



2018-2019

Bowdon Elementary School

Title I School-wide Plan

Revision Date: August 30, 2018

Approval Date Sept 12, 2018



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 participants 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 Dr. Georgia Evans. 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.

Each team member is selected to represent different grades and supports within the school and they are responsible for informing their team as well as on-going progress monitoring toward each initiative. Each team leader will assist in presenting the School Improvement Plan to their team to gather feedback and questions from the proposed plan prior to pre-planning (Aug.2). After this initial meeting, administration will hold a school-wide meeting on August 2 for a data walk of the SIP. 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: 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 Com	
Name	Role
Lorie Teal	Principal
Ginny Edwards	Assistant Principal
Amanda Vick	Librarian
Sharanda Keith	Counselor
Heather McIntyre	5 th Grade
Noelle Jones	4 th Grade
Nikki Ethridge	3 rd Grade
Mandy Cardell	2 nd Grade
Jamie Martin	1 st Grade
Lindsay Rogers	Kindergarten
Cindy Wilson	Parent Coordinator
Leigh Dean	SPED Support
Patsy McClure	Para Support

The following data indicate the data analyzed and used to make the decision concerning the initiatives that were selected for addressing areas of opportunities.

All teams have studied analyzed data to determine the areas of opportunity for each grade. There is much room for improvement in all areas of academics. While we are making progress the progress isn't catching students up to enter the next grade level on grade level. For this reason we continue to work to improve each content area.

The following graph shows green where progress has been made. Only 2 areas show red, which indicates progress was not made for those two areas.

BES	County Ranking	Proficient + Distinguished			State 2018 (/8)
		2016	2017	2018 (/8)	
3rd ELA	8th	33%	37%	39%	37%
4th ELA	8th	27%	45%	46%	41%
5th ELA	8th	31%	32%	39%	41%
3rd Math	8th	26%	46%	49%	46%
4th Math	8th	39%	68%	54%	47%
5th Math	4th	36%	33%	55%	39%
5th SC	7th	44%	53%	47%	39%
5th SS	10th	35%	30%	32%	30%

The graphs below indicate that writing needs continued improvement. Third grade showed drastic drops in progress. 4th showed a decline in Narrative writing. All grades show that Narrative and Ideas are two areas of opportunities for improvement.

3rd Grade	Extended Response Ideas (3 +4)			Extended Response Conventions (2 +3)			Narrative (3 +4)		
	2016	2017	2018	2016	2017	2018	2016	2017	2018
BES	8%	28%	11%	59%	80%	47%	23%	22%	18%

4th Grade	Extended Response Ideas (3 +4)			Extended Response Conventions (2 +3)			Narrative (3 +4)		
	2016	2017	2018	2016	2017	2018	2016	2017	2018
BES	4%	33%	37%	48%	74%	82%	31%	48%	40%

5th Grade	Extended Response Ideas (3 +4)			Extended Response Conventions (2 +3)			Narrative (3 +4)		
	2016	2017	2018	2016	2017	2018	2016	2017	2018
BES	32%	30%	40%	76%	71%	83%	29%	8%	40%

At the link below additional analyzed data may be found to show that each grade level progress on the Reading and Math STAR. The goal for each year is that the average growth will be 1.0 growth per year. To catch students up to be on grade level this growth will need to surpass 1.0.

[BES Profile Data Sheet](#)

The assessments used are listed as follow, however, this list is not all inclusive:

Academic Achievement Data Collection			
Instrument Used			Content Area
STAR Reading	BES Data Profile Sheet		Reading
STAR Math	BES Data Profile Sheet		Math
IXL Reading, Math	Teacher Data Notebook		Math and ELA
Learning A-Z	Teacher Data portal	Reading	Process/Procedure
Eureka Math	Teacher Data Portal	Math	Lesson assigned based on formative data results
Wordly Wise	Teacher Data Portal	ELA	Lessons assigned based on formative data results
Infinite Campus	Student Grades	Attendance	Grades used to communicate parents on a daily basis.
Survey Tool	Survey Data Results	Perception Data	Data is used to determine high and lowest areas.
Illuminate	Teacher Portal	Rdg, Math, Sc , SS	Used for SAFES and station assignments as determined by formative data.
Pebble Go			Used to aid in giving visual f students to understand abstra concepts.

Iready Reading	Teacher Portal	Reading	Differentiated assignments based on formative assessments.		
Iready Math	Teacher Portal	Math	Differentiated assignments based on formative assessments.		

*Please add all data supporting the instruments, processes, and procedures used to determine at-risk students in the content areas in the Appendix.

SCHOOLWIDE REFORM STRATEGIES

- II. Schoolwide 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 disadvantage 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

** All subgroup work is based up CCRPI Flags. At this time the analyzed CCRPI data is not available from the LIVE data center. As this data becomes available through the My GA DOE Portal or SLDS the plan will be updated.

MATH

Subgroup by Grade Level	Math % Beginning Learners	Math % Developing Learners	Methods and Instructional Strategies to Strengthen Academic Program (Specify Grade Level if intervention is not applicable to all grade levels.)	Resource Local, Title I, Title III, Title IV, IDEA, Other)
Economically Disadvantaged				
3 rd	%	%	Tutoring during the day, from Title One Paras and Title One Tutors (intervention strategies change with each assessment given), collegial planning for staff, technology integration teaching best practices, Use of computer software for instruction to include: (Renaissance, Brainpop, IXL, Pebble Go, Great Minds Eureka with digital programs, strategies from PL courses, IReady Math and Illuminate.	Title I, II, IV, Local
4 th	%	%	Class size reduction (4th only), Tutoring during the day, from Title One Paras and Title One Tutors Tutoring(intervention strategies change with each assessment given), collegial planning for staff, technology integration teaching best practices, Use of computer software for instruction to include: (Renaissance, Brainpop, IXL, IReady Math, Great Minds Eureka Math with Digital Programs, Illuminate and writing Assesslets.	Title I, II, IV, Local
5 th	%	%	Tutoring during the day, from Title One Paras and Title One Tutors (intervention strategies change with each assessment given), collegial planning for staff, technology integration teaching best practices, Use of computer software for instruction to include: (Renaissance, Brainpop, IXL, Pebble Go, Great Minds Eureka with digital programs, strategies from PL courses, IReady Math and Illuminate.	Title I, II, IV, Local
White				
3 rd	%	%	Tutoring during the day, from Title One Paras and Title One Tutors (intervention strategies change with each assessment given), collegial planning for staff, technology integration teaching best practices, Use of computer software for instruction to include: (Renaissance, Brainpop, IXL, Pebble Go, Great Minds Eureka with digital programs, strategies from PL courses, IReady Math and Illuminate.	Title I, II, IV, Local
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Black				

3 rd	%	%	Tutoring during the day, from Title One Paras and Title One Tutors (intervention strategies change with each assessment given), collegial planning for staff, technology integration teaching best practices, Use of computer software for instruction to include: (Renaissance, Brainpop, IXL, Pebble Go, Great Minds Eureka with digital programs, strategies from PL courses, IReady Math and Illuminate.	Title I, II, IV, Local
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Hispanic

3 rd	%	%	Tutoring during the day, from Title One Paras and Title One Tutors (intervention strategies change with each assessment given), collegial planning for staff, technology integration teaching best practices, Use of computer software for instruction to include: (Renaissance, Brainpop, IXL, Pebble Go, Great Minds Eureka with digital programs, strategies from PL courses, STAR Fall, Study Dog, IReady Math and Illuminate.	Title I, II, IV, Local
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American Indian/Alaskan

3 rd			Too Few Students	
4 th			Too Few Students	
5 th			Too Few Students	

Asian/Pacific Islander

3 rd			Too Few Students	
4 th			Too Few Students	
5 th			Too Few Students	

Multi-Racial

3 rd	%	%	Tutoring during the day, from Title One Paras and Title One Tutors (intervention strategies change with each assessment given), collegial	Title I, II, IV, Local
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			planning for staff, technology integration teaching best practices, Use of computer software for instruction to include: (Renaissance, Brainpop, IXL, Pebble Go, Great Minds Eureka with digital programs, strategies from PL courses, IReady Math and Illuminate.	
4 th	%	%	Class size reduction (4th only), Tutoring during the day, from Title One Paras and Title One Tutors (intervention strategies change with each assessment given), collegial planning for staff, technology integration teaching best practices, Use of computer software for instruction to include: (Renaissance, Brainpop, IXL, IReady Math, Great Minds Eureka Math with Digital Programs, Illuminate and writing Assesslets.	Title I, II, IV, Local
5 th	%	%	Tutoring during the day, from Title One Paras and Title One Tutors (intervention strategies change with each assessment given), collegial planning for staff, technology integration teaching best practices, Use of computer software for instruction to include: (Renaissance, Brainpop, IXL, Pebble Go, Great Minds Eureka with digital programs, strategies from PL courses, IReady Math and Illuminate.	Title I, II, IV, Local
English Learners				
3 rd	%	%	Tutoring during the day, from Title One Paras and Title One Tutors (intervention strategies change with each assessment given), collegial planning for staff, technology integration teaching best practices, Use of computer software for instruction to include: (Renaissance, Brainpop, IXL, Pebble Go, Great Minds Eureka with digital programs, strategies from PL courses, IReady Math, Study Dog, STAR Fall and Illuminate.	Title I, II, IV, Local
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Students with Disabilities				
3 rd	%	%	Tutoring during the day, from Title One Paras and Title One Tutors (intervention strategies change with each assessment given), collegial planning for staff, technology integration teaching best practices, Use of computer software for instruction to include: (Renaissance, Brainpop, IXL, Pebble Go, Great Minds Eureka with digital programs, strategies from PL courses, IReady Math and Illuminate.	Title I, II, IV, Local, IDEA
4 th	%	%	Class size reduction (4th only), Tutoring during the day, from Title One Paras and Title One Tutors (intervention strategies change with each assessment given), collegial planning for staff, technology integration teaching best practices, Use of computer software for instruction to include: (Renaissance, Brainpop, IXL, IReady Math, Great Minds Eureka Math with Digital Programs, Illuminate and writing Assesslets.	Title I, II, IV, Local, IDEA
5 th	%	%	Tutoring during the day, from Title One Paras and Title One Tutors	Title I, II, IV,

			(intervention strategies change with each assessment given), collegial planning for staff, technology integration teaching best practices, Use of computer software for instruction to include: (Renaissance, Brainpop, IXL, Pebble Go, Great Minds Eureka with digital programs, strategies from PL courses, IReady Math and Illuminate.	Local, IDEA, SPLOST
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ELA

Subgroup by Grade Level	ELA % Beginning Learners	ELA % Developing Learners	Methods and Instructional Strategies to Strengthen Academic Program (Specify Grade Level if intervention is not applicable to all grade levels.)	Resource Local, Title I, Title III, Title IV, IDEA, Other)
Economically Disadvantaged				
3 rd	%	%	Tutoring during the day, from Title One Paras and Title One Tutors (intervention strategies change with each assessment given), collegial planning for staff, technology integration teaching best practices, Use of computer software for instruction to include: (Renaissance, Brainpop, IXL, Pebble Go, Wit and Wisdom, strategies from PL courses, Illuminate and Wordly Wise.	Local, Title I, II, iii, Other
4 th	%	%	Class size reduction (4th only), Tutoring during the day, from Title One Paras and Title One Tutors (intervention strategies change with each assessment given), collegial planning for staff, technology integration teaching best practices, Use of computer software for instruction to include: (Renaissance, Brainpop, IXL, Wordly Wise, Illuminate and writing Assesslets.	Title I, II, III, Local, Other
5 th	%	%	Tutoring during the day, from Title One Paras and Title One Tutors (intervention strategies change with each assessment given), collegial planning for staff, technology integration teaching best practices, Use of computer software for instruction to include: (Renaissance, Brainpop, IXL, Wordly Wise Pebble Go, Illuminate, PL courses, and writing Assesslets.	Local, Title I,II, III, Other, SPLOST
White				
3 rd	%	%	Tutoring during the day, from Title One Paras and Title One Tutors (intervention strategies change with each assessment given), collegial planning for staff, technology integration teaching best practices, Use of computer software for instruction to include: (Renaissance, Brainpop, IXL, Pebble Go, Wit and Wisdom, strategies from PL courses, Illuminate and Wordly Wise.	Title I, II, IV, Local
4 th	%	%	Class size reduction (4th only), Tutoring during the day, from Title One Paras and Title One Tutors (intervention strategies change with each assessment given), collegial planning for staff, technology integration teaching best practices, Use of computer software for instruction to include: (Renaissance, Brainpop, IXL, Wordly Wise, Illuminate, PL courses and writing Assesslets.	Title I, II, IV, Local
5 th	%	%	Tutoring during the day, from Title One Paras and Title One Tutors	Title I, II, IV,

			(intervention strategies change with each assessment given), collegial planning for staff, technology integration teaching best practices, Use of computer software for instruction to include: (Renaissance, Brainpop, IXL, Wordly Wise Pebble Go, Illuminate, PL courses and writing Assesslets.	Local, SPLOST
Black				
3 rd	%	%	Tutoring during the day, from Title One Paras and Title One Tutors (intervention strategies change with each assessment given), collegial planning for staff, technology integration teaching best practices, Use of computer software for instruction to include: (Renaissance, Brainpop, IXL, Pebble Go, Wit and Wisdom, strategies from PL courses, Illuminate and Wordly Wise.	Title I, II, IV, Local
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5 th	%	%	Tutoring during the day, from Title One Paras and Title One Tutors, (intervention strategies change with each assessment given), collegial planning for staff, technology integration teaching best practices, Use of computer software for instruction to include: (Renaissance, Brainpop, IXL, Wordly Wise Pebble Go, Illuminate, PL courses and writing Assesslets.	Title I, II, IV, Local
Hispanic				
3 rd	%	%	Tutoring during the day, from Title One Paras and Title One Tutors (intervention strategies change with each assessment given), collegial planning for staff, technology integration teaching best practices, Use of computer software for instruction to include: (Renaissance, STAR FALL, Study Dog, Brainpop, IXL, Pebble Go, Wit and Wisdom, strategies from PL courses, Illuminate, PL courses and Wordly Wise.	Title I, II, IV, Local
4 th	%	%	Class size reduction (4th only), Tutoring during the day, from Title One Paras and Title One Tutors (intervention strategies change with each assessment given), collegial planning for staff, technology integration teaching best practices, Use of computer software for instruction to include: (Renaissance, STAR FALL, Study Dog, Brainpop, IXL, Wordly Wise, illuminate, PL courses and writing Assesslets.	Title I, II, IV, Local
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American Indian/Alaskan				
3 rd			Too Few Students	
4 th			Too Few Students	
5 th			Too Few Students	
Asian/Pacific Islander				
3 rd			Too Few Students	
4 th			Too Few Students	

5 th			Too Few Students	
Multi-Racial				
3 rd	%	%	Tutoring during the day, from Title One Paras and Title One Tutors (intervention strategies change with each assessment given), collegial planning for staff, technology integration teaching best practices, Use of computer software for instruction to include: (Renaissance, Brainpop, IXL, Pebble Go, Wit and Wisdom, strategies from PL courses, Illuminate and Wordly Wise.	Title I, II, IV, Local
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English Learners				
3 rd	%	%	Tutoring during the day, from Title One Paras and Title One Tutors (intervention strategies change with each assessment given), collegial planning for staff, technology integration teaching best practices, Use of computer software for instruction to include: (Renaissance, STAR FALL, Study Dog, Brainpop, IXL, Pebble Go, Wit and Wisdom, strategies from PL courses, Illuminate and Wordly Wise.	Title I, II, IV, Local
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Students with Disabilities				
3 rd	%	%	Tutoring during the day, from Title One Paras and Title One Tutors (intervention strategies change with each assessment given), collegial planning for staff, technology integration teaching best practices, Use of computer software for instruction to include: (Renaissance, Brainpop, IXL, Pebble Go, Wit and Wisdom, strategies from PL courses, Illuminate and Wordly Wise.	Title I, II, IV, Local
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			Illuminate, PL courses and writing Assesslets.	
5 th	%	%	Tutoring during the day, from Title One Paras and Title One Tutors intervention strategies change with each assessment given), collegial planning for staff, technology integration teaching best practices, Use of computer software for instruction to include: (Renaissance, Brainpop, IXL, Wordly Wise Pebble Go, Illuminate, PL courses and writing Assesslets.	Title I, II, IV, Local, SPLOST

Science

Subgroup by Grade Level	Science % Beginning Learners	Science % Developing Learners	Methods and Instructional Strategies to Strengthen Academic Program (Specify Grade Level if intervention is not applicable to all grade levels.)	Resource Local, Title I, Title III, Title IV, IDEA, Other)
Economically Disadvantaged				
3 rd	%	%	Tutoring during the day, from Title One Paras and Title One Tutors intervention strategies change with each assessment given), for reading non-fiction, collegial planning for staff, technology integration teaching best practices, Use of computer software for instruction to include: Stem, Renaissance, Brainpop, IXL, Wordly Wise, Pebble Go, Wit and Wisdom, Illuminate, PL courses and texts.	Title I, II, IV, Local
4 th	%	%	Reduced Class Size for 4 th grade only, Tutoring during the day, from Title One Paras and Title One Tutors (intervention strategies change with each assessment given), for reading non-fiction, collegial planning for staff, technology integration teaching best practices, Use of computer software for instruction to include: Stem, Renaissance, Brainpop, IXL, Wordly Wise, Pebble Go, Illuminate, PL courses and texts.	Title I, II, IV, Local
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White				
3 rd	%	%	Tutoring during the day, from Title One Paras and Title One Tutors (intervention strategies change with each assessment given), for reading non-fiction, collegial planning for staff, technology integration teaching best practices, Use of computer software for instruction to include: Stem, Renaissance, Brainpop, IXL, Wordly Wise, Pebble Go, Wit and Wisdom, Illuminate, PL courses and texts.	Title I, II, IV, Local
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			teaching best practices, Use of computer software for instruction to include: Stem, Renaissance, Brainpop, IXL, Wordly Wise, Pebble Go, Illuminate, PL courses and texts.	
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Hispanic				
3 rd	%	%	Tutoring during the day, from Title One Paras and Title One Tutors (intervention strategies change with each assessment given), for reading non-fiction, collegial planning for staff, technology integration teaching best practices, Use of computer software for instruction to include: Stem, Renaissance, Brainpop, IXL, Wordly Wise, Pebble Go, Wit and Wisdom, Illuminate, PL courses, STAR Fall, Study Dog and texts.	Title I, II, IV, Local
4 th	%	%	Reduced Class Size for 4 th grade only, Tutoring during the day, from Title One Paras and Title One Tutors (intervention strategies change with each assessment given), for reading non-fiction, collegial planning for staff, technology integration teaching best practices, Use of computer software for instruction to include: Stem, Renaissance, Brainpop, IXL, Wordly Wise, Pebble Go, Illuminate, PL courses and texts.	Title I, II, IV, Local
5 th	%	%	Tutoring during the day, from Title One Paras and Title One Tutors (intervention strategies change with each assessment given), for reading non-fiction, collegial planning for staff, technology integration teaching best practices, Use of computer software for instruction to include: Stem, Renaissance, Brainpop, IXL, Wordly Wise, Pebble Go, Wit and Wisdom, Illuminate, PL courses and texts.	Title I, II, IV, Local, SPLOST
American Indian/Alaskan				

3 rd			Too Few Students	
4 th			Too Few Students	
5 th			Too Few Students	
Asian/Pacific Islander				
3 rd			Too Few Students	
4 th			Too Few Students	
5 th			Too Few Students	
Multi-Racial				
3 rd	%	%	Tutoring during the day, from Title One Paras and Title One Tutors (intervention strategies change with each assessment given), for reading non-fiction, collegial planning for staff, technology integration teaching best practices, Use of computer software for instruction to include: Stem, Renaissance, Brainpop, IXL, Wordly Wise, Pebble Go, Wit and Wisdom, Illuminate, PL courses and texts.	Title I, II, IV, Local
4 th	%	%	Reduced Class Size for 4 th grade only, Tutoring during the day, from Title One Paras and Title One Tutors (intervention strategies change with each assessment given), for reading non-fiction, collegial planning for staff, technology integration teaching best practices, Use of computer software for instruction to include: Stem, Renaissance, Brainpop, IXL, Wordly Wise, Pebble Go, Illuminate, PL courses and texts.	Title I, II, IV, Local
5 th	%	%	Tutoring during the day, from Title One Paras and Title One Tutors (intervention strategies change with each assessment given), for reading non-fiction, collegial planning for staff, technology integration teaching best practices, Use of computer software for instruction to include: Stem, Renaissance, Brainpop, IXL, Wordly Wise, Pebble Go, Wit and Wisdom, Illuminate, PL courses and texts.	Title I, II, IV, Local, SPLOST
English Learners				
3 rd	%	%	Tutoring during the day, from Title One Paras and Title One Tutors (intervention strategies change with each assessment given), for reading non-fiction, collegial planning for staff, technology integration teaching best practices, Use of computer software for instruction to include: Stem, Renaissance, Brainpop, IXL, Wordly Wise, Pebble Go, Wit and Wisdom, Illuminate, PL courses and texts.	Title I, II, IV, Local
4 th	%	%	Reduced Class Size for 4 th grade only, Tutoring during the day, from Title One Paras and Title One Tutors (intervention strategies change with each assessment given), for reading non-fiction, collegial planning for staff, technology integration teaching best practices, Use of computer software for instruction to include: Stem, Renaissance, Brainpop, IXL, Wordly Wise, Pebble Go, Illuminate, PL courses and texts.	Title I, II, IV, Local
5 th	%	%	Tutoring during the day, from Title One Paras and Title One Tutors (intervention strategies change with each assessment given), for reading non-fiction, collegial planning for staff, technology integration teaching best practices, Use of computer software for instruction to include: Stem, Renaissance, Brainpop, IXL, Wordly Wise, Pebble Go, Wit and Wisdom, Illuminate, PL courses and texts.	Title I, II, IV, Local, SPLOST
Students with Disabilities				
3 rd	%	%	Tutoring during the day, from Title One Paras and Title One Tutors (intervention strategies change with each assessment given), for reading non-fiction, collegial planning for staff, technology integration	Title I, II, IV, Local

			teaching best practices, Use of computer software for instruction to include: Stem, Renaissance, Brainpop, IXL, Wordly Wise, Pebble Go, Wit and Wisdom, Illuminate, PL courses and texts.	
4 th	%	%	Reduced Class Size for 4 th grade only, Tutoring during the day, from Title One Paras and Title One Tutors (intervention strategies change with each assessment given), for reading non-fiction, collegial planning for staff, technology integration teaching best practices, Use of computer software for instruction to include: Stem, Renaissance, Brainpop, IXL, Wordly Wise, Pebble Go, Illuminate, PL courses and texts.	Title I, II, IV, Local
5 th	%	%	Tutoring during the day, from Title One Paras and Title One Tutors (intervention strategies change with each assessment given), for reading non-fiction, collegial planning for staff, technology integration teaching best practices, Use of computer software for instruction to include: Stem, Renaissance, Brainpop, IXL, Wordly Wise, Pebble Go, Wit and Wisdom, Illuminate, PL courses and texts.	Title I, II, IV, Local, SPLOST

Social Studies

Subgroup by Grade Level	Social Studies % Beginning Learners	Social Studies % Developing Learners	Methods and Instructional Strategies to Strengthen Academic Program (Specify Grade Level if intervention is not applicable to all grade levels.)	Resource Local, Title I, Title III, Title IV, IDEA, Other)
Economically Disadvantaged				
3 rd	%	%	Tutoring during the day, from Title One Paras and Title One Tutors (intervention strategies change with each assessment given), for reading non-fiction, collegial planning for staff, technology integration teaching best practices, Use of computer software for instruction to include: Stem, Renaissance, Brainpop, IXL, Wordly Wise, Pebble Go, Wit and Wisdom, Illuminate, PL courses and texts.	Title I, II, IV, Local
4 th	%	%	Reduced Class Size for 4 th grade only, Tutoring during the day, from Title One Paras and Title One Tutors (intervention strategies change with each assessment given), for reading non-fiction, collegial planning for staff, technology integration teaching best practices, Use of computer software for instruction to include: Stem, Renaissance, Brainpop, IXL, Wordly Wise, Pebble Go, Illuminate, PL courses and texts.	Title I, II, IV, Local
5 th	%	%	Tutoring during the day, from Title One Paras and Title One Tutors (intervention strategies change with each assessment given), for reading non-fiction, collegial planning for staff, technology integration teaching best practices, Use of computer software for instruction to include: Stem, Renaissance, Brainpop, IXL, Wordly Wise, Pebble Go, Wit and Wisdom, Illuminate, PL courses and texts.	Title I, II, IV, Local, SPLOST
White				
3 rd	%	%	Tutoring during the day, from Title One Paras and Title One Tutors	Title I, II, IV,

			(intervention strategies change with each assessment given), for reading non-fiction, collegial planning for staff, technology integration teaching best practices, Use of computer software for instruction to include: Stem, Renaissance, Brainpop, IXL, Wordly Wise, Pebble Go, Wit and Wisdom, Illuminate, PL courses and texts.	Local
4 th	%	%	Reduced Class Size for 4 th grade only, Tutoring during the day, from Title One Paras and Title One Tutors (intervention strategies change with each assessment given), for reading non-fiction, collegial planning for staff, technology integration teaching best practices, Use of computer software for instruction to include: Stem, Renaissance, Brainpop, IXL, Wordly Wise, Pebble Go, Illuminate, PL courses and texts.	Title I, II, IV, Local
5 th	%	%	Tutoring during the day, from Title One Paras and Title One Tutors (intervention strategies change with each assessment given), for reading non-fiction, collegial planning for staff, technology integration teaching best practices, Use of computer software for instruction to include: Stem, Renaissance, Brainpop, IXL, Wordly Wise, Pebble Go, Wit and Wisdom, Illuminate, PL courses and texts.	Title I, II, IV, Local, SPLOST
Black				
3 rd	%	%	Tutoring during the day, from Title One Paras and Title One Tutors (intervention strategies change with each assessment given), for reading non-fiction, collegial planning for staff, technology integration teaching best practices, Use of computer software for instruction to include: Stem, Renaissance, Brainpop, IXL, Wordly Wise, Pebble Go, Wit and Wisdom, Illuminate, PL courses and texts.	Title I, II, IV, Local
4 th	%	%	Reduced Class Size for 4 th grade only, Tutoring during the day, from Title One Paras and Title One Tutors (intervention strategies change with each assessment given), for reading non-fiction, collegial planning for staff, technology integration teaching best practices, Use of computer software for instruction to include: Stem, Renaissance, Brainpop, IXL, Wordly Wise, Pebble Go, Illuminate, PL courses and texts.	Title I, II, IV, Local
5 th	%	%	Tutoring during the day, from Title One Paras and Title One Tutors (intervention strategies change with each assessment given), for reading non-fiction, collegial planning for staff, technology integration teaching best practices, Use of computer software for instruction to include: Stem, Renaissance, Brainpop, IXL, Wordly Wise, Pebble Go, Wit and Wisdom, Illuminate, PL courses and texts.	Title I, II, IV, Local, SPLOST
Hispanic				
3 rd	%	%	Tutoring during the day, from Title One Paras and Title One Tutors (intervention strategies change with each assessment given), for reading non-fiction, collegial planning for staff, technology integration teaching best practices, Use of computer software for instruction to include: Stem, Renaissance, Brainpop, IXL, Wordly Wise, Pebble Go, Wit and Wisdom, Illuminate, PL courses , STAR Fall, Study Dog, and texts.	Title I, II, IV, Local
4 th	%	%	Reduced Class Size for 4 th grade only, Tutoring during the day, from Title One Paras and Title One Tutors (intervention strategies change with each assessment given), for reading non-fiction, collegial planning for staff, technology integration teaching best practices, Use of computer software for instruction to include: Stem, Renaissance, Brainpop, IXL, Wordly Wise, Pebble Go, Illuminate, PL courses, STAR Fall, Study Dog and texts.	Title I, II, IV, Local
5 th	%	%	Tutoring during the day, from Title One Paras and Title One Tutors (intervention strategies change with each assessment given), for reading non-fiction, collegial planning for staff, technology integration teaching best	Title I, II, IV, Local, SPLOST

			practices, Use of computer software for instruction to include: Stem, Renaissance, Brainpop, IXL, Wordly Wise, Pebble Go, Wit and Wisdom, Illuminate, PL courses. STAR Fall, Study Dog and texts.	
American Indian/Alaskan				
3 rd			Too Few Students	
4 th			Too Few Students	
5 th			Too Few Students	
Asian/Pacific Islander				
3 rd			Too Few Students	
4 th			Too Few Students	
5 th			Too Few Students	
Multi-Racial				
3 rd	%	%	Tutoring during the day, from Title One Paras and Title One Tutors (intervention strategies change with each assessment given), for reading non-fiction, collegial planning for staff, technology integration teaching best practices, Use of computer software for instruction to include: Stem, Renaissance, Brainpop, IXL, Wordly Wise, Pebble Go, Wit and Wisdom, Illuminate, PL courses and texts.	Title I, II, IV, Local
4 th	%	%	Reduced Class Size for 4 th grade only, Tutoring during the day, from Title One Paras and Title One Tutors (intervention strategies change with each assessment given), for reading non-fiction, collegial planning for staff, technology integration teaching best practices, Use of computer software for instruction to include: Stem, Renaissance, Brainpop, IXL, Wordly Wise, Pebble Go, Illuminate, PL courses and texts.	Title I, II, IV, Local
5 th	%	%	Tutoring during the day, from Title One Paras and Title One Tutors (intervention strategies change with each assessment given), for reading non-fiction, collegial planning for staff, technology integration teaching best practices, Use of computer software for instruction to include: Stem, Renaissance, Brainpop, IXL, Wordly Wise, Pebble Go, Wit and Wisdom, Illuminate, PL courses and texts.	Title I, II, IV, Local, SPLOST
English Learners				
3 rd	%	%	Tutoring during the day, from Title One Paras and Title One Tutors (intervention strategies change with each assessment given), for reading non-fiction, collegial planning for staff, technology integration teaching best practices, Use of computer software for instruction to include: Stem, Renaissance, Brainpop, IXL, Wordly Wise, Pebble Go, Wit and Wisdom, Illuminate, PL courses, STAR Fall, Study Dog and texts.	Title I, II, IV, Local
4 th	%	%	Reduced Class Size for 4 th grade only, Tutoring during the day, from Title One Paras and Title One Tutors (intervention strategies change with each assessment given), for reading non-fiction, collegial planning for staff, technology integration teaching best practices, Use of computer software for instruction to include: Stem, Renaissance, Brainpop, IXL, Wordly Wise, Pebble Go, Illuminate, PL courses, STAR Fall, Study Dog and texts.	Title I, II, IV, Local
5 th	%	%	Tutoring during the day, from Title One Paras and Title One Tutors (intervention strategies change with each assessment given), for reading non-fiction, collegial planning for staff, technology integration teaching best practices, Use of computer software for instruction to include: Stem, Renaissance, Brainpop, IXL, Wordly Wise, Pebble Go, Wit and Wisdom, Illuminate, PL courses, STAR Fall, Study Dog and texts.	Title I, II, IV, Local, SPLOST
Students with Disabilities				
3 rd	%	%	Tutoring during the day, from Title One Paras and Title One Tutors	Title I, II, IV,

			(intervention strategies change with each assessment given), for reading non-fiction, collegial planning for staff, technology integration teaching best practices, Use of computer software for instruction to include: Stem, Renaissance, Brainpop, IXL, Wordly Wise, Pebble Go, Wit and Wisdom, Illuminate, PL courses and texts.	Local, IDEA
4 th	%	%	Reduced Class Size for 4 th grade only, Tutoring during the day, from Title One Paras and Title One Tutors (intervention strategies change with each assessment given), for reading non-fiction, collegial planning for staff, technology integration teaching best practices, Use of computer software for instruction to include: Stem, Renaissance, Brainpop, IXL, Wordly Wise, Pebble Go, Illuminate, PL courses and texts.	Title I, II, IV, Local, IDEA
5 th	%	%	Tutoring during the day, from Title One Paras and Title One Tutors (intervention strategies change with each assessment given), for reading non-fiction, collegial planning for staff, technology integration teaching best practices, Use of computer software for instruction to include: Stem, Renaissance, Brainpop, IXL, Wordly Wise, Pebble Go, Wit and Wisdom, Illuminate, PL courses and texts.	Title I, II, IV, Local, SPLOST, IDEA

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 show 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 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. 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 collegial 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 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.);

Discuss PBIS or other behavioral program being implemented at your school. Discuss the RTI Process at your school. Discuss your EIP program.

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/bucks for classroom students and “B Bucks” for non homeroom/classroom students. Teacher 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:

- All students have a green ELF folder
- 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
- AP takes notes using the Administrative Review Minutes form
- 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 every 4-6 weeks depending on need and area of concern
- Meeting notes are taken on the Tier 3 intervention form.
- 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, the ELF folder is copied and the originals are given to the school psychologist/SLP to continue the process.
- Interventions are continued during the testing process.

Early Intervention Program at BES:

EIP teachers are used to reduce class-size in grades 3 and 5 at BES. Reducing class size allows students to have smaller group and one on one instruction for those needing interventions. For students needing interventions in other grade levels, Title One tutors are used to meet the needs of the students.

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 2018-19 school year. In addition, Just in Time PL session will be added as needed based on data and walk-through evidence. [2018-2019 BES PL Plan](#)

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 are invited to attend orientation meetings.
- All grades participate in 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

*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:
 - a student handbook
 - a student compact
 - list of expectations and procedures given to parents during open house
 - agendas, red folders
 - a readiness package for each grade level
 - a newsletter to all students/parents each nine-weeks
 - A copy of parent's right to know letter
 - A copy of the parental engagement plan
 - 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 Schoolwide 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 2018 using data input from parents, staff, and students. A Title One Stakeholder Input meeting was held on June 8, 2018 at 8:00 a.m. and 3:00 p.m. Afterwards on June 13, 2018 the BES School Improvement met under the leadership of Georgia Evans to develop a rough draft of the SW Plan. Following this meeting an additional input meeting was held on June 25 at 8:00 a.m. and 3:00 p.m. to give an additional opportunity for input from stakeholders on the draft of the SW Plan. Finally the plan was finalized and shared with the parents, staff, and stakeholders on August 27, 2018 via the front office, parenting center, BES website and BES Newsletter. 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 meetings occurred on June 8, 2018 and June 25, 2018 at 8:00a.m. and 3:00 p.m. All stakeholders, staff and parents were invited via an invitation through school messenger, morning and afternoon sessions, copies in the parenting center, school marquee and on the website for review. On June 13 the BES School Leadership

Team met under the leadership of Georgia Evans to develop a rough SIP draft from the data and input prior to this date. After an additional Input Meeting opportunity on June 25, 2018, the BES School-Wide Title One plan was finalized and shared with the parents, staff, and stakeholders via copies in the front office, in the parenting center, BES website and BES Newsletter.

All BES Stakeholders, staff and parents were invited to attend the Annual Title I meeting held in the cafeteria at BES on August 14, 2018 at 9:00 a.m. and 6:00 p.m.. At this Annual 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 2018-19 school year, BES uses student agendas to help notify parents of meetings and other information throughout the year. In addition, parental feedback on Parent Compacts, Parent Engagement Plans, are requested through feedback, website, as well as Open House Event.

- B. 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;

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 through out 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 Schoolwide 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 Schoolwide 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, front office, 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.

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)

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	
Reducing Class Size	All Content Areas		x			Reducing Class Size
Tutoring/Extended Learning Time	All Content Areas	x				Tutoring Research
Renaissance STAR reading and math	Reading and math			X		Core Progress for Reading Core Progress for Math
IXL	ELA and Math		X			IXL ELA
Brainpop	All		X			Improving student science and English skills
Writing Assesslets	ELa				X	GCA why should I use Asseslets
Summer Math Vertical Planning	Math			X		Vertical math planning
Great Minds Eureka, Digital Suite, Edulastic	Math			x		Eureka Math- Great Minds
Chromebooks, Promethan Boards, Ipads, etc	All Content Areas		x			What Works Clearinghouse
IReady Reading, I Ready Math	Reading and Math			x		Supporting Research
Wit and Wisdom with Great Minds	Reading			x		Wit and Wisdom

Saxon Reading and Math	Reading and Math			x	x	Phonics Math
Wordly Wise	Reading		x			Reading Comprehension and Vocabulary
Pebble Go	Reading,			x		Pebble Go Literacy
Learning A-Z	Reading		x			Reading Comprehension
Paraprofessionals/Tutors	Reading, Writing, Math			X		Research on Using Paraprofessionals for small groups
Literacy Institute	Reading, writing		X			Literacy Institute

- 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. 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.

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

Principal

Date

Title I Specialist

Date of Approval

Director of Federal Programs

Date

Superintendent

Date