



2020-2021

**Bowdon Elementary School**

**Title I School Wide Plan**

Revision Date 08/31/2020

Approval Date 09/02/2020



Carroll County Schools

School wide Plan

## COMPREHENSIVE NEEDS ASSESSMENT

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

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

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

The staff members listed below were involved were disaggregating data, analyzing data, reviewing perception data, creating the plan, receiving feedback from the plan, revising the plan, team meetings, discussions, redelivery to teams, monitoring of the progress of the plan, posting/reviewing data in the data room, continuous review of the plan, and communicating the plan to other stakeholders of BES. The team met once during the summer for an all-day planning session, this day was under the direction of Mrs. Jennifer Shirley. In addition, the team will continue to meet on the first Thursday of each month throughout the school year to ensure we are progressing with the plan.

**Reading:** Students continue to struggle with phonics and reading comprehension. The 2019 GA Milestone Scores in grade 3 and 4 supported an increase of understanding but still need further development to have the majority of students scoring proficient. The 2019 GA Milestone scores in 5<sup>th</sup> grade need immediate attention in the area of context clues, and reading comprehension. The data indicates that reading is the greatest area of need at BES.

**Math:** The trend of the data in math is improving for math with the use of the current strategies. However, growth is still needed K-5 with number sense and operations. The 2019 STAR math scores showed need for increase rigor in 1<sup>st</sup> and 3<sup>rd</sup> grade math.

**Science:** The data support that science improved from last year but still lacks the growth needed to have the majority of students proficient in science concepts. Further development is needed in science in K-5.

**Social Studies:** Is the lowest performing area for BES. Scores indicate there is an immediate need in 5<sup>th</sup> grade. This need is also evident in grades K-4. There is a great need for reading to be taught through social studies concepts as much as possible.

**Writing:** Writing showed pockets of improvement. Overall there is a great need to focus on Narrative, Opinion, and Informational writing using rubrics and student conferences to further develop writing in all grades.

**Discipline:** The discipline data indicated a decrease in the number of referrals from 2018-2020. The needs assessment indicated a need for continued classroom behavior supports and student to student interaction.

**Attendance:** Attendance data was consistent with the data from the previous year, with only a fraction of increase in number of students missing 15 days or more.

**Survey Data:** Surveys were given to students, staff and parents during February and March of 2020. The data indicated a need to focus on student to student discipline and interaction.

Due to current health epidemic we will work with our current team to review and introduce the 2020-2021 school improvement plan. BES administration selects each team member to represent different grades and supports within the school and they are responsible for working their team as

well as on-going progress monitoring towards each initiative. Leadership meetings will also be held to further discuss the plan for the most effective implementation. Committee chairs will also be guided to their committee responsibility toward the success of our plan through a meeting with administration. All staff will frequently be informed of progress with our plan through team members sharing information as well as minutes that are sent electronically to all faculty and staff after all committee meetings.

BES leadership team uses analysis of perception data and academic data. This data includes, but is not limited to: 2019 GA Milestones in all content areas, STAR Assessments in Reading and Math, perception, attendance and discipline data. All data is analyzed in a plus / delta fashion. The positives are shared and celebrated. The opportunities are explored deeper to determine the strategies needed to help find grow in these areas. From here initiatives and action steps are developed to ensure success in the areas identified.

**Comprehensive Needs Assessment Planning Committee**

**(Can use the Summer School Improvement Planning Meeting with Jennifer Shirley)**

Name	Role
Lorie Teal	Principal
Ginny Edwards	Principal
Amanda Vick	Parent
Heather McIntyre	5 <sup>th</sup> Grade
Noelle Jones	4 <sup>th</sup> Grade
Pat Browning	3 <sup>rd</sup> Grade
Kathy Estes	2 <sup>nd</sup> Grade
Casey Loveless	1 <sup>st</sup> Grade
Lindsay Rogers	Kindergarten
Cindy Wilson	Parent Coordinator
Leigh Dean	SPED Support
Sharanda Keith	Counselor
Rebekah Phillips	Coach
Melody Ralston	Paraprofessional

<b>Academic Achievement Data Collection</b> <b>Add Documentation for the Data Tools in Appendix 3</b>		
Instrument Used	Content Area	Process/Procedure
<b>EX: Star Reading</b>	<b>ELA</b>	<b>How it was used to determine at risk students</b>
STAR Reading	Reading	<a href="#">Student Data Profile Sheet</a>
STAR Math	Math	<a href="#">Student Data Profile Sheet</a>
IXL Reading, Math	Reading and Math	Teacher Data Notebook Math & ELA
Learning A-Z	Reading	Teacher Data Portal
Eureka Math	Math	Teacher Data Portal
Wit and Wisdome	ELA	Teacher Data Portal
Infinite Campus	Attendance	Student Grades
Survey Tool	Perception Data	Survey Data Results
Lexia	Reading	Teacher Data Portal
Dreambox Learning	Math	Teacher Data Portal

\*Please add all data supporting the instruments, processes, and procedures used to determine at-risk students in the **Data Collection Section** of the Appendix.

## SCHOOLWIDE REFORM STRATEGIES

- II.** School wide Reform Strategies Sec. 1114(b)(7)(A)(i-iii) that the school will be implementing to address school needs, including a description of how such strategies will
- A. Provide opportunities **for all children**, including each of the **subgroups of students** (economically disadvantaged students, students from major racial and ethnic groups, children with disabilities and English learners [Sec 1111(c)(2)]) to meet the challenging State academic standards;
  - B. Use **methods and instructional strategies** that strengthen the academic program in the school, increase the amount and quality of learning time, and help provide an enriched and accelerated curriculum, which may include programs, activities, and courses necessary to provide a well-rounded

*Please see the Appendix for CCRPI Report and CCSS Data Profile Sheet*

## Math

Subgroup by grade level	Methods and Instructional Strategies to Strengthen Academic Program (Specify grade level if interventions is not applicable to all grade levels)	Resource (Local, Title I, Title III, Title IV, IDEA, Other)
<b>Economically Disadvantaged</b>		
<b>3rd</b>	Tutoring during the day, collegial/common planning collegial/common planning for staff, technology integration teaching best practices, use of computer software for instruction to include: Renaissance, Math IXL, Eureka (Great Mind Learn), Flocabulary, Dream Box, Ed Puzzle, PL Courses, STEM Class, STEAM Lab, Illuminate, Collegial Common Planning	Title I, II, IV Local
<b>4th</b>	Tutoring during the day, collegial/common planning collegial/common planning for staff, technology integration teaching best practices, use of computer software for instruction to include: Renaissance, Math IXL, Eureka (Great Mind Learn), Flocabulary, Dream Box, Ed Puzzle, PL Courses, STEM Class, STEAM Lab, Illuminate, Collegial Common Planning	Title I, II, IV Local
<b>5th</b>	Tutoring during the day, collegial/common planning collegial/common planning for staff, technology integration teaching best practices, use of computer software for instruction to include: Renaissance, Math IXL, Eureka (Great Mind Learn), Flocabulary, Dream Box, Ed Puzzle, PL Courses, STEM Class, STEAM Lab, Illuminate, Collegial Common Planning	Title I, II, IV Local
<b>White</b>		
<b>3rd</b>	Tutoring during the day, collegial/common planning collegial/common planning for staff, technology integration teaching best practices, use of computer software for instruction to include: Renaissance, Math IXL, Eureka (Great Mind Learn), Flocabulary, Dream Box, Ed Puzzle, PL Courses, STEM Class, STEAM Lab, Illuminate, Collegial Common Planning	Title I, II, IV Local
<b>4th</b>	Tutoring during the day, collegial/common planning collegial/common planning for staff, technology integration teaching best practices, use of computer software for instruction to	Title I, II, IV Local



	include: Renaissance, Math IXL, Eureka (Great Mind Learn), Flocabulary, Dream Box, Ed Puzzle, PL Courses, STEM Class, STEAM Lab, Illuminate, Collegial Common Planning	
<b>5th</b>	Tutoring during the day, collegian/common planning collegial/common planning for staff, technology integration teaching best practices, use of computer software for instruction to include: Renaissance, Math IXL, Eureka (Great Mind Learn), Flocabulary, Dream Box, Ed Puzzle, PL Courses, STEM Class, STEAM Lab, Illuminate, Collegial Common Planning	Title I, II, IV Local
<b>Black</b>		
<b>3rd</b>	Tutoring during the day, collegian/common planning collegial/common planning for staff, technology integration teaching best practices, use of computer software for instruction to include: Renaissance, Math IXL, Eureka (Great Mind Learn), Flocabulary, Dream Box, Ed Puzzle, PL Courses, STEM Class, STEAM Lab, Illuminate, Collegial Common Planning	Title I, II, IV Local
<b>4th</b>	Tutoring during the day, collegian/common planning collegial/common planning for staff, technology integration teaching best practices, use of computer software for instruction to include: Renaissance, Math IXL, Eureka (Great Mind Learn), Flocabulary, Dream Box, Ed Puzzle, PL Courses, STEM Class, STEAM Lab, Illuminate, Collegial Common Planning	Title I, II, IV Local
<b>5th</b>	Tutoring during the day, collegian/common planning collegial/common planning for staff, technology integration teaching best practices, use of computer software for instruction to include: Renaissance, Math IXL, Eureka (Great Mind Learn), Flocabulary, Dream Box, Ed Puzzle, PL Courses, STEM Class, STEAM Lab, Illuminate, Collegial Common Planning	Title I, II, IV Local
<b>Hispanic</b>		
<b>3rd</b>	Tutoring during the day, collegian/common planning collegial/common planning for staff, technology integration teaching best practices, use of computer software for instruction to include: Renaissance, Math IXL, Eureka (Great Mind Learn), Flocabulary, Dream Box, Ed	Title I, II,III, IV Local

	Puzzle, PL Courses, STEM Class, STEAM Lab, Illuminate, Collegial Common Planning	
<b>4th</b>	Tutoring during the day, collegian/common planning collegial/common planning for staff, technology integration teaching best practices, use of computer software for instruction to include: Renaissance, Math IXL, Eureka (Great Mind Learn), Flocabulary, Dream Box, Ed Puzzle, PL Courses, STEM Class, STEAM Lab, Illuminate, Collegial Common Planning	Title I, II, III, IV Local
<b>5th</b>	Tutoring during the day, collegian/common planning collegial/common planning for staff, technology integration teaching best practices, use of computer software for instruction to include: Renaissance, Math IXL, Eureka (Great Mind Learn), Flocabulary, Dream Box, Ed Puzzle, PL Courses, STEM Class, STEAM Lab, Illuminate, Collegial Common Planning	Title I, II,III, IV Local
<b>American Indian/Alaskan</b>		
<b>3rd</b>	Too Few Students	
<b>4th</b>	Too Few Students	
<b>5th</b>	Too Few Students	
<b>Asian/Pacific Islander</b>		
<b>3rd</b>	Too Few Students	
<b>4th</b>	Too Few Students	
<b>5th</b>	Too Few Students	
<b>Multi-Racial</b>		
<b>3rd</b>	Tutoring during the day, collegian/common planning collegial/common planning for staff, technology integration teaching best practices, use of computer software for instruction to include: Renaissance, Math IXL, Eureka (Great Mind Learn), Flocabulary, Dream Box, Ed Puzzle, PL Courses, STEM Class, STEAM Lab, Illuminate, Collegial Common Planning	Title I, II, IV Local
<b>4th</b>	Tutoring during the day, collegian/common	Title I, II, IV Local

	planning collegial/common planning for staff, technology integration teaching best practices, use of computer software for instruction to include: Renaissance, Math IXL, Eureka (Great Mind Learn), Flocabulary, Dream Box, Ed Puzzle, PL Courses, STEM Class, STEAM Lab, Illuminate, Collegial Common Planning	
<b>5th</b>	Tutoring during the day, collegian/common planning collegial/common planning for staff, technology integration teaching best practices, use of computer software for instruction to include: Renaissance, Math IXL, Eureka (Great Mind Learn), Flocabulary, Dream Box, Ed Puzzle, PL Courses, STEM Class, STEAM Lab, Illuminate, Collegial Common Planning	Title I, II, IV Local
<b>English Learners</b>		
<b>3rd</b>	Tutoring during the day, collegian/common planning collegial/common planning for staff, technology integration teaching best practices, use of computer software for instruction to include: Renaissance, Math IXL, Eureka (Great Mind Learn), Flocabulary, Dream Box, Ed Puzzle, PL Courses, STEM Class, STEAM Lab, Illuminate, Collegial Common Planning	Title I, II, III, IV Local
<b>4th</b>	Tutoring during the day, collegian/common planning collegial/common planning for staff, technology integration teaching best practices, use of computer software for instruction to include: Renaissance, Math IXL, Eureka (Great Mind Learn), Flocabulary, Dream Box, Ed Puzzle, PL Courses, STEM Class, STEAM Lab, Illuminate, Collegial Common Planning	Title I, II, III, IV Local
<b>5th</b>	Tutoring during the day, collegian/common planning collegial/common planning for staff, technology integration teaching best practices, use of computer software for instruction to include: Renaissance, Math IXL, Eureka (Great Mind Learn), Flocabulary, Dream Box, Ed Puzzle, PL Courses, STEM Class, STEAM Lab, Illuminate, Collegial Common Planning	Title I, II, III, IV Local,

## ELA

Subgroup by grade level	Methods and Instructional Strategies to Strengthen Academic Program  (Specify grade level if interventions is not applicable to all grade levels)	Resource (Local, Title I, Title III, Title IV, IDEA, Other)
<b>Economically Disadvantaged</b>		
3rd	Tutoring during the day, collegial planning for staff, technology integration teaching best practices, Use of computer software for instruction to include: (Renaissance, Reading, IXL, Reading A-Z, Wit and Wisdom, Flocabulary, Lexia, STEM instruction, Ed Puzzle, strategies from PL courses, and Illuminate.	Title 1, II, III, and Local
4th	Tutoring during the day, collegial planning for staff, technology integration teaching best practices, Use of computer software for instruction to include: (Renaissance, Reading, IXL, Reading A-Z, Wit and Wisdom, Flocabulary, Lexia, STEM instruction, Ed Puzzle, strategies from PL courses, and Illuminate.	Title 1, II, III, and Local
5th	Tutoring during the day, collegial planning for staff, technology integration teaching best practices, Use of computer software for instruction to include: (Renaissance, Reading, IXL, Reading A-Z, Wit and Wisdom, Flocabulary, Lexia, STEM instruction, Ed Puzzle, strategies from PL courses, and Illuminate.	Title 1, II, III, and Local
<b>White</b>		
3rd	Tutoring during the day, collegial planning for staff, technology integration teaching best practices, Use of computer software for instruction to include: (Renaissance, Reading, IXL, Reading A-Z, Wit and Wisdom, Flocabulary, Lexia, STEM instruction, Ed Puzzle, strategies from PL courses, and Illuminate.	Title 1, II, III, and Local
4th	Tutoring during the day, collegial planning for	Title 1, II, III, and Local

	staff, technology integration teaching best practices, Use of computer software for instruction to include: (Renaissance, Reading, IXL, Reading A-Z, Wit and Wisdom, Flocabulary, Lexia, STEM instruction, Ed Puzzle, strategies from PL courses, and Illuminate.	
<b>5th</b>	Tutoring during the day, collegial planning for staff, technology integration teaching best practices, Use of computer software for instruction to include: (Renaissance, Reading, IXL, Reading A-Z, Wit and Wisdom, Flocabulary, Lexia, STEM instruction, Ed Puzzle, strategies from PL courses, and Illuminate.	Title 1, II, III, and Local
<b>Black</b>		
<b>3rd</b>	Tutoring during the day, collegial planning for staff, technology integration teaching best practices, Use of computer software for instruction to include: (Renaissance, Reading, IXL, Reading A-Z, Wit and Wisdom, Flocabulary, Lexia, STEM instruction, Ed Puzzle, strategies from PL courses, and Illuminate.	Title 1, II, III, and Local
<b>4th</b>	Tutoring during the day, collegial planning for staff, technology integration teaching best practices, Use of computer software for instruction to include: (Renaissance, Reading, IXL, Reading A-Z, Wit and Wisdom, Flocabulary, Lexia, STEM instruction, Ed Puzzle, strategies from PL courses, and Illuminate.	Title 1, II, III, and Local
<b>5th</b>	Tutoring during the day, collegial planning for staff, technology integration teaching best practices, Use of computer software for instruction to include: (Renaissance, Reading, IXL, Reading A-Z, Wit and Wisdom, Flocabulary, Lexia, STEM instruction, Ed Puzzle, strategies from PL courses, and Illuminate.	Title 1, II, III, and Local
<b>Hispanic</b>		
<b>3rd</b>	Tutoring during the day, collegial planning for staff, technology integration teaching best	Title 1, II, III, and Local

	practices, Use of computer software for instruction to include: (Renaissance, Reading, IXL, Reading A-Z, Wit and Wisdom, Flocabulary, Lexia, STEM instruction, Study Dog, Ed Puzzle, strategies from PL courses, and Illuminate.	
<b>4th</b>	Tutoring during the day, collegial planning for staff, technology integration teaching best practices, Use of computer software for instruction to include: (Renaissance, Reading, IXL, Reading A-Z, Wit and Wisdom, Flocabulary, Lexia, STEM instruction, Study Dog, Ed Puzzle, strategies from PL courses, and Illuminate.	Title 1, II, III, and Local
<b>5th</b>	Tutoring during the day, collegial planning for staff, technology integration teaching best practices, Use of computer software for instruction to include: (Renaissance, Reading, IXL, Reading A-Z, Wit and Wisdom, Flocabulary, Lexia, STEM instruction, Study Dog, Ed Puzzle, strategies from PL courses, and Illuminate.	Title I, II, III, IV, Local
<b>American Indian/Alaskan</b>		
<b>3rd</b>	Too Few Students	
<b>4th</b>	Too Few Students	
<b>5th</b>	Too Few Students	
<b>Asian/Pacific Islander</b>		
<b>3rd</b>	Too Few Students	
<b>4th</b>	Too Few Students	
<b>5th</b>	Too Few Students	
<b>Multi-Racial</b>		
<b>3<sup>rd</sup></b>	Tutoring during the day, collegial planning for staff, technology integration teaching best practices, Use of computer software for instruction to include: (Renaissance, Reading, IXL, Reading A-Z, Wit and Wisdom, Flocabulary, Lexia, STEM instruction, Ed Puzzle, strategies from PL courses, and	Title I, II, IV, Local

	Illuminate.	
<b>4th</b>	Tutoring during the day, collegial planning for staff, technology integration teaching best practices, Use of computer software for instruction to include: (Renaissance, Reading, IXL, Reading A-Z, Wit and Wisdom, Flocabulary, Lexia, STEM instruction, Ed Puzzle, strategies from PL courses, and Illuminate.	Title I, II, IV, Local
<b>5th</b>	Tutoring during the day, collegial planning for staff, technology integration teaching best practices, Use of computer software for instruction to include: (Renaissance, Reading, IXL, Reading A-Z, Wit and Wisdom, Flocabulary, Lexia, STEM instruction, Ed Puzzle, strategies from PL courses, and Illuminate.	Title I, II, IV, Local,
<b>English Learners</b>		
<b>3<sup>rd</sup></b>	Tutoring during the day, collegial planning for staff, technology integration teaching best practices, Use of computer software for instruction to include: (Renaissance, Reading, IXL, Reading A-Z, Wit and Wisdom, Flocabulary, Lexia, Ed Puzzle, STEM instruction, Study Dog, strategies from PL courses, and Illuminate.	Title I, II, IV, Local
<b>4th</b>	Tutoring during the day, collegial planning for staff, technology integration teaching best practices, Use of computer software for instruction to include: (Renaissance, Reading, IXL, Reading A-Z, Wit and Wisdom, Flocabulary, Lexia, Ed Puzzle, STEM Instruction, Study Dog, strategies from PL courses, and Illuminate.	Title I, II, IV, Local
<b>5th</b>	Tutoring during the day, collegial planning for staff, technology integration teaching best practices, Use of computer software for instruction to include: (Renaissance, Reading, IXL, Reading A-Z, Wit and Wisdom, Flocabulary, Lexia, Ed Puzzle, STEM instruction, Study Dog, strategies from PL courses, and Illuminate.	Title I, II, IV, Local,

<b>Science</b>		
<b>Subgroup by grade level</b>	<b>Methods and Instructional Strategies to Strengthen Academic Program</b>  (Specify grade level if interventions is not applicable to all grade levels)	<b>Resource</b> (Local, Title I, Title III, Title IV, IDEA, Other)
<b>Economically Disadvantaged</b>		
<b>5th</b>	Tutoring during the day for reading non-fiction, collegial planning for staff, technology integration teaching best practices, Use of computer software for instruction to include: STEM, Renaissance, Generation Genius, Learning A to Z, Ed Puzzle, Flocabulary, Illuminate, PL courses and texts.	Title I, II, IV, Local,
<b>White</b>		
<b>5th</b>	Tutoring during the day for reading non-fiction, collegial planning for staff, technology integration teaching best practices, Use of computer software for instruction to include: STEM, Renaissance, Generation Genius, Learning A to Z, Ed Puzzle, Flocabulary, Illuminate, PL courses and texts.	Title I, II, IV, Local,
<b>Black</b>		
<b>5th</b>	Tutoring during the day for reading non-fiction, collegial planning for staff, technology integration teaching best practices, Use of computer software for instruction to include: STEM, Renaissance, Generation Genius, Learning A to Z, Ed Puzzle, Flocabulary, Illuminate, PL courses and texts.	Title I, II, IV, Local,
<b>Hispanic/Latino</b>		
<b>5th</b>	Tutoring during the day for reading non-fiction, collegial planning for staff, technology integration teaching best practices, Use of computer software for instruction to include: STEM, Renaissance, Generation Genius, Learning A to Z, Ed Puzzle, Flocabulary, Illuminate, PL courses and texts.	Title I, II, III, IV, Local,
<b>American Indian/Alaskan</b>		



5th	Too Few Students	
<b>Asian/Pacific Islander</b>		
5th	Too Few Students	
<b>Multi-Racial</b>		
5th	Tutoring during the day for reading non-fiction, collegial planning for staff, technology integration teaching best practices, Use of computer software for instruction to include: STEM, Renaissance, Generation Genius, Learning A to Z, Ed Puzzle, Flocabulary, Illuminate, PL courses and texts.	Title I, II, IV, Local,
5th	Tutoring during the day for reading non-fiction, collegial planning for staff, technology integration teaching best practices, Use of computer software for instruction to include: STEM, Renaissance, Generation Genius, Learning A to Z, Ed Puzzle, Flocabulary, Illuminate, PL courses and texts.	Title I, II, IV, Local,

## Social Studies

Subgroup by grade level	Methods and Instructional Strategies to Strengthen Academic Program  (Specify grade level if interventions is not applicable to all grade levels)	Resource (Local, Title I, Title II, Title III, Title IV, IDEA, Other)
<b>Economically Disadvantaged</b>		
5th	Tutoring during the day for reading non-fiction, collegial planning for staff, technology integration teaching best practices, Use of computer software for instruction to include: STEM instruction, Renaissance, Reading A to Z, Wit and Wisdom, Flocabulary, Ed Puzzle, Illuminate, PL courses and texts.	Title I, II, IV, Local,
<b>White</b>		
5th	Tutoring during the day for reading non-fiction, collegial planning for staff, technology integration teaching best practices, Use of computer software for instruction to include: STEM instruction, Renaissance, Reading A to Z, Wit and Wisdom, Flocabulary, Ed Puzzle, Illuminate, PL courses and texts.	Title I, II, IV, Local,
<b>Black</b>		
5th	Tutoring during the day for reading non-fiction, collegial planning for staff, technology integration teaching best practices, Use of computer software for instruction to include: STEM instruction, Renaissance, Reading A to Z, Wit and Wisdom, Flocabulary, Ed Puzzle, Illuminate, PL courses and texts.	Title I, II, IV, Local,
<b>Hispanic</b>		
5th	Tutoring during the day for reading non-fiction, collegial planning for staff, technology integration teaching best practices, Use of computer software for instruction to include: STEM instruction, Renaissance, Reading A to Z, Wit and Wisdom, Study Dog, Flocabulary, Ed Puzzle, Illuminate, PL courses and texts.	Title I, II, IV, Local
<b>American Indian/Alaskan</b>		

5th	Too Few Students	
<b>Asian/Pacific Islander</b>		
5th	Too Few Students	
<b>Multi-Racial</b>		
5th	Tutoring during the day for reading non-fiction, collegial planning for staff, technology integration teaching best practices, Use of computer software for instruction to include: STEM instruction, Renaissance, Reading A to Z, Wit and Wisdom, Flocabulary, Ed Puzzle, Illuminate, PL courses and texts.	Title I, II, IV, Local,
<b>English Learners</b>		
5th	Tutoring during the day for reading non-fiction, collegial planning for staff, technology integration teaching best practices, Use of computer software for instruction to include: STEM instruction, Renaissance, Reading A to Z, Wit and Wisdom, Study Dog, Flocabulary, Ed Puzzle, Illuminate, PL courses and texts.	Title I, II, IV, Local,

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

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

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

The needs of all children at BES will be assessed and addressed as data shows a need for intervention. Counseling will be provided to students who are identified by teachers, staff, community or parents as students who have shown a need for support academically or social/emotional. Our school counselor will also work with Tanner Behavioral Health and Phoenix Health Services to connect parents to resources needed that may be found within our community. Specialized instructional support will be given to students who demonstrate a need. These needs are geared to helping the student find success in day to day operations as well as learning to read, write and understand / apply math concepts. Mentoring and tutor supports will be put in place to ensure students have the support needed to be successful throughout each area at school and home.

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

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

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

3. Implementation of a school wide 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.);

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

### **PBIS**

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

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

All teachers are given a copy of the RTI Quick Reference Guidelines, along with the Intervention Checklist.

Additionally, the Pre-Referral Intervention Manual and Web-based Intervention resources are introduced/reviewed.

#### **Tier 1 Students:**

- The following is kept for all students: Universal Screeners, STAR, Benchmark assessments, and writing samples
- Teachers will maintain the Student Data Form for their students

#### **Tier 2 Students:**

- Teachers will meet twice monthly as TLC (Team Level Collaboration) to review Tier 2 student progress
- Administrative Review Meeting conducted after sufficient data has been collected by the teacher.
- Meeting follows Administrative Review Format
- Student is either referred to Tier 3 or remains at Tier 2, and the intervention is redesigned.
- Tier 2 intervention form is reviewed and kept in the student’s file.

#### **Tier 3 Students:**

- Meetings are conducted with the SST Team (AP, teacher(s), parent, school psychologist, and additional support staff if necessary)
- Meetings are held once a 9-week period
- IC Minutes
- Pre-Referral Manual is used as a part of meeting discussion for additional ideas and recommendations.

#### **Tier 4 Students:**

- If a student is referred to Tier 4, Interventions are continued during the testing process.

### **Early Intervention Program at BES:**

BES is using the Reduced Class Model – This model allows for the combination of EIP students with regular education students in smaller classes. The reduced class model uses a sliding scale in which the class size reduces as the number of EIP students increase.

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

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

Professional Learning Opportunities for all staff are vital for continuous school improvement. Professional Learning Opportunities are expected on a weekly basis within grade levels as well as school-wide sessions. The BES Professional Learning Plan may be found at this [link](#) for the scheduled professional learning opportunities already schedules for the 2019-2020 school year. In addition, just in time PL session will be added as needed based on data and walk-through evidence.

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

In order to attract and retain Highly Qualified Teachers, Carroll County Board of Education and Bowdon Elementary works cooperatively with the University of West Georgia for teacher candidates to observe and experience student teaching at school. As potential candidates are interviewed, the interviewing committee shares highlights of BES to attract teachers to our school. In order to continually enhance the teachers at BES, professional learning is on-going. Each month, teachers meet with administration to discuss initiatives within the school improvement plan for further guidance. A common planning time is set up for each grade level on a weekly basis. In addition, collegial planning is planned during the year to further enhance units for instruction. During the school year, BES administration continually strives to ‘fill the buckets’ of the teachers and staff through taco bars, jean days, teacher appreciation events, as well as teacher recognition for various accomplishments, thirty second feedback and recognitions. BES also establishes a Personal Relations Committee that meets monthly to have on-going discussions about improving climate and morale at BES.

5. Strategies for assisting preschool children in the transition from early childhood education (**elementary schools only**). **Middle Schools will indicate an N/A.**

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

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

- Orientation nights are provided for potential pre-K and kindergarten students.
- Local early child development centers/daycares are invited to attend orientation meetings.
- All grades participate in open house and/or virtual open house.
- Parent-teacher conferences are held on an individual basis as needed, but at least twice during the year. Parent orientation is also held at the beginning of school to

better prepare parents and students for their transition to school

- Raise Them Up Bowdon is a school-wide partnerships with the community where local children age birth-4 are invited into the building three times a year to meet other potential friends and family to enjoy arts, crafts, and snacks with one another.

Also included are transition plans for students entering middle

- Fifth grade students are provided a tour and orientation to visit Bowdon Middle School by the BES and BMS counselors.
- Student expectations for sixth grade are shared with 5th graders at BMS visitation

Entering from private schools, plus students entering our school throughout the school year.

- All students are given a school tour via the records clerk upon registering for school.
- Several sources of printed materials are handed out to students/parents. These include:
  1. a student handbook
  2. a student compact
  3. list of expectations and procedures given to parents during open house
  4. agendas, red folders
  5. a readiness package for each grade level
  6. a newsletter to all students/parents each nine-weeks
  7. A copy of parent's right to know letter
  8. A copy of the parental engagement plan
  9. Additional Communication Tools are: DoJo, School Messenger, Facebook Twitter
- All actions directly tie into those mentioned in all subject areas of the school improvement plan.

## SCHOOLWIDE PLAN DEVELOPMENT

- III.** The Title I Schoolwide Plan Sec. 1114(b)(1-5) **is developed during a 1-year period**, unless— the school is operating a schoolwide program on the day before the date of the enactment of the 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 this section;

Explain how the Title I School wide Plan is reviewed and revised annually. When the meeting occurs. How often the plan is reviewed within the year.

The school wide plan was developed and reviewed during the summer of 2020 using data input from parents, staff, and students. A Title One Stakeholder Input meeting was held on May 28, 2020 virtually at 9:00 am and 4:00 pm. Afterwards on July 8, 2020, the BES School Improvement Team met under the leadership of Jennifer Shirley to develop a rough draft of the SIP Plan. Finally, the plan was finalized and shared with the parents, staff, and stakeholders on August 20, 2020 at 9:00 am and 6:00 pm via zoom. This school wide plan is a living document. It is reviewed and updated as needed throughout the school year. At the end of each nine-weeks, the SW plan is revisited. The School Leadership Team monitors the plan closely to ensure we ‘work the plan’ and the plan is effective based on formative feedback.

- A. 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 other parts of this title), the local educational agency, to the extent feasible, tribes and tribal organizations present in the community, and, if appropriate, specialized instructional support personnel, technical assistance providers, school staff, if the plan relates to a secondary school, students, and other individuals determined by the school;

Explain how parents and community members are involved in the development of the Title I Schoolwide Plan. Include how other stakeholders such as principals, other school leaders, teachers, paraprofessionals, and central office staff is involved in the development of your Title I Schoolwide Plan.

We invited all stakeholders, staff and parents in the planning, review, and improvement of the comprehensive school wide program plan. These input meetings occurred on May 28 at 9:00am and 4:00 pm. All stakeholders, staff and parents were invited via an invitation through school messenger, school email, school website, flier, and school marquee. On July 8, 2020, the BES School Leadership Team met under the leadership of Jennifer Shirley to develop a rough SIB draft from the data and input prior to this date. The SIP was shared during our Annual Title 1 meeting held via zoom with parents, staff, and stakeholders on August 20 at 9:00 – 10:00 am and 6:00 – 7:00 p.m. At this Annual Virtual Title I Meeting, administration delivered a presentation where the guidelines of Title I are explained and the results of state assessments and system’s performance on those assessments are reviewed. This meeting is



held at two different times to allow more stakeholders, staff and parents to attend. At this meeting important information is made available to all.

For the 2020-21 school year, BES uses student agendas to help notify parents of meetings and other information throughout the year. In addition, parental feedback was requested through our school website concerning BES's School/ Parent Compacts and Parent Engagement Plans.

- B. The Title I School Wide 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;

Explain how often the plan is reviewed within an academic year. How the plan is updated when there is a budget amendment or shift in student academic needs.

The BES administration uses the School-Wide School Improvement Plan as a guided throughout the year with faculty and staff. The BES Leadership Team intentionally reviews the School-Wide Plan after each STAR assessment to revise next steps as needed based on data. The plan is undated with budget amendments at mid-year to allocate funds where data indicates a need. Monitoring and executing the plan is vital to the success of our school.

- C. The Title I School Wide Plan is available to the local educational 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.

Explain how your Title I School Wide Plan is made available to the school system, parents, and public. Explain how your plan is in a language and format that is easy for parents to read and understand.

The school-wide plan is available for parents on the school website, at the Carroll County Board of Education, in the parent resource center, and in the front office. At the current time, Bowdon Elementary does not have a significant percentage of parents whose primary language is a language other than English. If in the future a significant percentage of parents speak a primary language that is not English, this school-wide plan will be translated into that language,

**Statistically significant effect on improving student outcomes or other relevant outcomes based on:  
Check one**

Evidence-Based Intervention	List Subject: Math, Reading, or Other Subjects	Strong Evidence	Moderate Evidence	Promising Evidence	Rationale Evidence	Resource (Attach)
Tutoring/Extended Learning Time	All Content Areas		X			<a href="#">What Works Clearinghouse</a>
Renaissance STAR reading and math	All Content Areas			X		<a href="#">Core Progress for Reading</a> <a href="#">Core Progress for Math</a>
IXL	ELA and math	X				<a href="#">Direct Data Study</a>
Great Minds Eureka, Digital Suite, Edulastic	Math			x		<a href="#">Supporting Evidence</a>
Chromebooks, Promethean Boards, Ipads, etc	Reading and Math		X			<a href="#">What Works Clearinghouse</a>
Lexia	Reading			X		<a href="https://www.evidenceforessa.org/programs/reading/elementary/lexia">https://www.evidenceforessa.org/programs/reading/elementary/lexia</a>
Wit and Wisdom with Great Minds	Reading Social Studies			X		<a href="#">Supporting Research</a>
Stem Lab Teacher/STEAM Lab	All Content Areas					<a href="#">What Works Clearinghouse</a>
Learning A to Z	Reading, Science, Social Studies		X			<a href="https://www.readingaz.com/updates/reading_az_white_paper.pdf">https://www.readingaz.com/updates/reading_az_white_paper.pdf</a>
Family Engagement Coordinator	All Content Areas	X				<a href="http://www.ncsl.org/research/education/family-engagement.aspx">http://www.ncsl.org/research/education/family-engagement.aspx</a> <a href="https://www.apa.org/pi/lgbt/programs/safe-supportive/parental-engagement/default.aspx">https://www.apa.org/pi/lgbt/programs/safe-supportive/parental-engagement/default.aspx</a>
ED Puzzle	All			X		<a href="https://journals.sagepub.com/">https://journals.sagepub.com/</a>

	Content Areas					<a href="https://doi.org/10.1177/2379298118773418">doi/abs/10.1177/2379298118773418</a>
Generation Genius	Science			X		<a href="https://www.generationgenius.com/study/">https://www.generationgenius.com/study/</a>
Teacher Collegial Days	All Content Areas	X				<a href="#">What Works Clearinghouse</a>
Flocabulary	All Content Areas	X				<a href="https://www.flocabulary.com/results-state-tests/">https://www.flocabulary.com/results-state-tests/</a>
Faceshields	Protection				X (Protection from COVID 19)	<a href="https://www.cdc.gov/coronavirus/2019-ncov/prevent-getting-sick/cloth-face-cover-guidance.html">https://www.cdc.gov/coronavirus/2019-ncov/prevent-getting-sick/cloth-face-cover-guidance.html</a>
Dreambox	Math			X		<a href="http://www-static.dreambox.com/wp-content/uploads/2013/03/white-paper-intelligent-adaptive-learning-21st-century-teaching-and-learning.pdf">http://www-static.dreambox.com/wp-content/uploads/2013/03/white-paper-intelligent-adaptive-learning-21st-century-teaching-and-learning.pdf</a>
Job Embedded Professional Development	All Content Areas	X				<a href="https://www.tandfonline.com/doi/abs/10.1080/00220671.2014.924470">https://www.tandfonline.com/doi/abs/10.1080/00220671.2014.924470</a>

## ESSA REQUIREMENTS TO INCLUDE IN YOUR SCHOOLWIDE PLAN

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

A. Describe how the school will use and implement effective parent and family engagement strategies under Section 1116, Sec. 1112(b)(7), and Sec. 1112(e)(3)(C) for parents of English Learners.

Specify your strategies to work with the parents of English Learners

Bowdon Elementary School will use title funds to hire translators for parent meetings, SST meeting, and parent teacher conferences when requested by our English learner families.

Additionally, BES will use a translator to have parent engagement opportunities published in both English and Spanish. As needed BES will have additional form translated for parent's whose first language is not English.

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

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

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

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

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

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

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

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

V. Title I Budget Crosswalk with Title I Schoolwide Plan

### Title I Budget Crosswalk

List all expenditures included in Title I 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.

Expenditure	Page in Title I School wide Plan	Level of Evidence
Paraprofessional (Tutoring/ Extended Learning Time)	8-21, 28	Moderate
Renaissance Learning (STAR)	8-21, 28	Promising
IXL Math, Rdg.	8-17, 28	Strong
Great Minds, Eureka, Digital	8-12, 28	Promising
Technology (Chromebooks, Promethean Boards)	8-21, 28	Moderate
Lexia	13-17, 28	Promising
Wit and Wisdom, Great Minds	13-17, 20-21, 28	Promising
STEM Teacher/ STEAM Lab	8-21, 28	Moderate
Learning A to Z	8-21, 28	Moderate
Family Engagement Coordinator	28	Strong
Ed Puzzle	8-21, 28	Promising
Generation Genius	18-19, 28	Promising
Teacher Collegial	8-21, 28	Strong
Flocabulary	8-21, 28	Strong
Face shield	28	Rationale
Dreambox	8-12, 28	Promising
Job Embedded Professional Learning	8-21, 28	Strong

### 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 School wide Plan	Level of Evidence

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

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

\_\_\_\_\_  
Principal

\_\_\_\_\_  
Date

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

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

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

\_\_\_\_\_  
Date

\_\_\_\_\_  
Superintendent

\_\_\_\_\_  
Date