at Bowdon Middle School. These methods and strategies include:

1. Purchase iPad devices to engage students in app-based activities such as gamification, digital art, tech development/computer science, coding, and access to digital resources (e.g., Desmos for Math).
2. Acquire library books to support and enhance literacy instruction in all content areas.
3. Invest in online resources and books, including digital library books and student databases, to bolster academic programs.
4. Provide professional development for Math teachers to effectively implement new curriculum and strengthen classroom instruction.
5. 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.
6. Facilitate additional opportunities, including collaborative planning sessions, to review and unpack new math standards.
7. Continue accelerated curriculum options, including high school-level courses such as Algebra I and 9th grade Physical Science.
8. Invest in additional instructional technology for Science, Social Studies, ELA, and Math, including tools such as Nearpod, IXL, Vocabulary.com, Flocabulary, USA Test Prep (Progress Learning), Scholastic, Moby Max, Kuta Math Software, Kesler Science, Gimkit, and more, to strengthen academic programs while enriching and accelerating the curriculum.
9. Purchase additional instructional technology for Math, Science, Social Studies, and ELA, such as Chromebooks, iPads, and necessary repair equipment.
10. Allocate funds for technology upgrades and repairs, including those for Chromebooks and other devices.
11. Implement eHallPass software to help teachers maximize instructional time for student throughout the school

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

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

**Meeting the Needs of All Students:**

To address the needs of all students in our school, especially those at risk of not meeting challenging state academic standards, we will provide "Encore" Connections tutoring classes for Math and ELA (grades 6-8) and Science and Social Studies (grade 8 only). Our ELA and Math teachers will meet weekly for collaborative planning to review and revise lesson plans and share effective instructional strategies. Additionally, ELA and Math teachers will administer the STAR reading and math assessments each quarter and analyze the data to determine appropriate classroom interventions.

**Closing the Achievement Gap:**

In our efforts to close the achievement gap, regular education teachers, co-teachers, and the school based instructional coach will convene bi-weekly to collaboratively develop lesson plans that include daily scaffolding. This approach ensures that all students receive the necessary support for their academic success.

**STEM Initiatives:**

For our STEM (Science, Technology, Engineering, and Mathematics) initiative, the STEM team will communicate the certification expectations to all staff members. Our school will continue to offer students multiple opportunities for STEM competitions, summer camps, and field trips. The STEM team will also work to build the knowledge and skill necessary to achieve National STEM certification as well as work with their peers to help build a culture supportive of STEM education. Developing a culture of STEM education will support all teachers as they develop higher level thinking and problem-solving learning opportunities in real world scenarios that push all students as they grow and learn.

**Student Advisement and Counseling:**

We will conduct monthly student advisement lessons that incorporate the "Student Essentials" developed by the Carroll County School System for district-wide implementation. Furthermore, our school counselor will be available to all students as needed, either through self-referral, parent referral, or staff referral. The school counselor maintains an open-door policy. Students can self-refer by visiting Student Services with teacher permission and a pass. If the counselor is unavailable, students will be informed of her availability and provided with a return time. Faculty members can also refer students to the school counselor. Additionally, at the start of each school year, students select two Trusted Adults in the building to reach out to for quick problem-solving and emotional support.



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).

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 three additional members of our teaching staff become gifted certified and have the knowledge and schools to reach and challenge the gifted students they serve. During the 2023-2024 academic school year, Bowdon Middle School will also provide qualified eighth-grade students with the opportunity to enroll in Ninth Grade Physical Science and Enhanced Algebra 1 courses. This initiative allows students to start earning high school credit early.

Excitingly, for the upcoming 2023-2024 school year, Bowdon Middle School will introduce a "High School Readiness" night, an invaluable opportunity for eighth graders and their parents to gain essential insights into high school course options. This event will encompass discussions on dual enrollment and present the diverse College and Career pathway choices available through Carroll County Schools, including culinary arts, auto mechanics, and nursing.

Our commitment to future-focused opportunities extends beyond these initiatives, with students continually utilizing the Student Portal to monitor assignments and grades and actively participating in the annual Carroll County Future Focused Survey. The insights from this survey enrich their Student Led Conferences. Additionally, we

organize educational field trips, such as visits to West Georgia Technical College (6th grade), the University of West Georgia (7th grade), and the Carroll County College and Career Academy South (8th grade). In the spring, our eighth graders attend the 8th Grade Career Expo, engaging in three career presentations of their choice. Furthermore, throughout the school year, our students benefit from Future Focused Friday activities, featuring guest presenters from various career pathways.

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

**Positive Behavioral Interventions and Supports (PBIS):** Bowdon Middle School will continue to implement the Positive Behavioral Interventions and Supports (PBIS) program in the upcoming school year. The PBIS team dedicated the entire 2022-23 school year to reviewing student data, addressing areas of concern, and further developing and refining our PBIS values and expectations. Additionally, BMS will maintain its practice of reviewing and providing initial training to each teacher during pre-planning, ensuring that everyone is familiar with school-wide processes and procedures, school expectations, discipline procedures, and overall processes. In the first three days of school, our faculty will dedicate time to instructing our students on these expectations and the acknowledgment system. It is our commitment that each teacher consistently implements these program expectations. The PBIS team will regularly analyze self-developed data to fine-tune school procedures that promote positive behavior. We will utilize ink supplies and poster paper to promote PBIS schoolwide. Beginning in the 2023-2024 school year, Bowdon Middle School will also purchase the PBIS Rewards APP allowing teacher to acknowledge and recognize positive behaviors in classroom and throughout the school in order to maximize instruction time and build greater learning and growth.

**MTSS:** Our school will employ the Multi-Tier System of Supports (MTSS), formerly known as Response to Intervention (RTI), to ensure high-quality instruction and conduct universal screening of all students in general education classrooms. Struggling learners and those displaying at-risk behaviors will receive interventions tailored to different tier levels of intensity, aimed at accelerating their learning progress. As part of this tiered approach, we will provide weekly "Encore" tutoring sessions in ELA, Math, Science, and Social Studies, specifically for 8th-grade students. Progress monitoring will be used to assess both the learning rate and individual student performance levels.

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

**Facilitating Professional Learning Opportunities:** To support the ongoing development and improvement of instructional abilities among our faculty and staff, as well as their effective use of data to enhance student learning, Bowdon Middle School is committed to providing substitute teachers to facilitate attendance at professional learning opportunities.

**Professional Learning (PL) Opportunities:** We offer a range of PL opportunities for teachers, paraprofessionals, and other school personnel to enhance instruction and data utilization:

1. Teacher Keys Effectiveness System Orientation
2. "Capturing Kids' Hearts" training for additional staff
3. Depth of Knowledge (DOK) questioning and critical thinking training for certified staff through collegial planning
4. Monthly New Teacher Support training to assist and support our new educators
5. Leadership Development opportunities, including Aspiring Leaders training for two teachers
6. Gifted endorsement opportunities for three faculty members
7. Training on the "Impact Cycle" theories for key members of the BMS leadership team
8. District STEM Certification modules for new staff members
9. National STEM certification training for the school's STEM team
10. Weekly professional learning sessions conducted by our instructional specialist throughout the year
11. Wit and Wisdom PL for ELA teachers and Special Education Staff
12. Weekly grade level collegial planning sessions
13. Multi-tiered System of Supports (MTSS) training during pre-planning
14. Quarterly vertical planning sessions by academic department (full day)
15. Vector Training safety modules
16. Instructional Technology Professional Development conducted at BMS throughout the year
17. Collegial Planning Days directed by our school-based coach to review data, build resources, and gain skills and knowledge to enhance student learning.

v. 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 Teachers of the Month at our Red and Black meetings.
- Recognitions will be a part of our weekly Gathering sessions.
- We will incorporate team-building activities during our Teacher Work Days.
- Traditional activities, such as celebrating birthdays and cluster breakfasts, will continue to be a part of our culture.

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

N/A

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

At Bowdon Middle School, we place a strong emphasis on facilitating smooth transitions for our students as they progress through their academic journey.

**Elementary to Middle School Transition:** In the spring, we extend a warm welcome to all 5th-grade students from Bowdon Elementary by inviting them to visit Bowdon Middle School for an 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. Beginning in the 2023-2024 school year, Bowdon Middle School will begin offering a "High School Readiness Night." At this readiness night students and families will have the opportunity to hear about College and Career Academy options, JROTC opportunities, Dual Enrollment opportunities, class scheduling options, as well as have questions or concerns answered and addressed.

**Special Education Transition Services:** For students in need of Special Education services, our teachers and/or the In-School Coordinator actively participate in transitional meetings. These meetings serve the dual purpose of engaging in educational decisions and establishing familiarity with students who are transitioning to middle school or high school.



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

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

**Academic Opportunities for 8th Graders:** During the 2023-2024 academic school year, Bowdon Middle School will provide qualified eighth-grade students with the opportunity to enroll in Ninth Grade Physical Science and Enhanced Algebra 1 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 post-secondary and career preparation. Over the course of three years at Bowdon Middle School, students visit notable institutions such as West Georgia Technical College (6th grade), the University of West Georgia (7th grade), and the Carroll County College and Career Academy South (8th grade). Additionally, during the spring semester, our 8th-grade students attend the 8th Grade Career Expo, where they engage in three career presentations of their choice.

**Career Pathway Exploration:** Throughout the school year, Bowdon Middle School will host Future Focused Friday activities that feature guest presenters from various career pathways including a meteorologist from a local news station, Carroll County Fire and Rescue, and a variety of local entrepreneurs. These sessions provide students with real-world insights into potential career choices.

**Dual Enrollment Opportunities:** In preparation for high school, 8th-grade students meet with the school counselor during the second semester of each school year. These meetings are designed to discuss the possibility of dual enrollment options in high school. Dual Enrollment enables Bowdon High School students to complete college-level courses, earning both high school and college-level course credits simultaneously.

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

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

Bowdon Middle School's Title I Schoolwide Plan is a framework that is consistently implemented, closely monitored, and assessed. We rely on a wealth of data sources, including the State's annual Georgia Milestones Assessment, academic achievement indicators such as the STAR assessment, and district-developed common assessments. School administrators and teachers play an active role in collecting, analyzing, and interpreting data from these assessments, alongside classroom-based evaluations and other relevant sources. This comprehensive approach allows us to accurately gauge students' academic progress and pinpoint areas in need of improvement.

Our plan is tailored to address the specific needs of our students, especially those in subgroups requiring additional support. It outlines precise strategies and interventions, such as the use of a school based instructional coach or the purchase of EdTech tools, derived from this data-driven analysis. Regular reviews of the plan, conducted by the school leadership team, ensure the effective implementation of these strategies. Moreover, we continually evaluate the results achieved, making data-backed adjustments as needed.

By integrating data-driven insights into our schoolwide plan, Bowdon Middle School is empowered to make informed decisions that directly contribute to enhancing overall academic achievement and the success of our students, particularly those who require additional support.

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

Bowdon Middle School's Leadership Team as well as grade level teams meet biweekly throughout the school year to engage in discussions and collaborative planning that impact the school. These meetings serve as a platform for the team to review and assess school wide and grade specific data as well as our Title I and school improvement plans and their alignment with our school improvement initiatives.

These discussions encompass a wide range of topics, including areas of success and those in need of improvement. We delve into both leading and lagging data associated

with both individuals and the entire grade level or student body, all of which are tied to the State of Georgia's challenging academic standards. This includes a comprehensive analysis of classroom assessment data, STAR (Renaissance) assessment data, district-developed common assessment data, as well as valuable insights from the Georgia Milestones Assessment results from the 2022-2023 school year.

Our teacher as well as school administrators ensure the full implementation of our plan and its positive impact on student growth and learning. We firmly believe in a collaborative approach that encourages transparency and accountability at all levels of our school.

Additionally, during the school's leadership advance meeting in the summer of 2024, the team will continue to review and discuss this data. This reflective process extends to evaluating both the successful and unsuccessful aspects of the plan. These insights will guide us in making necessary changes and improvements, ultimately enhancing our strategies for the upcoming school year.

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

As mentioned above, the Bowdon Middle School Schoolwide plan undergoes regular revisions to facilitate continuous improvement in student growth and learning. Both school administrators and teachers routinely gather and analyze data on student performance from sources such as STAR assessments, district developed common assessments, classroom assessments, and instructional programs such as i-ready to assess the effectiveness of instructional strategies. School administrators also solicit feedback from teachers, parents, and students themselves. This ongoing assessment helps identify areas where the plan may need adjustment. When necessary, revisions are made to address emerging challenges, accommodate changing student needs, and align the plan with district initiatives. These changes are developed through the school leadership team with input of teachers, parents and students as needed. This approach ensures that the Schoolwide plan remains a responsive and adaptable framework, ultimately driving the school's mission to provide a premier learning environment to inspire and empower all students to reach their personal best.

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

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

Each year Bowdon Middle School updates its written Parental and Family Engagement Plan with input from parents and stakeholders of the school. Parents and stakeholders of the school were provided with opportunities to give input and feedback regarding the school wide plan, budgets, and the family engagement plan throughout their development. The family engagement plan discusses Bowdon Middle's efforts to involve families in their student's education as well as activities that will achieve district and student academic achievement goals. The plan is made available and distributed to families, stakeholders, and the local community in a variety of ways including sending a paper copy home with students and posting the plan on the Bowdon Middle School's website. The plan is available in both English and Spanish in an understandable and uniform format and is accessible in both languages on the school website and in the parenting center of Bowdon Middle School. The plan is also sent home with each student in the school within the first month of school. As needed throughout the school year, the plan is updated to meet the changing needs of parents, students, and the school.

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

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

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

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

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

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

**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.

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

Evidence-Based Intervention	List Subject: Math, Reading, or Other Subjects	Statistically significant effect on improving student outcomes or other relevant outcomes based on: Check one				Resource (Attach)
		Strong Evidence	Moderate Evidence	Promising Evidence	Rationale Evidence	
Intervention Specialist/Instructional Coach	System: Professional Learning Set Aside	X				Yoon, K. S., Duncan, T., Lee, S. W. Y., Scarloss, B., & Shapley, K. L. (2007). Reviewing the evidence on how teacher professional development affects student achievement.
Nearpod	All content areas		X			McKay, L. & Ravenna, G. (2016). Nearpod and the Impact on Progress Monitoring. Cal State TEACH at CSU Fullerton, vol. 27 (1), p. 23.
IXL	All Content Areas		X			An, X. (2021). <i>Measuring the impact of IXL Math and IXL Language Arts in Kentucky schools</i> . Research Report. <a href="https://www.ixl.com/research/Impact-of-IXL-in-Kentucky.pdf">https://www.ixl.com/research/Impact-of-IXL-in-Kentucky.pdf</a> .
Progress Learning (USATestPrep)	All Content Areas	X				Elom, R. D. (2017). Increasing Inclusive Students' Achievement Through Use of USATestPrep's Integrated Learning Systems (Doctoral dissertation, Walden University).
Renaissance Learning (STAR Reading & Math)	Reading/Math			X		<b>Reading:</b> Van Norman, E. R., Nelson, P. M., & Parker, D. C. (2017). Technical adequacy of growth estimates from a computer adaptive test: Implications for progress monitoring. <i>School</i>

						<p><i>Psychology Quarterly</i>, 32(3), 379.</p> <p><b>Math:</b> Ysseldyke, J., &amp; Bolt, D. M. (2007). Effect of technology-enhanced continuous progress monitoring on math achievement. <i>School Psychology Review</i>, 36(3), 453-467.</p>
MobyMax	Math & Language	X				<p>Doster, H., &amp; Cuevas, J. (2021). Comparing Computer-Based Programs' Impact on Problem Solving Ability and Motivation. <i>International Journal on Social and Education Sciences</i>, 3(3), 457-488.</p>
Gimkit	All Content Areas	x				<p>Hamari, J., Koivisto, J., &amp; Sarsa, H. (2014). Does gamification work?--a literature review of empirical studies on gamification. 2014 47th Hawaii international conference on system sciences (pp. 3025-3034).</p>
eHallPass	All Content Area				X	<p>Leonard, L. J. (1999). Towards Maximizing Instructional Time: The Nature and Extent of Externally-Imposed Classroom Interruptions. <i>Journal of School Leadership</i>, 9(5), 454-474.  <a href="https://doi.org/10.1177/105268469900900506">https://doi.org/10.1177/105268469900900506</a></p>
PBIS Rewards	All Content Areas	x				<p>Simonsen, B., Fairbanks, S., Briesch, A., Myers, D., &amp; Sugai, G. (2008). Evidence-based practices in classroom management: Considerations for research to practice. <i>Education and Treatment of Children</i>, 31(3), 351-380.</p>

32 iPads to utilize EdTech tools	All Content Areas		x			Hui Yong Tay   Shuyan Wang (Reviewing Editor) (2017) Longitudinal study on impact of iPad use on teaching and learning, Cogent Education, 3:1, DOI: <a href="https://doi.org/10.1080/2331186X.2015.1127308">10.1080/2331186X.2015.1127308</a>
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### **Title I Budget Crosswalk**

List all expenditures in your Title I Budget and specify the page where it is located. You should only include items you are purchasing with the FY 24 Title I Budget.

<b>Expenditure</b>	<b>Page in SWP</b>	<b>Level of Evidence</b>
School based Academic Coach	2, 9, 10, 11, 13, 16, 20, 25	Strong
Family Engagement Coordinator	2	Strong
NearPod	10, 12, 25	Moderate
IXL	3, 10, 12, 25	Moderate
Progress Learning	3, 10, 12, 25	Moderate
Renaissance	3, 10, 21, 25	Promising
Moby Max	10, 12, 26	Strong
Gimkit	10, 12, 26	Strong
eHallPass	12, 26	Rationale
PBIS	15, 26	Strong
iPads	12, 27	Moderate



### 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

\*\*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

10/3/23  
\_\_\_\_\_  
Date

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

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

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

\_\_\_\_\_  
Date

\_\_\_\_\_  
Superintendent

\_\_\_\_\_  
Date



**BMS Strategic Improvement Plan 2023-24**  
**07/01/2023 - 06/30/2024**

## Plan Outline

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### Our Mission, Vision, Purpose & Commitments

#### Vision

Carroll County Schools will be recognized as a **premier** school district.

#### Mission

Carroll County Schools empowers students to graduate ready to be **enrolled, enlisted, or employed, and engaged** in their community.

#### Purpose

Carroll County Schools is committed to **positively changing lives**.

#### Vision Commitments

Carroll County Schools will be recognized as a premier school system by:

- **Focusing on Learning**
- **Creating Future Focused Mindsets**
- **Pursuing Premier Experiences**
  - **Maximizing Our Talent**
- **Serving Our Communities**

## Plan Outline

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### I. Strategic Goal Area: Student Achievement

#### A. Performance Objective: Improve Student Learning

##### i. Initiative: Academic Improvement Initiative

- a. Action Step: Review FY23 STAR and GMAS results with grade level, content teachers during preplanning
- b. Action Step: Provide professional learning for ELA teachers in the first month of school for standards-based depth of knowledge.
- c. Action Step: Implement mock writing assessments three times a year with Assesslets.
- d. Action Step: Collaborate with ELA teachers and school-based coach weekly for SEATS lesson plans including spiral reviews in Illuminate.
- e. Action Step: Schedule monthly vertical ELA meetings to discuss teacher practice, student work, and student learning.
- f. Action Step: Schedule collaborative ELA vertical meetings at the end of each nine weeks to refine and adjust lesson planning.
- g. Action Step: Utilize homeroom time for standards-based literacy interventions with i-READY lessons twice a week.
- h. Action Step: Execute "One School, One Book" program at BMS to promote literacy and stakeholder engagement

##### ii. Initiative: Curriculum & Instruction Initiative

- a. Action Step: Continue to implement the use of EdTech tools and progress monitoring software in classrooms( e.g. IXL, STAR, MobyMax, NearPod, Progress Learning, Illuminate & Gimkit) to increase skill acquisition or identify student need for additional support or acceleration.
- b. Action Step: Continue monthly vertical math meetings of Grades 6-8, Math Connections, and Instructional Coach to review/revise plans, share best practices and to identify prerequisite skills to be taught in the Connections Math class.
- c. Action Step: Provide professional learning opportunities for science and social studies during collegial planning on reading comprehension standards-based questioning.
- d. Action Step: Utilize (weekly) and review (monthly) literacy strategies in ELA, science, and social studies.
- e. Action Step: Review 4Cs expectations and ELEOT observation tool expectations for all staff by the end of August.
- f. Action Step: Provide additional opportunities, including collegial planning, to review and unpack new math standards.
- g. Action Step: Schedule library research lessons for science and social studies once a nine weeks on content-specific standards.
- h. Action Step: Provide ongoing collaborative planning for new staff with instructional coach

## **Plan Outline**

i. Action Step: Continue to review STAR and district assessment data among grade level teachers during SuPeRs after each STAR administration.

### **B. Performance Objective: Increase Student Success**

#### **i. Initiative: Future-focused Awareness Initiative**

a. Action Step: Continue monthly advisement lessons focusing on BRIDGE bill (career assessment and Individual Graduation Plan), life skills, financial literacy, and high school requirements.

b. Action Step: Execute the Carroll County Future Focused Survey.

c. Action Step: Students will continue to complete Infinite Campus future focused planning questions to be presented during Student Led Conferences.

d. Action Step: Host an 8th Grade High School Readiness Night to review the 4-E's and prepare students and parents for high school protocols (schedules, grading, GPA, attendance) and opportunities (CCA, JROTC, WBL, dual enrollment, extracurriculars, etc).

e. Action Step: Continue to provide future focused opportunities, such as tours of WGTC (6th), UWG (7th) CCA South, the 8th Grade Career Expo (8th), and career exploration activities..

f. Action Step: Utilize digital tracking sheet and Student Portal for assessments, assignments and current grades.

g. Action Step: Offer transition events for rising 6th and 9th graders.

h. Action Step: Implement 8th grade Tour of Georgia field trip Spring 2024

i. Action Step: Work with the high school to explore FFA (Future Farmers of America) options for BMS students.

#### **ii. Initiative: Learning Support Initiative**

a. Action Step: Provide Encore tutoring classes for ELA, Math & 8th grade Science/Social Studies

b. Action Step: Implement resource reading for grades 6-8

c. Action Step: Utilize homeroom time for i-Ready lessons on remediation/acceleration

## **II. Strategic Goal Area: Stakeholder Engagement & Loyalty**

### **A. Performance Objective: Create a Premier School Experience**

#### **i. Initiative: Climate & Culture Initiative**

a. Action Step: Develop and utilize a school climate calendar, fostering a positive school environment for students, staff, and other stakeholders.

b. Action Step: Continue to utilize a Social Emotional Wellness (SEW) plan based on Capturing Kids Hearts training.

c. Action Step: Promote equity, diversity, and inclusivity within the school environment.

d. Action Step: Utilize PBIS Rewards program to track student reinforcement of positive behavior at BMS.

## Plan Outline

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Identify areas of strength and opportunity

ii. Initiative: Opportunities Initiative

- a. Action Step: Offer high school level courses, including Algebra I and 9th Grade Physical Science.
- b. Action Step: Provide opportunities for students to participate in band at the high school level and compete in region and state band competitions.
- c. Action Step: Provide opportunities for academic/STEM competitions including Young Georgia Authors, Science Bowl, Technology Fair, etc.
- d. Action Step: Provide an advanced art class in 7th and 8th grades, with an opportunity to be invited as a member of the National Junior Art Honor Society.
- e. Action Step: Work with the high school to explore FFA (Future Farmers of America) options for BMS students including Club Day, Farm Day, FFA trip, etc.
- f. Action Step: Reinstate Bowdon pageant; expand to combine Elementary, Middle and High School participants

B. Performance Objective: Ensure Stakeholder Engagement

i. Initiative: Communication & Community Relations Initiative

- a. Action Step: Develop HS Readiness Night program for parents (Fall) to preview opportunities
- b. Action Step: Increase parent communication through Infinite Campus 2.0
- c. Action Step: Promote cluster theme in a variety of ways throughout the year #builtbybowdon (tshirts, bracelets, social media, magnets)
- d. Action Step: Increase stakeholder communication (athletics, fine arts, school events, etc.)

## III. Strategic Goal Area: Organizational & Operational Excellence

A. Performance Objective: Maintain Productive Operational Practices

i. Initiative: Management Initiative

- a. Action Step: Update the BMS School Safety Plan to include new staff and Safety Summit data.
- b. Action Step: Utilize counselors and school administrators to provide grade level lesson on bullying prevention.
- c. Action Step: School Safety Team will attend District Safety Summit in July 2023.
- d. Action Step: Safety Team Leader will provide all staff training on Centegix alert system, SHIELD system, and staff roles during emergencies.
- e. Action Step: Engage in quarterly safety committee meetings to review and update plan as needed.
- f. Action Step: Counselor will continue with suicide prevention program: Every student will choose two trusted adults by the end of the first nine weeks.
- g. Action Step: Utilize eHallPass software to implement safety protocols throughout the school

## Plan Outline

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### B. Performance Objective: Practice Organizational Stewardship

#### i. Initiative: Stewardship Initiative

- a. Action Step: Purchase iPad devices for student engagement in app based activities - gamification, digital art, tech development/computer science, coding and digital resources (i.e. Desmos for Math)
- b. Action Step: Replace carpet in Media Center/Media Lab
- c. Action Step: Replace two classrooms with carpet with tile.
- d. Action Step: Replace carpet in BMS Data Room
- e. Action Step: Pressure wash roofs and building exterior
- f. Action Step: Resurface BMS track
- g. Action Step: Upgrade/replace chromebooks out of warranty
- h. Action Step: Replace commons area stair tread to black.
- i. Action Step: Paint remaining door frames and trim throughout the building.
- j. Action Step: Complete main entrance signage and office upgrade
- k. Action Step: Meet with bookkeeper monthly to review financial records/processes
- l. Action Step: Replace 8 air conditioners (4 on 6th, 4 on 7th and 1 on 8th hallways)
- m. Action Step: Invest in student chair replacement
- n. Action Step: Finish replacing hallway tiles to BMS colors through a Partner in Education.

## IV. Strategic Goal Area: Continuous Improvement

### A. Performance Objective: Attract, Develop & Retain Talent

#### i. Initiative: Personnel Initiative

- a. Action Step: Develop and implement a Teacher Induction calendar for timely and appropriate PL.
- b. Action Step: Utilize the Eleot observation tool to determine professional development needs.
- c. Action Step: Provide leadership development opportunity (Aspiring Leaders) for 2 teachers.
- d. Action Step: Provide gifted endorsement opportunity to 3 faculty members
- e. Action Step: Train on and implement the "Impact Cycle" theories at BMS
- f. Action Step: Develop and implement a professional learning plan

### B. Performance Objective: Build a Performance Culture

#### i. Initiative: Continuous Improvement Initiative

- a. Action Step: Select and train school level certification team for National STEM Certification.
- b. Action Step: All new teachers to BMS will complete CCSS STEM Modules.



## **Plan Outline**

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- c. Action Step: Implement vertical alignment processes for middle and high school football
- d. Action Step: Implement Computer Science connections course for grades 6-8
- e. Action Step: Continue Bowdon Cluster Art Showcase