



SCHOOLWIDE/SCHOOL IMPROVEMENT PLAN TEMPLATE		
School Name: Bowdon Elementary School		District Name: Carroll County
Principal Name: Lorie Teal		School Year: 2016-2017
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District Title I Director/Coordinator Name: Dr. Karen Strickland		
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ESEA WAIVER ACCOUNTABILITY STATUS		
(Check all boxes that apply and provide additional information if requested.)		
Priority School <input type="checkbox"/>		Focus School <input type="checkbox"/>
Title I Alert School <input type="checkbox"/>		
Principal's Signature:		Date:
Title I Director's Signature:		Date:
Superintendent's Signature:		Date:
Revision Date: 7/11/2016	Revision Date: 7/21/16	Revision Date:8/17/16



SWP Template Instructions

- All components of a Title I Schoolwide Program Plan and a School Improvement Plan must be addressed. When using SWP and SIP checklists, all components/elements marked as “Not Met” need additional development.
- Please add your planning committee members on the next page.
- The first ten components in the template are required components as set forth in Section 1114 of the Elementary and Secondary Education Act of 1965 (ESEA).
- Please submit your School Improvement Plan as an addendum after the header page in this document.



Planning Committee Members

NAME	MEMBER'S SIGNATURE	POSITION/ROLE
Lorie Teal	*See Attached signature page.	Principal
Colleen Jones		Assistant Principal
Kelly Christopher		Teacher/5 th grade
Connie Ross		Teacher/4 th grade
Rebekah Phillips		Teacher/3 rd grade
Kathy Estes		Teacher/2 nd grade
Kristy Bass		Teacher/1 st grade
Katie Bryant		Teacher/Kindergarten
Brandy Cook		Teacher/Pre K
Alicia Wyatt		Para Professional
Diane Kent		Parent Representative
Opal Yates		SPD
Chassy Curbow		SPED



SWP/SIP Components

1. A comprehensive needs assessment of the entire school, (including taking into account the needs of migratory children as defined in Section 1309(2)) that is based on information which includes the achievement of children in relation to the state academic content standards and the state student academic achievement standards described in Section 1111(b)(1).

Response:

- A. We have developed our schoolwide plan with the participation of individuals who will carry out the comprehensive schoolwide/school improvement program plan. Those persons involved were . . .

Lorie Teal
Colleen Jones
Kelly Christopher
Connie Ross
Rebekah Phillips
Kathy Estes
Kristy Bass
Katie Bryant
Brandy Cook
Alicia Wyatt
Diane Kent
Opal Yates
Chassy Curbow

The ways they 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 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 during pre-planning (Aug.2). After this initial meeting, administration will hold grade level and leadership meetings 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 during pre-planning 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

B. We have used the following instruments, procedures, or processes to obtain this information

- Instruments used: Georgia Milestones Grade Level Assessment, Unit assessment scores, Student Learning Objective Scores, Read with Sarah Levels, STAR Reading, STAR Math scores are used as lagging indicators for student placement. As the year begins students are assessed again on STAR Reading and Math, Pre-test, Post test, teacher made test, benchmarks, IXL levels, Lexile Levels, Renaissance Learning, GKIDS, Dibels.
- Procedures: As all these assessments are compiled specific skills are determined to begin lessening the gap of student learning. The School Improvement Board or SIB, uses this data to determine strengths and weaknesses, and create a process for monitoring the data on a continual basis using a variety of processes involving staff members.
 - Teachers compile student data using SLDS as well as RTI graphing tools to implement interventions and monitoring progress or need for deeper intervention. Meetings at the team level are held to discuss students performing at Tier II. Meetings at the SST level are held to discuss students in Tier III. IEPs and Quest meetings are held to discuss the needs of Tier IV learners.
 - The first and last 30 minutes of each day grades 3-5 begins with an Instructional Focus Period, where students are divided into smaller groups for focused instruction on a skill that needs improving in reading and math. After three weeks, data is monitored to place students in the most appropriate intervention. Teams also monitor student performance and those who fall into three categories: does not meet, meets, and exceeds for Reading, Writing, and Math.
 - Lesson Plans are developed and shared via Google Drive with all teaching personnel working with the students. In addition, lesson plans are shared with administration for monitoring and walk-through purposes.
 - Use of county developed units, pacing guides aligned to CCGPS in order to ensure consistency of instructional programs within the school and system.
 - Collegial, leadership collegial, vertical planning, and committee planning teams for the development and enhancement of units, as well as analyzing student data to determine instructional strategies.
 - Georgia Milestones student readiness actives, including the use of Milestones on-line Assessment System GOFAR, IXL, Brain Pop, Illuminate, USA Text Prep and various other test preparation materials.
 - Lexile levels will be used to label books for measuring difficulty of text. Information



will be sent to parents each nine weeks concerning their child's individual Lexile Level for grades 1st – 5th.

- Flexible grouping in reading and math will be used help student succeed. Flexible grouping may look different from grade to grade due to needs of the students. However, all flexible grouping will be based on data and taught accordingly.
- A school-wide discipline program will be implemented using the four step intervention plan. All level one offenses will be handled through this process. Level two and three offenses will be handled by direct referrals to the office.
- Attendance meetings will be set monthly to monitor students with 3 or more unexcused absences. These meeting will be held with the counselor and the school social worker. Alicia Wyatt , our attendance clerk will make phone calls to check on absences of students. Attendance data will be pulled at a minimum on a monthly basis to ensure teachers are aware of students will accumulating absences.
- School-wide character building program will be used to promote positive self esteem, self control, respect for rules, respect for property, respect for others and high expectations. These awards will be issued at PTO meetings throughout the year.
- Use of Title 1 funds to provide extra help during and/or after school in math, reading, and writing sessions. Sessions are geared to students needing extra help in content areas.
- Instructional technology will be used to engage students in all content areas. Wireless hubs, Promethean Boards, Document Cameras, Chrome Books, cases, charging stations, desktops, laptops, digital cameras, headphone, Ipads, Ipad Aps, and cases will be used for students and with students.
- Brainstorming is the beginning process for determining the success of student learning. A variety of tools are available to help students in areas of need. Brainstorming helps teachers determine which tools are the best resources to improve instruction for each group of students. As tools are determined for teaching, probes are selected to measure progress of teaching interventions. The results of the probes are graphed over several weeks of instruction to determine if the rate of progress is appropriate. If progress is not appropriate, the student is placed at a higher monitoring tier for more focused interventions.

C. We have taken into account the needs of migrant children by

At the current time there are no migrant children enrolled at Bowdon Elementary School. If a migrant child should enroll, BES will contact the Director of Federal Programs who will contact the migrant consortium to assist the school in providing services to the migrant student. Migrant students will be provided all services for which they qualify.



D. We have reflected current achievement data that will help the school understand the subjects and skills in which teaching and learning need to be improved. For example . . .

Based on the needs assessment from testing and survey data for Bowdon Elementary School, it was determined that Bowdon Elementary needs further improvement in

- **All students improvement in all core subject areas**

According to the 2016 Milestones Test results, the percentage of students at BES meeting or exceeding on this test compared to the percentage of students in the State of Georgia meeting or exceeding on this test is lower at BES in English language arts and math.

The percentages are as follows:

ELA, 33% of students at BES in 3rd grade met proficient or distinguished vs. 35% of students in Georgia.

ELA, 27% of students at BES in 4th grade met proficient or distinguished vs. 35% of students in Georgia

ELA, 32% of students at BES in 5th grade met proficient or distinguished vs. 41% of students in Georgia.

Math, 27% of students at BES in 3rd grade met proficient or distinguished vs. 40% of students in Georgia.

Math, 39% of students at BES in 4th grade met proficient or distinguished vs. 40% of students in Georgia.

Math, 37% of students at BES in 5th grade met proficient or distinguished vs. 38% of students in Georgia.

SC, 45% of students at BES in 3rd grade met proficient or distinguished vs. 35% of students in Georgia.

SC, 37% of students at BES in 4th grade met proficient or distinguished vs. 33% of students in Georgia.

SC, 44% of students at BES in 5th grade met proficient or distinguished vs. 39% of students in Georgia.

SS, 36% of students at BES in 3rd grade met proficient or distinguished vs. 30% of students in Georgia.

SS, 44% of students at BES in 4th grade met proficient or distinguished vs. 34% in Georgia.

SS, 39% of students at BES in 5th grade met proficient or distinguished vs. 30% in Georgia.



- **All students improvement in Lexile Levels**

According to the 2016 Milestones Test exceeding, BES improved in lexile scores in third grade but declined in performance in 5th grade as compared to the previous year. The percentages are as follows:

- 3rd Grade, 41% of students in the state met or exceeded a lexile level of 650 or greater on the 2016 Georgia Milestones vs. 35% the previous year.
- 5th Grade, 62% of students in the state met or exceeded a lexile level of 850 or greater on the 2016 Georgia Milestones vs. 63% the previous year.

- **All students in Students with Disabilities subgroup**

According to the 2016 Milestones Test results, the percentage of students with disabilities at BES meeting or exceeding on this test compared to the percentage of students with disabilities in the State of Georgia is higher in all subject areas.

The percentages are as follows:

ELA, 8% of SWD students in the state met or exceeded 2016 GA Milestones vs. 19% at BES.

Math, 12% of SWD students in the state met or exceeded 2016 GA Milestones vs. 12% at BES.

Science, 13% of SWD students in the state met or exceeded 2016 GA Milestones vs. 18% at BES.

Social Studies, 11% of SWD students in the state met or exceeded 2016 GA Milestones vs. 20% at BES.

- **All students in Economically Disadvantaged subgroup**

According to the 2016 Milestones Test results, the percentage of economically disadvantaged students (ED) at BES meeting or exceeding on this test compared to the percentage of economically disadvantaged students in the State of Georgia meeting or exceeding is lower in the areas of English language arts and math.

The percentages are as follows

ELA, 27% of ED students in the state met or exceeded on the 2016 GA Milestones vs. 25% at BES.



Math, 28% of ED students in the state met or exceeded on the 2016 GA Milestones vs. 27% at BES.

Science, 25% of ED students in the state met or exceeded on the 2016 GA Milestones vs. 36% at BES.

Social Studies, 23% of ED students in the state met or exceeded on the 2016 GA Milestones vs. 31% at BES.

- **Continued improvement in writing PK-5**

According to the 2016 Milestones Test results, the percentage of students at BES meeting or exceeding on the writing portion of the test compared to the previous year did not meet expectations in writing. At this point state scores are not available for comparison.

Over all the writing results from the Georgia Milestones indicate a need to focus more heavily on developing ideas rather than conventions. Narrative Writing is also an area that needs more attention.

E. We have based our plan on information about all students in the school and identified students and groups of students who are not yet achieving to the State Academic content standards [the Georgia Standards of Excellence (GSE)] and the State student academic achievement standards including

- Economically disadvantaged students
- Students with disabilities

F. The data has helped us reach conclusions regarding achievement or other related data.

- The major strengths we found in our program were BES students in grades 3 and 4 increased Lexile Reading Level according to Georgia Milestone 2016 data. Science and Social Studies scores were also higher than math and ELA.
- The major needs we discovered were improving reading comprehension of SWD and economically disadvantaged students, improve English language arts success in all grade levels, and improving Lexile Levels 5th grade (as well as all others). In addition writing ideas and narrative need improving. Math is also an area of concern in all grades.
- The needs we will address are K-5 Literacy Framework, SWD in co-teaching and resource classrooms, improving Lexile Levels, extra help for students not meeting standards in English language arts, continued growth and improvement in mathematics, science, and social studies, strengthening number sense and operations



in math for K-1 and applying Standards of Mathematical Practice for grades 2-5.

➤ The specific academic needs of those students that are to be addressed in the schoolwide program plan will be improving English Language Arts (Extra Help, Extended Day, writing tools) reading comprehension skills (Extra Help, Extended Day, Spire, IXL, books, technology, Thinking Maps, Saxon Phonics, Saxon Math, and Eureka Math). In order to maintain student achievement in math, the school will also address math fluency facts (Extra Help, Extended Day, IXL, STAR Math, technology, Thinking Maps).

➤ The ROOT CAUSE/s that we discovered for each of the needs were:

Too many SWD have been served in Resource class, when more of a focus should have been on co-teaching. In addition, rigor and more planned intentional use needs to be placed on researched based strategies that are consistent and pervasively implemented and monitored with rigor for improvement. Lastly, with the implementation of GSE curriculum, and the new Georgia Milestones assessment, teachers have moved away from an intensive focus on grammatical skills, research processes, critical reading, and writing process that are essential to success in English Language Arts.

G. The measurable goals/benchmarks we have established to address the needs were.

The goal of the 2016-2017 school year will be to have our students at or above the state average in all content areas. In order to monitor progress towards this goal, the committees of BES will monitor different areas and post appropriate data accordingly in the live data room. This data will be revisited each month by the leadership team as leading data, helping to direct our path toward meeting our goals. For each CCGPS unit, pre and post data will be used to determine what information needs to be taught and what information was learned after information was taught. In addition to unit test, Bowdon Elementary will continue to use SAFE's (short and frequent evaluations) to analyze the progress of specific content standards on a weekly basis. All this data will be analyzed and used as formative data to make adjustments in our plan as needed.



2. Schoolwide reform strategies that:

Response:

BES has identified the following scientifically based strategies to be used for the following content areas:

The following instructional programs and practices will be used to support implementation of scientifically based strategies in core subject areas at Bowdon Elementary School.

Reading: SPIRE and Orton Gillingham reading programs for SPED, reading comprehension, Thinking Maps, IXL, Pebble Go, STAR Reading, RTI, Saxon Phonics, Reading Coach

Math: IXL, STAR Math, IXL, Error Analysis, writing in math, Thinking Maps, RTI, Eureka Math (2-5), Saxon Math (k-1), Math Coach

ELA/Writing: Writing across all content areas, writing content journals, writing process, benchmarks, rubrics, Thinking Maps, Saxon Phonics, USA test prep, Literacy Coach

Science: Science Lab, writing content journals, writing across all content areas, projects, Thinking Maps, Pebble Go.

Social Studies: Living History Day, Pebble Go, Writing across all content areas, Thinking Maps, Weekly Readers

- Provide opportunities for all children to meet the state's proficient and advanced levels of student academic achievement described in Section 1111(b)(1)(D).

Response:

- Reduce class size-This strategy will allow students to have smaller group interventions as data is gathered and determine where students are struggling and need extra help. The teacher will also be able to spend more time with students as needed to address their needs due to having fewer students in the classroom.
- Paraprofessionals to provide small group interventions in reading and or math- This strategy provides extra support where students received targeted interventions in reading and math. Data is tracked to show progress or lack of progress to be able to change the intervention as needed.
- Paraprofessionals to provide assistance in writing, - This strategy provides extra support in the area of writing to enhance and reinforce what is being taught in the classroom. Google Drive is a tool that is used for this strategy so that the paraprofessional and the teacher are able to view and give feedback to students on the



- progress of their writing projects and presentations created.
- Literacy/Math Tutor- This strategy will provide students with a tutor to apply literacy and math skills as an extra dose during common planning time.
 - Extra help reading, math, and writing during the school day-- This strategy provides extra help to at-risk students based on data. Providing this service during the school day allows all students needing extra help to receive this help, rather than offering this after the school day has ended. Data is gathered and monitored to ensure progress is being made with the strategies being used.
 - Thinking Maps give students a way to put abstract concepts into a visual image. This provides students who are having difficulty with a specific concept a tactic that will allow them to organize and learn the material.
 - Dr. Wilson SPED consultant, will work with our SPED teachers and co-teachers to fully utilize data to drive instruction, monitor the progress of strategies, and work with our teachers to ensure positive results from our students in all content areas.
 - Georgia Evan collegial leadership consultant will work with BES administrators and BES leadership team to analysis data, determine best practice strategies and initiatives to address needs found through data analysis. As the year progress, Dr. Evans will continue to work with BES leadership team to monitor the progress and implementation of the developed School Improvement Plan. Additionally, Dr. Evans will work with each grade level team throughout the school year to analyze relevant data, lesson plans, observations and provide rigorous feedback on instruction for all students based on research based strategies and formative data.
 - IXL, will be used K-5 for ELA and Math. This program will allow teachers to individualize the assigned tasks based on student need and progress. This tool will also be used in setting goals for students. This program is also accessible from outside the school since it is internet based, making it a home/school connecting tool.
 - Pebble Go, will be used as an instructional tool to help students have better visuals of learning in all content areas. Pebble Go will also be used to assist in writing and research assignments as appropriate.
 - Saxon Phonics will be used in Kindergarten, first, and second grade to provide a research based phonics program to strengthen the reading and language foundations of our students at BES.
 - Saxon Math is a research based Math program that will be used in k-1 grades to provide spiral review of math skills and build a firm foundation on number sense and operation.
 - Eureka Math will be used for math guidance in grades 2-5. This program is designed with rigor and application of the Standards of Mathematical Practices.
 - Guided reading book sets will be purchased to enhance the reading opportunities for leveled reading during IFP.



- Use effective methods and instructional strategies that are based on scientifically based research that:
 - Strengthen the core academic program in the school.
 - increase the amount and quality of learning time, such as providing and extended school year and before- or after-school and summer programs and opportunities, and help provide an enriched and accelerated curriculum
 - include strategies for meeting the educational needs of historically underserved populations

Response:

A. Following (or in our appendices) are examples of the SCIENTIFICALLY BASED RESEARCH supporting our effective methods and instructional practices or strategies.

*Reduce class size strategy- According to a **recent study done by the National Council of Professors of Educational Administration done in 2012 where they examined this theory globally. They found in their study that smaller class sizes, especially in grades K-3 showed tremendous positive effect on students academically. Achilles, Charles M. “Class-Size Policy: The STAR Experiment and Related Class-Size Studies”**. NCPEA Policy Brief. Volume 1, Number 2, 2012

*Small group instruction- in a recent study conducted by Learning Disability Quarterly, “This intervention study compared the efficacy of **small-group tutoring** on the mathematics learning of third-grade students at risk for mathematics difficulty using either a school-provided standards-based curriculum (SBC) or a schema-based instruction (SBI) curriculum. Results indicated interaction **effects** on the word problem-solving (WPS) posttest and retention tests such that SBI students with higher incoming (pretest) WPS scores outperformed SBC students with higher pretest scores, whereas SBC students with lower pretest scores outperformed SBI students with lower pretest scores. Learning Disability Quarterly. Feb2013, Vol. 36 Issue 1, p21-35. 15p.

*Thinking Maps- In a study done by School-Universities Partnerships, An exploratory action research case study was conducted at Moanalua Middle School from 2006-2009 to examine the impact of **Thinking Maps** on student achievement. **Thinking Maps** are not just another set of graphic organizers but a set of eight of unique visual mind **maps** with each linked to a specific higher-order **thinking** pattern. This study tells the story of one middle school where a school-wide initiative demonstrated an increase to 86% grade-level reading proficiency within three years. School-University Partnerships, v6 n1 p33-46 Spr 2013. 14 pp.



*Co-teaching training- In a study done by Journal of Educational Leadership, the need for more collaboration and **co-teaching** emerged from the standards-based and accountability movement as a result of legislation such as the No Child Left Behind (NCLB) and Individuals with Disabilities Education Improvement Act (IDEIA). This study sought to identify the skill sets perceived as necessary by elementary general and exceptional education teachers, (0-5 years experience), needed to be successful in a **co-teaching** classroom and to discover if collaborative coursework is being offered to pre-service teachers as part of their university experience. This qualitative study was based on the naturalistic inquiry design (Lincoln & Guba, 1985) and was comprised of three focus groups. A focus group protocol was used for data collection based on the ten revised (2011) Interstate Teacher Assessment and Support Consortium standards. Data collected aligned pre-service training, coursework, and experiences received with the skill sets the participating teachers reported as critical for effective collaboration and co-teaching. Fifty-three percent of the general education teachers' and 60% of the exceptional education teachers' training received matched the skills they felt were most important. Forty-seven percent of the general education teachers' and 40% of the exceptional education teachers' pre-service training focused on "other" skills, knowledge, performance, and critical dispositions. These data suggest that there is a disconnect between what teachers perceive as important and what is actually being taught through coursework and experiences in teacher preparation programs. *International Journal of Educational Leadership Preparation*, v7 n3 Oct 2012. 13 pp.

*Computer based learning programs (IXL, Pebble GO, USA, Read Works, Test Prep) In a study done by Educational Technology Research and Development, from the experimental results, it is found that the personalized educational computer game not only promotes learning motivation, but also improves the learning achievements of the students. *Educational Technology Research and Development*, v60 n4 p623-638 Aug 2012. 16 pp.

BES is using Title I funds to increase the amount of learning time by hiring additional personnel to assist during the school day. This allows more students to have access to additional help than by providing this service after school since so many of our students do not have transportation needed after school. Students in grades K-2 who need extra help in reading, writing, and math get assistance through, small group interventions, writing, writing and reading through technology from a certified teacher or a paraprofessional. In addition, extra help tutoring services are also provided to students in reading, writing, and or math for grades 3-5 when needed. Homeless students are also served using FIT (Families In Transition) funding during the school day. Students served are based on data of instructional progress of FIT students.



BES is using Title I funds to increase the quality of learning time in each classroom by establishing an Instructional Focus Period (IFP) where all certified and almost all classified staff members work with small groups of children for reading interventions or extending and refining activities. IFP begins promptly at 7:40 and ends at 8:20. A second IFP from 1:50 to 2:20 each day will be set aside for Math as well. This time is specifically for addressing concepts students need to master to be able to master standards taught during content periods. All staff members are expected to engage students in an activator as soon as class begins. Instructional time is heavily monitored and protected by administration. BES utilizes our instructional coach for 'Just in time Professional Learning activities throughout the year. Just in time professional learning is professional learning targeted to the needs of one or more specific teachers. This professional learning is in addition to the scheduled monthly Professional Learning predetermined and set by the data analyzed in the Summer of 2016 and Winter of 2015. Our instructional coach also attends and participates in collegial planning sessions to assist with rigor within units. As time permits, she completes walk through and gives feedback to teachers and administration for growth. Teachers participate in professional learning and are held accountable for evidence of implementation of the professional learning in classrooms as walk throughs are completed. In addition, administration will implement the practice of thirty second feedback after each classroom observation.

B. We will increase the amount and quality of learning time by . . . (Tutoring during common planning time, extended learning clubs offered before and after school [reading club, robotics club, etc.], block scheduling)



- **Include strategies to address the needs of all children in the school, but particularly the needs of low-achieving children and those at risk of not meeting the state student achievement standards who are members of the target population of any program that is included in the schoolwide program which may include:**
 - **counseling, pupil services, and mentoring services;**
 - **college and career awareness and preparation, such as college and career guidance, personal finance education, and innovative teaching methods, which may include applied learning and team-teaching strategies; and**
 - **the integration of vocational and technical education programs; and**

Additionally, at BES we provide students with numerous opportunities for counseling and career awareness opportunities. Each October, BES students in grades kindergarten through fifth participate in Georgia Department of Education career modules instruction during a week on career awareness for students. The modules are taught by the teachers using a direct delivery model. Career awareness concludes in a career day fair presented by our fifth grade students to the entire student body of 3rd and 4th graders in May where they team teach to the other students about various career opportunities. These programs are not funded through Title One at this time.

- Address how the school will determine if such needs have been met; and
 - Are consistent with, and are designed to implement, the state and local improvement plans, if any.

Response:

All needs of student are met through the avenue of flexible grouping. Teachers begin each unit with pre-test assessments to determine the instructional level of each student in reading and math. Based on these results students are placed in flexible groups where teachers work at the level of the group for progress. This offers extension to high performing students and remediation and acceleration for those not making progress as needed. Those not meeting standards are supplemented through Title One funds with extra help teachers in grades K-5 for writing and grades 3-5 for math and reading. BES uses a variety of assessments to determine where a child needs extra help. These assessments include: STAR reading and math, benchmark scores, Dibels, RWS benchmarks, and unit pre and post test. For students not making ample progress the RTI progress monitor procedure is in place to get appropriate interventions. BES will receive continued professional learning as a RTI Pilot School for the 2016-2017 school year.



3. Instruction by highly qualified professional staff

Response:

100% of teachers at Bowdon Elementary are Highly Qualified. The following number of teachers have certificate at each of the levels indicated.

Bachelors: 28% of the teaching staff

Masters: 38% of the teaching staff

Specialist: 32% of the teaching staff

Doctoral: 2% of teaching staff

If at any time a teacher who is not highly qualified were to be hired by the Carroll County School System, the teacher would be placed under a remediation plan developed and monitored at the district level.



4. In accordance with Section 1119 and subsection (a)(4), high-qualified and ongoing professional development for teachers, principals, and paraprofessionals and, if appropriate, pupil services personnel, parents, and other staff to enable all children in the school to meet the state's student academic achievement standards.

Response:

- A. We have included teachers, principals, paraprofessionals and, if appropriate, pupil services personnel, parents, and other staff in our staff development that addresses the root causes of our identified needs.

All certified staff will participate in

- Continued RTI school training to assist in student progress in all content levels
- Google Drive, which is used to encourage students to work collaborative on projects via the computer, to share tasks via the computer with teachers and other. Students are able to work from any internet connection using Google Drive. This is a valuable tool for increasing literacy in grades 1-5.
- Co-Teaching and Resource teaching of SWD with Dr. Wilson
- Reading Strategies for Improving Reading/ ELA
- Collegial Planning
- Lesson Plan and Rigor pulse check with Dr. Georgia Evans
- Unit Planning for GSE
- Benchmark / Common Assessment analysis
- TKES training
- Renaissance Learning Training
- Advisement Training
- Illuminate Training
- Coding for Gifted Teachers Training
- Saxon Math Training for in grades K-1
- Eureka Math Training for Math teachers in 2-5
- STEM Certification On-going Study
- Saxon Phonics Training
- Registration for GCSS conference (Rebeka and Nikki)
- Literacy and Beyond Conference UWG (Rebeka and Nikki)

- B. We have aligned professional development with the State's academic content and student academic achievement standards with

CCGPS unit development will be provided to teacher leaders per grade level to further develop rigorous units. Teacher leaders will lead other grade level members through units developed for



personalization at each school. In addition to unit planning, teachers will be provided with four collegial planning opportunities throughout the school year lead by administration. During collegial planning BES will work collaboratively to analyze student data and plan for rigorous and scientific based instruction for all students at BES. Dr. Georgia Evans will observe and conference with teachers concerning lesson plans, teaching, data, and observations on 4 different occasions to enhance learning.

We have devoted sufficient resources to carry out effectively the professional development activities that address the root causes of academic problems.

Title One money will be used for:

- Subs for Collegial planning for: grade levels teams.
- Consultant Services for Georgia Evans(4 days) will be used as key days to check the progress of our lesson plans, teaching rigor, data, and learning progress. Adjustments based on the most current data and the trends of the data will be made at that time. These decisions will determine changes in the instructional plan to address at-risk students. Additionally, Dr. Evans will work with the school improvement team mid-year to analyze student data and provide timely data driven instruction aimed at academic improvement.
- Renaissance Learning

Title One funds will also be used for:

- Reducing teacher class size (Lindsay Rogers, Kindergarten 50%)
- One parapro to work with students in small group interventions for reading and or math as well as writing for struggling students K-5.
- Extra help sessions for Reading, Writing, Science, and Math. Sessions will be offered during the school day and/or after school to ensure students needing these interventions will be able to attend through tutors.
- Technology: Ipads, Ipad cases, Ipad chargers, desktops, Chromebooks, Promethan Boards, Projectors, charging carts
- Books to increase Lexile Levels
- Subscriptions to: Pebble Go, IXL, Renaissance Learning and USA test prep.
- Saxon Phonics refill kits.
- Saxon Math
- Eureka Math
- Parent Coordinator Services
- Parent Communication folders for all students (Title One Set Aside)
- Postage for Title I communication



C. We have included teachers in professional development activities regarding the use of academic assessments to enable them to provide information on, and to improve, the achievement of individual students and the overall instructional program in the following ways:

Teachers are included in professional development activities regarding the use of academic assessments. Teachers begin the year with summative data from the previous year's unit assessments and SLO tests. As the beginning of the year progresses, the STAR reading and math test are given to help determine the current baseline data for each student. Upon analysis of all data, teachers meet with administration to discuss in which reading groups each child will be taught as well as their expected path of progress to being on grade level. In addition, teachers are required to use pre/post test as well as additional formative assessment opportunities which enable them to provide information on how to improve the achievement of individual students and the overall instructional program. As units are complete, pre/post data are posted per grade level in the data room for school-wide data progress discussions. As benchmarks and unit tests are completed and analyzed, each teacher/team meets with administration to share their action plan of how they will address needs found with this data analysis. This data is analyzed to determine the areas of needs and strength for each class. This data is also compared within the county to determine the success of BES.

Georgia Milestones informational data is shared with teachers prior to and after Milestones scores arrive. Discussions on the anticipated changes of meets scores were held with teachers during Monday meetings. BES also works with parents to help them understand the new assessment information. The testing coordinator works continuously with teachers through the RTI process using a variety of data to determine the appropriate placement of all students needing interventions. Continuous changes of CCRPI, Lexile Levels, Close Reading, as well as SLDS are all topics of professional learning at BES throughout the school year.



5. Strategies to attract high-quality highly qualified teachers to high-need schools.

Response:

In order to attract 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.



6. Strategies to increase parental involvement in accordance with Section 1118, such as family literacy services.

A. *Response:* We have involved parents in the planning, review, and improvement of the comprehensive schoolwide program plan by

We have involved parents in the planning, review, and improvement of the comprehensive schoolwide program plan. These meetings occurred on July 14, 2016 at 10:00a.m. and 3:00 p.m. All parents were invited to provide input through school messenger, morning and afternoon sessions, copies in the parenting center and on the website for review. The finalized plan is shared via hard copies to parents and posted on the BES school website.

At BES Parents are invited to attend the Annual Title I meeting held in the cafeteria at BES on August 18, 2016 at 6:30 p.m.. At this Annual Title I Meeting, administrators deliver 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 in the afternoon to allow for the majority of working parents to attend. At this meeting important information is made available to parents.

For the 2016-17 school year, BES also reinstated student agendas to help notify parents of meetings and other information throughout the year. In addition, parental feedback on Parent Compacts, Parent Involvement Plan, are requested through feedback, website, as well as Open House Event.

- We have developed a parent involvement policy included in our appendices that includes strategies to increase parental involvement such as: family literacy services, STEM night with Bowdon Cluster schools, Writing night, PTO, meet your teacher, Open House, Parent Volunteers in classrooms, AR Family Reading Night, BES Café, Good Touch / Bad Touch, Parenting Center, and Parent Volunteer Orientation.
- BES provides individual student academic assessment results, including an interpretation of those results by way of: weekly folders, Parent Portal/Infinite Campus, Agenda, report cards, mid-terms, STAR reports for reading and math, and student lexile levels with the state DOE interpretation brochure.
- The school wide parental involvement plan is available for parents in several ways: BES sent home a copy of the Parental Involvement Plan with every student, there is a copy of the Parental Involvement Plan on the school's website, copies of the parental involvement plan can be found in the front office, registration office, and parenting center. A copy of the Parent Involvement Plan is included in the new student packet information given to each child as they register at BES.



- A copy of the Parent Involvement Plan is included in this section of the notebook as Appendix 1.
- A copy of the Parent Involvement Checklist is included in this section of the notebook as Appendix 1.
- A copy of the School Compact is included in this section of the notebook as Appendix 1
- A copy of the school wide title one plan is available upon request, on the school website, the main office, parenting center, and at the carroll county school system central office.

We have developed a parent involvement policy included in our appendices that

- includes strategies to increase parental involvement (such as family literacy services)
- describes how the school will provide individual student academic assessment results, including a interpretation of those results
- makes the comprehensive schoolwide program plan available to the LEA, parents, and the public (internet, newspaper, newsletters)
- compacts required – include with policy
- Parent Involvement checklist included



7. Plans for assisting preschool children in the transition from early childhood programs, such as Head Start, Even Start, Early Reading First, or a state-run preschool program, to local elementary school programs.

Response:

A. Following 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 conference 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 at 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
 - 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 involvement plan

All actions directly tie into those mentioned in all subject areas of the school improvement plan.



8. Measures to include teachers in the decisions regarding the use of academic assessments described in Section 1111(b)(3) in order to provide information on, and to improve, the achievement of individual students and the overall instructional program.

Response:

A. The ways that we include teachers in decisions regarding use of academic assessment are

- BES has a leadership team, the School Improvement Board, which is made up of representatives from each grade level and specialty area. The SIB uses assessment data to set the annual school-wide focus. The types of assessment data used in these meetings include: Georgia Milestones (available October 2015), STAR, Dibels, GRASP, benchmark tests, and unit pre and post test, writing test, and Gkids. These leadership meetings to review data occur once a month.
- The administrative team presents assessment data to faculty and staff for review and discussion. The data review meetings with the entire faculty occur at the beginning, middle, and end of the school year. The staff analyzes the totality of data from multiple sources including: Georgia Milestones (available October 2015), STAR, Dibels, GRASP, benchmark/common assessments, unit pre and post tests, writing test, and Gkids.
- The school's administrators meet with each grade level to analyze data, provide input, and set goals using several data points throughout the year. The data discussed in these meetings includes: Georgia Milestones, STAR, Dibels, benchmark /common assessment, unit pre and post tests, writing test, and Gkids.
- Assessment data are distributed to all teachers and posted prominently throughout the campus through reports that can be generated from Illuminate, an online system; Carroll County schools sites, STAR report generator, and Gkids site.
- Academic assessments are used during collegial planning to determine student academic needs.



9. Activities to ensure that students who experience difficulty mastering the proficient or advanced levels of academic achievement standards required by Section 1111(b)(1) shall be provided with effective, timely additional assistance, which shall include measures to ensure that students' difficulties are identified on a timely basis and to provide sufficient information on which to base effective assistance.

Response:

- A. We are providing activities to ensure that students who experience difficulty mastering proficient or advanced levels of academic achievement standards shall be provided with effective, timely additional assistance. Those activities are:
- Peer tutors
 - Extended Day: Acceleration/Previewing
 - Extra Help Sessions during the school day
 - Flexible grouping in reading and math
 - Parent conferences
 - Paraprofessionals
 - Parent volunteers assist at risk students
 - Pyramid of intervention
 - SST
 - Georgia Milestones computer practice: school wide computer access
 - Online programs available at home on the Internet (IXL, USA test prep)



10. Coordination and integration of federal, state, and local services and programs, including programs supported under this Act, violence prevention programs, nutrition programs, housing programs, Head Start, adult education, vocational and technical education, and job training

Response: The following chart represents the integration of federal, state, and local services and programs.

Funding Source	Resources provided
FTE	Teachers, paraprofessionals, other staff, instructional materials and supplies, software, transportation.
Title I	Teachers, paraprofessionals, writing, reading, and math tutoring during the school day, writing notebooks, Ipads and cases, EBooks, instructional supplies in all 5 core subject areas, Professional Learning in: Thinking Maps, Instructional Technology, Response to Intervention, Goal Setting, and software such as: IXL, and Pebble GoFAR, Eureka Math, Saxon Math, and USA test prep.
Title II	Professional Development
Title III	Instructional materials and supplies, technology, teachers, software.
IDEA	Instructional materials, supplies, technology, teachers, and software.
SPLOST	Desktop computers, laptop computers, Promethean boards, projectors, Ipads. Chromebooks, charging carts, computer mice



11. Description of how individual student assessment results and interpretation will be provided to parents.

Response:

The GaDOE provides individual assessment results and an interpretive guide for mandated state tests. Individual assessment results are provided to parents with the end of year report card in May. If a parent needs help interpreting the individual assessment results they are encouraged through the letter sent home to parents with initial scores to contact the school's testing coordinator to answer their question. Parents are provided information related to locally required assessments, i.e. Lexile scores, benchmark scores, etc. and parents are given the opportunity for training to understand the assessment information through parent teacher conferences that can be held at the parent's request any time that is convenient to the parent's work schedule.

When Georgia Milestones assessments results are made available, BES will deliver score reports to Bowdon Middle School where they will be distributed to sixth grade.

The benchmark/common assessments data is posted in the school's data room. The benchmark/common assessment results are also discussed with parents and public at school council meetings and School Improvement Board meetings. STAR math and reading scores are made available to parents each nine weeks attached to the student's report card.

12. Provisions for the collection and disaggregation of data on the achievement and assessment results of students.

Response: The state of Georgia collects and disaggregates achievement and assessment data on students in Georgia through the state testing program. The state also disaggregated achievement data through the Statewide Longitudinal Data System (SLDS) which is available to all teachers.

Bowdon Elementary School also collects and disaggregates other testing data, i.e. benchmark, STAR math, etc

13. Provisions to ensure that disaggregated assessment results for each category are valid and reliable.

Response: The state of Georgia has assured the validity and reliability of the tests used by the Georgia Department of Education.

The reliability of benchmark and common assessments will be reviewed and determined as students take the Georgia Milestones Assessment and scores are returned in October of 2016.



14. Provisions for public reporting of disaggregated data.

Response:

The College and Career Ready Performance Index (CCRPI), is a comprehensive school improvement, accountability, and communication platform for all educational stakeholders that will promote college and career readiness for all Georgia public school students. The CCRPI is available to parents and the community on the Georgia Department of Education website (www.doe.k12.ga.us). CCRPI scores are also available to parents through a link shared on the school's facebook page. A letter notifying parents of the school's CCRPI report is sent home with students.

When Georgia Milestones scores are initially reported to the school, students and parents will be notified of their students' scores in a letter generated by the school that is sent home with each child. When the state sends individual Milestones reports these are sent home to parents with the students. Scores for last year's fifth grade students will be delivered to Bowdon Middle School.

This same information is displayed using large posters and bar graphs to display previous school testing results. As parents attend open house, orientation, and PTO they are exposed to these artifacts. During the first PTO meeting, administration explains in detail the testing results for each subject and subgroup.

In addition, we have created a Data Room. This room tells the story of our students using a variety of data points. This room is an on-going work in progress, where additional data is added each passing month. Our on-line Strategic School Improvement Plan is also available to parents via a link on our school website. This plan displays our balance scorecard that includes historic state standardized testing data.

Additionally, local assessment results are provided to parents and public through the Bowdon Schools Celebration Night Reports. This information is made public at a meeting held in August at Copeland hall. The information is presented to parents, students, and community stakeholders through a PowerPoint presentation and through an informational packet.



15. Plan developed during a one-year period, unless the LEA, after considering the recommendation of its technical assistance providers, determines that less time is needed to develop and implement the schoolwide program

Response:

Bowdon Elementary School developed this plan during a one year time period. This schoolwide plan was updated upon completion of the 2015-2016 school year for implementation during the 2016-17 school year.

16. Plan developed with the involvement of the community to be served and individuals who will carry out the plan, including teachers, principals, other school staff, and pupil service personnel, parents, and students (if secondary).

Response:

We have developed our schoolwide plan with the participation of individuals who will carry out the comprehensive schoolwide/school improvement program plan. Those persons involved were.

Lorie Teal
Colleen Jones
Kelly Christopher
Connie Ross
Rebekah Phillips
Kathy Estes
Kristy Bass
Katie Bryant
Brandy Cook
Alicia Wyatt
Diane Kent
Opal Yates
Chassy Curbow

The ways they 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 all day planning sessions 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 responsible to assisting in re-delivering the SIP to the staff during pre-planning. Afterwards, administration will continue to monitor and follow up through leadership and team meetings about the school improvement plan. Committee chairs were also guided to their committee responsibility toward the success of our plan. All staff was and is frequently informed of progress with our plan through, team members sharing information as well as minutes are sent electronically to all faculty and staff.

17. Plan available to the LEA, parents, and the public.

Response:

Bowdon Elementary School makes both the Parental Involvement Plan and the Title I Schoolwide Plan available to parents.

The school wide parental involvement plan is available for parents in several ways: BES sent home a copy of the Parental Involvement Plan with every student, there is a copy of the Parental Involvement Plan on the school's website, copies of the parental involvement plan can be found in the front office, registration office, and parenting center.

In addition, the Title I School-Wide Plan is also shared at Parent Input Meetings, Annual Title One Meeting, posted on the school website (once approved), and located in the front office (once approved) for parent review with a sign letting parents know they can review this plan at anytime.

18. Plan translated, to the extent feasible, into any language that a significant percentage of the parents of participating students in the school speak as their primary language..

Response:

At the current time Bowdon Elementary School 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 schoolwide plan will be translated into that language.

19. Plan is subject to the school improvement provisions of Section 1116.

Response:

This Title I Schoolwide plan is subject to the school improvement provisions of Section 1116 as



amended by Georgia's ESEA Waiver approved by the United States Education Department.