



**Title I
School Improvement Plan**

Approval Date: October 1, 2025

School	Bay Springs Middle School
Principal	Mr. Christopher Scott Long
Year	FY 26
Superintendent	Mr. Scott Cowart

Schoolwide Components

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

Name	Role
Scott Long	Principal
Sam Robison	Assistant Principal
Shadra Tomei	Assistant Principal
Teri Abbey	Instructional Coach
Cheryl Thomas	Counselor
Rachel Hytower	Counselor
Katie Fowler	ISC
Amber Mullis	Teacher
Annie Lowe	Teacher
Christi Johnson	Teacher
Kristen Vineyard	Teacher
Kristen Walden	Teacher
Lauren Cramer	Teacher
Molly Davison	Teacher
Christina Hicks	Title I Family Engagement Coordinator

Roxanne Purcell	Teacher
Josh Buterbaugh	Teacher
Michelle Broughton	Title I Parent
Candi Kelley	Title I Parent
Dana Harmon	Leadership Coach

Comprehensive Needs Assessment Planning Committee

* A Parent Must Be Present at the Meeting

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

Is based on a comprehensive needs assessment of the entire school and takes into account information on the academic achievement of the children concerning the challenging State academic standards, particularly the needs of those children who are failing, or at risk of failing, to meet the challenging State academic standards and any other factors as determined by the local educational agency. A root cause analysis should be completed for academic areas and/or subgroups that are identified as needing additional support.

We have developed our schoolwide plan with the participation of individuals who will carry out the comprehensive school improvement program plan. Those persons involved were Scott Long, Sam Robison, Shadra Tomei, Teri Abbey, Katie, Fowler, Cheryl Thomas, Rachel Hytower, Christi Johnson, Molly Davison, Christina Hicks, Amber Mullis, Annie Lowe, Josh Buterbaugh, Kristen Vineyard, Kristen Walden, Lauren Cramer, Roxanne Purcell, and Dana Harmon. The School Leadership Team (SLT) met during the month of May to develop Bay Springs' school improvement plan. An

external consultant was used to facilitate the development of the 2025-2026 school improvement plan. Team members analyzed student achievement, perception, and attendance data to create objectives and initiatives for the 2025-2026 school improvement plan.

Throughout the year each member of the SLT helps analyze data, seeks input from the members they represent, reviews plan objectives, participates in shared decision making, provides feedback and clarification to their team members, and holds represented stakeholders accountable for the implementation of the school improvement plan.

School Leadership Team Responsibilities

- Facilitate the development of School Improvement Plan
- Monitor, assess, and amend School Improvement Plan
- Communicate School Improve Plan to team
- Implement and execute school improvement plan

School Leadership Meeting Dates for the 2025-2026 year are scheduled as follows:

7/24/2025, 8/19/2025, 9/16/2025, 10/21/2025, 11/11/2025, 12/9/2025, 1/20/2026, 2/10/2026, 3/17/2026, 4/14/2026, and 5/2026 Other meetings will be held on an as needed basis.

Strengths and areas of need were identified during the development of the schoolwide plan at our summer school improvement meeting.

Areas of strength include High School Algebra and High School Physical Science as well as Math across all three grade levels.

Areas of weakness include vocabulary across all grade levels for ELA. Reading was also another area of weakness for ELA.

While 8th and 7th grade math may be a relative strength, all areas of performance need to improve especially in the areas of ratios and proportional relationships and expressions and equations. We did see weaknesses in our minority subgroups in both ELA and math in most areas. Students with disabilities did improve, but it is still low compared to everyone else.

a. Academic Achievement Data

*Insert your school profile data, including demographic data, GMAS results, STAR, and any other data used to determine strengths and

weaknesses. Make sure to include subgroup information.

*Include GMAS and Star date from FY25 school year

Strengths:

1. **High School Algebra:** BSMS shows exceptional strength in High School Algebra, consistently scoring 100% each year in Proficient & Distinguished scores, which was continued for the 2024-2025 school year. This is significantly above the state average and also above the county average. These scores indicate a strong program that continues to effectively prepare students as they continue through their math education.
2. **High School Physical Science:** This is another strong area for BSMS. The percent of students scoring Proficient or Distinguished was at 95% for the 2024-2025 school year. These scores are above the district scores and significantly above the state scores. This indicates a strong program which adequately teaches high school standards to our 8th grade students.
3. **Math:** BSMS saw a strong improvement in Math across all grade levels, with proficiency increasing in 6th grade math from 40% to 61%, 7th grade math from 41% to 50% and 8th grade math from 47% to 53%. This improvement could be attributed to targeted interventions or curriculum enhancements.

Areas of Improvement:

1. **7th grade ELA:** We saw a slight decline in proficiency for the 2024-2025 school year, dropping from 38% to 37% from the previous year. We are below that state average. Data trends show proficiency to be fairly consistent in the 37%-40% range. This area should benefit from our schoolwide initiative in ELA to consistently implement oral reading fluency across all grade levels.
2. **Vocabulary:** Vocabulary continues to be an area of concern across all three grade levels for ELA. This area should benefit from our schoolwide initiative in ELA to consistently implement Vocabulary Strategies in all content areas and also by incorporating reading and

writing across all content areas. This initiative will be redelivered during PL's throughout the school year. We also will use John O'Connor's [Frayer Model](#) to boost student vocabulary.

Academic Achievement Data Collection Add Documentation for the Data Tools in Appendix 3		
Instrument Used	Content Area	Process/Procedure
EX: Star Reading	ELA	How it was used to determine at risk students
Georgia Milestones	ELA, Math, Science, Social Studies	Determined students who scored beginning, developing, proficient, and distinguished learner and the percent of students who scored in each area
Georgia Milestones	ELA	Examined student Lexile levels and who was below, at, or above the Lexile stretch band and CCRPI Lexile indicator
Georgia Milestones	ELA, Math, Science, SS	Examined subgroup performance data and targets- determined which subgroups need extra support
STAR Reading	ELA	Reviewed growth for 6th, 7th, and 8th grade. Also looked at the percentage of students who needed intervention on the last STAR assessment.
STAR Math	Math	Reviewed growth for 6th, 7th, and 8th grade. Also looked at the percentage of students who needed

		intervention on the last STAR assessment.
Common Assessments	ELA, Math, Science, Social Studies	Reviewed data to determine areas of need for students

BSMS	County Ranking	Proficient + Distinguished					State 2025
		2021	2022	2023	2024	2025	
6th ELA	2nd	43%	39%	40%	37%	47%	42%
7th ELA	3rd	38%	40%	38%	38%	37%	40%
8th ELA	2nd	43%	43%	42%	39%	41%	40%
6th Math	2nd	43%	38%	37%	40%	61%	37%
7th Math	3rd	39%	43%	31%	41%	50%	40%
8th Math	2nd	45%	48%	48%	47%	53%	47%
HS Algebra I	1st	100%	100%	100%	100%	100%	
8th SC	2nd	33%	36%	23% (30%)	18% (31%)	38% (47%)	28%
HS Phy Sc	1st	100%	100%	100%	96%	95%	57%
8th SS	3rd	37%	41%	31%	31%	41%	39%

MS 2025 Comparative Percent of Students in Each Area

		Grade 6 ELA				Grade 7 ELA				Grade 8 ELA			
		1	2	3	4	1	2	3	4	1	2	3	4
BSMS	2024	32%	30%	31%	6%	31%	30%	31%	7%	25%	35%	31%	8%
BSMS	2025	28%	25%	40%	8%	22%	39%	29%	9%	23%	35%	34%	5%
District	2024	29%	30%	34%	7%	28%	32%	33%	6%	25%	35%	29%	11%
District	2025	32%	25%	33%	10%	27%	33%	31%	10%	24%	36%	30%	9%
State	2024	31%	27%	32%	10%	31%	29%	31%	9%	21%	34%	32%	13%
State	2025	33%	25%	30%	12%	31%	29%	30%	10%	26%	34%	28%	12%

*Highlights indicate the level at which most students performed.

		Grade 6 Math				Grade 7 Math				Grade 8 Math			
		1	2	3	4	1	2	3	4	1	2	3	4
BSMS	2024	24%	36%	24%	16%	22%	38%	30%	11%	19%	34%	24%	23%
BSMS	2025	9%	30%	40%	20%	10%	40%	28%	22%	13%	33%	26%	27%
District	2024	20%	40%	26%	14%	19%	39%	29%	14%	21%	33%	24%	21%
District	2025	17%	35%	30%	17%	16%	37%	28%	18%	16%	35%	31%	18%
State	2024	27%	38%	23%	12%	26%	36%	25%	13%	22%	34%	23%	21%
State	2025	26%	37%	24%	14%	24%	36%	26%	14%	21%	32%	27%	20%

*Highlights indicate the level in which most students performed.

2. Schoolwide Reform Strategies Sec. 1114(b)(7)(A)(i-viii) that the school will be implementing to address school needs, including a description of how such strategies will address academic weaknesses and root causes.

a. Provide opportunities **for all children**, including each of the **subgroups of students (economically disadvantaged students, students from major racial and ethnic groups, children with disabilities, and English learners** [Sec 1111(c)(2)]) to meet the challenging State academic standards. Include your method of monitoring the effectiveness of your strategies throughout the school year.

We saw growth in all areas of subgroups with the exception of EL and SWD. We will continue to target deficits in vocabulary, including academic content and vocabulary and basic knowledge of Greek and Latin Root Words.

Students are identified through STAR/Common Assessment/GMAS for targeted support via tutoring. The school will also implement Tier II or Tier III interventions as necessary. We will also provide additional support with the help of our ESOL Teacher.

We will work to support these students by:

- Offering tutoring
- Using pocket translators regularly to help bridge communication gaps
- Using our ESOL teacher to pull small groups and push in support during classes
- Using sub groups through reading and math intervention support
- Offering Math Connections and Reading Connections Classes which provide targeted support for students who need an extra push.

		Closing The Gaps (15%)			Content Mastery (30%)				
		2023	2024	2025	2023	2024	2025		
		38.3	43.3	95	62.1	62.3	69.46		
		Readiness (20%)			Progress (35%)				
		2023	2024	2025	2023	2024	2025		
		79.8	81.6	84.17	76.8	72.8	90.66		
		All	Black	Hispanic	Multi-Racial	White	ED	EL	SWD
ELA	Target	61.31	52.85	60.42	63.32	65.89	53.01	50.49	28.38
		63.53	53.5	62.22	73.68	68	63.53	37.88	22.16
Math	Target	72.02	60.92	74.71	72.6	76.89	63.47	66.64	40.52
		83.31	69.8	77.47	79.31	93.31	83.31	51.52	38.04
Science	Target	48.49	43.22	49.89	47	50.41	42.97	28.61	24.25
		67.04	51.74	59.26	94.44	75.19	67.04	30	34.38
Social Studies	Target	56.61	50	51.2	49.1	63.03	50.11	29.65	30.23
		63.94	52.33	55.56	94.44	68.98	63.94	20	42.19
		Red	Yellow	Green	Bright Green	Total Flags	Flag Points	Closing the Gaps Score	
		5		20	7	32	30.5	0.95	

b. Use **methods and instructional strategies** that strengthen the academic program in the school, increase the amount and quality of learning time, and help provide an enriched and accelerated curriculum, which may include programs, activities, and courses necessary to provide a well-rounded education. Include strategies used to identify and serve the gifted and talented.

Math		
Subgroup by grade level	Methods and Instructional Strategies to Strengthen Academic Program (Specify grade level if interventions is not applicable to all grade levels)	Resource (Local, Title I, Title III, Title IV, IDEA, Other)
Economically Disadvantaged		
3rd or 6th	100 minute math blocks, graphic organizers, IXL Math online standards based skills practice, vocabulary instruction, Google Classroom, fluency practice, spiral review, weekly formative assessments, enrichment and remediation, before school, during school and after school tutoring, parent trainings, direct instruction,	Local, Title I, Title IV, IDEA, other

	goal setting, professional learning, collaborative planning, class size reduction teacher for small group instruction, computer software/interactive websites, EdPuzzle, Flocabulary, online differentiated instruction, vertical planning, instructional coach, Quizizz, supplies, Remind	
4th or 7th	Same	
5th or 8th	Same	
White		
3rd or 6th	100 minute math blocks, graphic organizers, IXL Math online standards based skills practice, vocabulary instruction, Google Classroom, fluency practice, spiral review, weekly formative assessments, enrichment and remediation, before school, during school and after school tutoring, parent trainings, direct instruction, goal setting, professional learning, collaborative planning, class size reduction teacher for small group instruction, computer software/interactive websites, EdPuzzle, Flocabulary, online differentiated instruction, vertical planning, instructional coach, Quizizz, supplies, Remind	Local, Title I, Title IV, IDEA, other
4th or 7th	Same	
5th or 8th	Same	
Black		
3rd or 6th	100 minute math blocks, graphic organizers, IXL Math online standards based skills practice, vocabulary instruction, Google Classroom, fluency practice, spiral review, weekly formative assessments, enrichment and remediation, before school, during school and after school tutoring, parent trainings, direct instruction, goal setting, professional learning, collaborative planning, class size reduction teacher for small group instruction, computer software/interactive websites, EdPuzzle, Flocabulary, online differentiated instruction, vertical planning, instructional coach, Quizizz, supplies, Remind We have additional tutoring/enrichment sessions for students who are struggling and have been identified through PLCs or MTSS. These programs, in addition to pull out sessions with our math intervention specialist, will help students fill in the gaps that they have at this current time.	Local, Title I, Title IV, ID other

4th or 7th	Same	
5th or 8th	Same	
Hispanic		
3rd or 6th	<p>100 minute math blocks, graphic organizers, IXL Math online standards based skills practice, vocabulary instruction, Google Classroom, fluency practice, spiral review, weekly formative assessments, enrichment and remediation, before school, during school and after school tutoring, parent trainings, direct instruction, goal setting, professional learning, collaborative planning, class size reduction teacher for small group instruction, computer software/interactive websites, EdPuzzle, Flocabulary, online differentiated instruction, vertical planning, instructional coach, Quizizz, supplies, Remind</p> <p>We have additional tutoring/enrichment sessions for students who are struggling and have been identified through PLCs or MTSS. These programs, in addition to pull out sessions with our math intervention specialist, will help students fill in the gaps that they have at this current time.</p>	Local, Title I, Title IV, IDEA, other
4th or 7th	Same	
5th or 8th	Same	
American Indian/Alaskan		
3rd or 6th	NA	
4th or 7th	NA	
5th or 8th	NA	
Asian/Pacific Islander		
3rd or 6th	NA	
4th or 7th	NA	
5th or 8th	NA	

Multi-Racial		
3rd or 6th	100 minute math blocks, graphic organizers, IXL Math online standards based skills practice, vocabulary instruction, Google Classroom, fluency practice, spiral review, weekly formative assessments, enrichment and remediation, before school, during school and after school tutoring, parent trainings, direct instruction, goal setting, professional learning, collaborative planning, class size reduction teacher for small group instruction, computer software/interactive websites, EdPuzzle, Flocabulary, online differentiated instruction, vertical planning, instructional coach, Quizizz, supplies, Remind	Local, Title I, Title IV, IDEA, other
4th or 7th	SAME	
5th or 8th	SAME	
English Learners		
3rd or 6th	100 minute math blocks, graphic organizers, IXL Math online standards based skills practice, vocabulary instruction, Google Classroom, fluency practice, spiral review, weekly formative assessments, enrichment and remediation, before school, during school and after school tutoring, parent trainings, direct instruction, goal setting, professional learning, collaborative planning, class size reduction teacher for small group instruction, computer software/interactive websites, EdPuzzle, Flocabulary, online differentiated instruction, vertical planning, instructional coach, Quizizz, supplies, Remind We have additional tutoring/enrichment sessions for students who are struggling and have been identified through PLCs or MTSS. These programs, in addition to pull out sessions with our math intervention specialist, will help students fill in the gaps that they have at this current time.	Local, Title I, Title IV, IDEA, other
4th or 7th	Same	
5th or 8th	Same	

ELA		
Subgroup by grade level	Methods and Instructional Strategies to Strengthen Academic Program (Specify grade level if interventions is not applicable to all grade levels)	Resource (Local, Title I, Title III, Title IV, IDEA, Other)
Economically Disadvantaged		
3rd or 6th	Paired text with written response, vocabulary instruction, spiral review, graphic organizers, writing proficiency checks, collaborative planning, comprehension texts, writing across all contents, using lexile levels to select reading passages, AR, IXL, Renaissance, Reading standards skills practice, Flocabulary, Quizizz, weekly formative assessments to check progress, DRC Beacon, writing conferences, professional development, extended day tutoring, class size reduction teacher for small group instruction, computer software/interactive websites EdPuzzle, Vertical planning, instructional coach, professional learning, fiction and nonfiction ebooks, supplies, Remind, Edulastic	Local, Title I, Title IV, IDEA, other
4th or 7th	Same	
5th or 8th	Same	
White		
3rd or 6th	Paired text with written response, vocabulary instruction, spiral review, graphic organizers, writing proficiency checks, collaborative planning, comprehension texts, writing across all contents, using lexile levels to select reading passages, AR, IXL, Renaissance, Reading standards skills practice, Flocabulary, Quizizz, weekly formative assessments to check progress, DRC Beacon, writing conferences, professional development, extended day tutoring, class size reduction teacher for small group instruction, computer software/interactive websites EdPuzzle, Vertical planning, instructional coach, professional learning, fiction and nonfiction ebooks, supplies, Remind, Edulastic	
4th or 7th	Same	
5th or 8th	Same	

Black		
3rd or 6th	<p>Paired text with written response, vocabulary instruction, spiral review, graphic organizers, writing proficiency checks, collaborative planning, comprehension texts, writing across all contents, using lexile levels to select reading passages, AR, IXL, Renaissance, Reading standards skills practice, Flocabulary, Quizizz, weekly formative assessments to check progress, DRC Beacon, writing conferences, professional development, extended day tutoring, class size reduction teacher for small group instruction, computer software/interactive websites EdPuzzle, Vertical planning, instructional coach, professional learning, fiction and nonfiction ebooks, supplies, Remind, Edulastic</p> <p>We have additional tutoring/enrichment sessions for students who are struggling and have been identified through PLCs or MTSS. These programs, in addition to pull out sessions with our ELA intervention specialist, will help students fill in the gaps that they have at this current time. We also have a reading class for students who are not on grade level. Using this class, we are able to pull students during connections to get additional reading support. Students are moved out as they increase in reading proficiency.</p>	
4th or 7th	Same	
5th or 8th	Same	
Hispanic		
3rd or 6th	<p>Paired text with written response, vocabulary instruction, spiral review, graphic organizers, writing proficiency checks, collaborative planning, comprehension texts, writing across all contents, using lexile levels to select reading passages, AR, IXL, Renaissance, Reading standards skills practice, Flocabulary, Quizizz, weekly formative assessments to check progress, DRC Beacon, writing conferences, professional development, extended day tutoring, class size reduction teacher for small group instruction, computer software/interactive websites EdPuzzle, Vertical planning, instructional coach, professional learning, fiction and nonfiction ebooks, supplies, Remind, Edulastic</p> <p>We have additional tutoring/enrichment sessions for students who are struggling and have been identified through PLCs or MTSS. These programs, in addition</p>	

	to pull out sessions with our ELA intervention specialist, will help students fill in the gaps that they have at this current time. We also have a reading class for students who are not on grade level. Using this class, we are able to pull students during connections to get additional reading support. Students are moved out as they increase in reading proficiency. In addition to the above, we have an ESOL support teacher to help students new to the language.	
4th or 7th	Same	
5th or 8th	Same	
American Indian/Alaskan		
3rd or 6th	NA	
4th or 7th		
5th or 8th		
Asian/Pacific Islander		
3rd or 6th	NA	
4th or 7th		
5th or 8th		
Multi-Racial		
3rd or 6th	Paired text with written response, vocabulary instruction, spiral review, graphic organizers, writing proficiency checks, collaborative planning, comprehension texts, writing across all contents, using lexile levels to select reading passages, AR, IXL, Renaissance, Reading standards skills practice, Flocabulary, Quizizz, weekly formative assessments to check progress, DRC Beacon, writing conferences, professional development, extended day tutoring, class size reduction teacher for small group instruction, computer software/interactive websites EdPuzzle, Vertical planning, instructional coach, professional learning, fiction and nonfiction ebooks, supplies, Remind, Edulastic	
4th or 7th	Same	

5th or 8th	Same	
English Learners		
3rd or 6th	<p>Paired text with written response, vocabulary instruction, spiral review, graphic organizers, writing proficiency checks, collaborative planning, comprehension texts, writing across all contents, using lexile levels to select reading passages, AR, IXL, Renaissance, Reading standards skills practice, Flocabulary, Quizizz, weekly formative assessments to check progress, DRC Beacon, writing conferences, professional development, extended day tutoring, class size reduction teacher for small group instruction, computer software/interactive websites EdPuzzle, Vertical planning, instructional coach, professional learning, fiction and nonfiction ebooks, supplies, Remind, Edulastic</p> <p>We have additional tutoring/enrichment sessions for students who are struggling and have been identified through PLCs or MTSS. These programs, in addition to pull out sessions with our ELA intervention specialist, will help students fill in the gaps that they have at this current time. We also have a reading class for students who are not on grade level. Using this class, we are able to pull students during connections to get additional reading support. Students are moved out as they increase in reading proficiency. In addition to the above, we have an ESOL support teacher to help students new to the language.</p>	
4th or 7th	Same	
5th or 8th	Same	
Science		
Subgroup by grade level	Methods and Instructional Strategies to Strengthen Academic Program (Specify grade level if interventions is not applicable to all grade levels)	Resource (Local, Title I, Title III, Title IV, IDEA, Other)
Economically Disadvantaged		
5th or 8th	Read and respond to articles based on lexile level, vocabulary development, spiral review, professional	Local, Title I, Title IV, IDEA, other

	learning, STEM instruction, collaborative planning, extended day tutoring, graphic organizers, 1:1 technology, Google classroom, class size reduction teacher for small group instruction, computer software/interactive websites Flocabulary, Gimkit, EdPuzzle, Quizizz, IXL Science, Vertical Planning, instructional coach, professional learning, supplies, Remind, Flocabulary	
White		
5th or 8th	Read and respond to articles based on lexile level, vocabulary development, spiral review, professional learning, STEM instruction, collaborative planning, extended day tutoring, graphic organizers, 1:1 technology, Google classroom, class size reduction teacher for small group instruction, computer software/interactive websites Flocabulary, Gimkit, EdPuzzle, Quizizz, IXL Science, Vertical Planning, instructional coach, professional learning, supplies, Remind, Flocabulary	
Black		
5th or 8th	Read and respond to articles based on lexile level, vocabulary development, spiral review, professional learning, STEM instruction, collaborative planning, extended day tutoring, graphic organizers, 1:1 technology, Google classroom, class size reduction teacher for small group instruction, computer software/interactive websites Flocabulary, Gimkit, EdPuzzle, Quizizz, IXL Science, Vertical Planning, instructional coach, professional learning, supplies, Remind, Flocabulary	
Hispanic		
5th or 8th	Read and respond to articles based on lexile level, vocabulary development, spiral review, professional learning, STEM instruction, collaborative planning, extended day tutoring, graphic organizers, 1:1 technology, Google classroom, class size reduction teacher for small group instruction, computer software/interactive websites Flocabulary, Gimkit, EdPuzzle, Quizizz, IXL Science, Vertical Planning, instructional coach, professional learning, supplies, Remind, Flocabulary	
American Indian/Alaskan		
5th or 8th	NA	

Asian/Pacific Islander		
5th or 8th	NA	
Multi-Racial		
5th or 8th	Read and respond to articles based on lexile level, vocabulary development, spiral review, professional learning, STEM instruction, collaborative planning, extended day tutoring, graphic organizers, 1:1 technology, Google classroom, class size reduction teacher for small group instruction, computer software/interactive websites Flocabulary, Gimkit, EdPuzzle, Quizizz, IXL Science, Vertical Planning, instructional coach, professional learning, supplies, Remind, Flocabulary	
English Learners		
5th or 8th	Read and respond to articles based on lexile level, vocabulary development, spiral review, professional learning, STEM instruction, collaborative planning, extended day tutoring, graphic organizers, 1:1 technology, Google classroom, class size reduction teacher for small group instruction, computer software/interactive websites Flocabulary, Gimkit, EdPuzzle, Quizizz, IXL Science, Vertical Planning, instructional coach, professional learning, supplies, Remind, Flocabulary	
Social Studies		
Subgroup by grade level	Methods and Instructional Strategies to Strengthen Academic Program (Specify grade level if interventions is not applicable to all grade levels)	Resource (Local, Title I, Title III, Title IV, IDEA, Other)
Economically Disadvantaged		
5th or 8th	Read and respond to articles based on lexile level, vocabulary development, spiral review, professional learning, collaborative planning, extended day tutoring, graphic organizers, 1:1 technology, Google classroom Gimkit, Flocabulary, Quizizz, Vertical Planning, instructional coach, professional learning, supplies, IXL Social Studies, Edulastic, EdPuzzle,	Local, Title I, Title IV, IDEA, other

	Remind	
White		
5th or 8th	Read and respond to articles based on lexile level, vocabulary development, spiral review, professional learning, collaborative planning, extended day tutoring, graphic organizers, 1:1 technology, Google classroom Gimkit, Flocabulary, Quizizz, Vertical Planning, instructional coach, professional learning, supplies, IXL Social Studies, Edulastic, EdPuzzle, Remind	
Black		
5th or 8th	Read and respond to articles based on lexile level, vocabulary development, spiral review, professional learning, collaborative planning, extended day tutoring, graphic organizers, 1:1 technology, Google classroom Gimkit, Flocabulary, Quizizz, Vertical Planning, instructional coach, professional learning, supplies, IXL Social Studies, Edulastic, EdPuzzle, Remind	
Hispanic		
5th or 8th	Read and respond to articles based on lexile level, vocabulary development, spiral review, professional learning, collaborative planning, extended day tutoring, graphic organizers, 1:1 technology, Google classroom Gimkit, Flocabulary, Quizizz, Vertical Planning, instructional coach, professional learning, supplies, IXL Social Studies, Edulastic, EdPuzzle, Remind	
American Indian/Alaskan		
5th or 8th	NA	
Asian/Pacific Islander		
5th or 8th	NA	
Multi-Racial		
5th or 8th	Read and respond to articles based on lexile level, vocabulary development, spiral review, professional learning, collaborative planning, extended day tutoring, graphic organizers, 1:1 technology, Google classroom Gimkit, Flocabulary, Quizizz, Vertical Planning, instructional coach, professional learning,	

	supplies, IXL Social Studies, Edulastic, EdPuzzle, Remind	
English Learners		
5th or 8th	Read and respond to articles based on lexile level, vocabulary development, spiral review, professional learning, collaborative planning, extended day tutoring, graphic organizers, 1:1 technology, Google classroom Gimkit, Flocabulary, Quizizz, Vertical Planning, instructional coach, professional learning, supplies, IXL Social Studies, Edulastic, EdPuzzle, Remind	

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

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

At Bay Springs Middle School the needs of all children in the school, but particularly the needs of those at risk of not meeting the State academic standards, are met through a variety of activities that include counseling, school based mental health programs, instructional support services, and other supports.

Tutoring is provided for students during the school day so those with transportation issues will be able to participate and grow in areas of need. During PLC meetings and quarterly MTSS meetings, teachers are identifying specific students who are at risk for this, and additional, tutoring. Tutoring is provided in all core areas: ELA, math, science, social studies.

Our counseling program is designed to provide students with learning strategies, self management and social skills. Our school counseling program provides students with education, prevention and intervention activities. The counseling program at BSMS works hard to provide the skills necessary for academic and social/emotional development. Counselors utilize Solution Focused Brief Counseling Techniques with students to help them identify and resolve issues that

stand in the way of academic success. Students are provided planned and targeted lessons in large group settings. Small groups are formed based on need. School Counselors identify students who are in need of additional services and make referrals as appropriate.

Bay Springs also has a partnership with Tanner at Willowbrooke. A partnership between Bay Springs Middle School and Willowbrooke at Tanner means that students have access to mental health counseling that is beyond the scope of a school counseling program. Students are seen during the school day by a Willowbrooke school based therapist.

Responsive services are provided to assist students and families and to provide them with resources. Our school counselors also work with community organizations to provide resources to students in need.

ii. Preparation for and awareness of opportunities for postsecondary education and the workforce, which may include career and technical education programs and broadening secondary school 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).

Students at BSMS participate in 9th grade orientation in April to help with transition to high school. High quality instruction is provided for students to ensure that they will be successful during their freshman year of high school. Algebra, Physical Science, 9th Grade Literature, and Spanish I are offered for High School credit at BSMS. Monthly advisement lessons are planned for students on a variety of topics that help connect students.

We will be using Senor Wolly to help supplement instruction for our students enrolled in Spanish I during 8th grade. Senor Wolly helps students learn and retain what they hear in Spanish I by offering videos and methods of repetition.

Students at Bay Springs also take several field trips to the College and Career Academy to explore career and technical education programs.

In the Spring each year students and parents are invited to attend an informational meeting that focuses on students being Enrolled, Enlisted, or Employed after high

school. Students hear guest speakers discuss being enrolled, enlisted, or employed and hear about different program options at the high school. Advanced placement and dual enrollment are discussed.

Counselors from the feeder high school also come to BSMS to talk with 8th grade classes about available courses they can take when they come to the high school.

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

At BSMS we have implemented a PBIS system. Positive reinforcement is given to students when they are respectful, responsible, and ready to learn. Our PBIS team works to prevent inappropriate behavior through teaching and reinforcement of appropriate behavior. The PBIS team looks at school discipline data and plans interventions based on that data. PBIS Rewards Data Management System will be used to manage and track PBIS implementation at BSMS. PBIS Rewards is an automated schoolwide PBIS management system that will help teachers and administration see how PBIS is being utilized and how PBIS is improving school culture. A student and parent app is also included and parents will receive an invitation to join the app to see their students behavior.

Our school provides assessments and interventions within a schoolwide, multilevel prevention system to maximize student achievement and reduce behavior problems. Our multi-tiered system of support helps teachers identify and support students who have academic and behavior needs. A school data review team works together to analyze data at all levels and make recommendations for support. Research based interventions are used that promote measurable, academic progress and success.

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

[25-26 Professional Development Plan](#)

We have included teachers, principals, paraprofessionals and, if appropriate, pupil and parent professional learning that addresses the root causes of our identified needs. Professional learning at BSMS is job embedded and sustainable. A variety of professional development opportunities exist for the staff at BSMS. Professional learning opportunities for staff include professional learning on instructional technology, reading and writing strategies, student engagement, math instructional strategies, literacy strategies, social emotional wellness, vocabulary strategies, STEM, and classroom management strategies. Additionally, as needed, or just in time professional development is provided for teachers. The results of an annual professional development survey, coupled with the results of the analysis of student performance data, are used to determine the type and intensity of professional development activities to be offered. An instructional coach helps support teacher professional development.

Teachers also used ASCD modules for personalized learning choices. Teachers choose individualized PD that they believe will improve their practice.

If PD is off campus, funds from Title I will be used to provide subs for the teachers receiving the training.

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

BSMS continually works to recruit and retain teachers. We offer an induction program throughout the year for new teachers. Monthly meetings are held that focus on topics relevant to new teachers. Mentors are provided to support new teachers.

We are in contact with area universities and colleges to recruit teachers in high need subjects. We also attend job fairs as needed and are continuously recruiting teachers to work at BSMS.

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

N/A

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

Students who transition from Elementary to Middle will be provided with an orientation during the end of their 5th grade school year. All feeder schools will attend an orientation prior to the end of school. Students will also be given an opportunity to attend a half day orientation camp during the summer to help prepare them for the transition to middle

school. Parent meetings will also be held in the spring and summer for 6th grade parents to help explain the transition process. As students transition from middle school to high school a 9th grade orientation is provided for 8th grade students. BSMS helps facilitate this process with the high school.

Each year 6th grade students take a field trip to West Georgia Technical College and 7th grade students attend the University of West Georgia to learn more about their options after high school. 8th grade students attend a Career Fair each year and they visit the College and Career Academy to learn more about career options.

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

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

High achieving students who are eligible are provided an opportunity to have access to high school courses their 8th grade year. We offer an ELA, Math, Science, and Foreign Language course for high school credit.

Career Counseling opportunities exist for students at BSMS. In 6th grade, students create an electronic career profile and complete one career interest inventory. The results are saved to their career profile. In 7th grade, students complete at least one additional career interest inventory and explore at least three career clusters based on their career inventory results and career statements. In 8th grade, students complete a career aptitude inventory. The results from the career aptitude inventory are used to complete an individual graduation plan to guide registration for 9th grade courses. Eighth graders also receive notification of the Georgia Dual Enrollment program.



3. Evaluation of the Schoolwide Plan–34 CFR 200.26

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

The school improvement plan is continuously monitored for effectiveness and fidelity of implementation. The school improvement team reviews initiatives at monthly leadership meetings. Teams review the plan at grade level meetings. Adjustments are made as needed to help improve student achievement. The administrative team also monitors effectiveness through classroom observations, walkthroughs, and the ELEOT observation tool. Data from local and district assessments, formative and summative, is used to monitor the effectiveness of our plan. Adjustments are made to the plan based on the data from these assessments. Adjustments are also made to instruction. Differentiation based off of these adjustments. Teachers also complete Data Next Action protocols after assessments to help identify support needed for specific students.

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

The plan provides the support, resources, and action steps needed to help close the achievement gap. STAR and DRC Beacon data is monitored and the plan is adjusted based on these scores and observations made by the teachers. Grade level teams meet to decide what

adjustments are needed for their students to be successful. ESOL and SWD teachers provide input for adjustments that will help their students.

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

Common Assessments and/or STAR/Renaissance data, along with DRC Beacon data is used to determine the effectiveness of the Schoolwide Plan.

Our schoolwide plan is revised as necessary throughout the school year. The school improvement team/leadership team monitors objectives, solicits feedback from team members, and makes revision to the plan as needed to ensure continuous improvement. If parts of the plan need to be changed or modified the team works together to make those changes. We also use data from assessments, as well as perception data, to make changes. If a need arises modifications will be made to address the need.

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

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

The Parent Family Engagement Policy is written with feedback and input from parents. Parents are able to access the plan in the front office at the parent resource center. It is also housed online on our school website.

Our school will use and implement effective parent and family engagement strategies for parents of English Learners by providing all documents in English and Spanish, with other translations provided as necessary. Our ELL teacher will also communicate with parents about upcoming parent training and school events. During the month of September we will hold a Cultural Heritage Night to engage our English Learner parents.

Translators will be provided as needed for all parent teacher conferences. Our school also provides our ELL students with a pocket translator to help students with communication barriers. We are also actively using the Language Line, which allows us direct access to a translator during the school day.

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

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

Our Title I Schoolwide plan is reviewed and revised annually. The leadership team meets monthly to review instructional strategies developed in conjunction with our Title I Schoolwide Plan. Our plan is adjusted as needed to meet the needs of our students. We meet with stakeholders several times during the year to get feedback and input. Our plan is made available for review prior to being finalized. Stakeholders meet in the spring to offer input and review our Title I plan. In late May/early June of each year our schoolwide plan is created for implementation during the next school year. During the creation of this plan, we include parents and community members on the SIP committee to provide additional input and insight.

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

We have developed our schoolwide plan with the participation of individuals who will carry out the comprehensive school improvement program plan. Those persons involved were Scott Long, Sam Robison, Shadra Tomei, Teri Abbey, Katie, Fowler, Cheryl Thomas, Rachel Hytower, Christi Johnson, Molly Davison, Christina Hicks, Amber Mullis, Annie Lowe, Josh Buterbaugh, Kristen Vineyard, Kristen Walden, Lauren Cramer, Roxanne Purcell, and Dana Harmon. The School Leadership Team (SLT) met during the month of May to develop Bay Springs' school improvement plan. An external consultant was used to facilitate the development of the 2025-2026 school improvement plan. Team members analyzed student achievement, perception, and attendance data to create objectives and initiatives for the 2025-2026 school improvement plan. Throughout the year each member of the SLT helps analyze data, seeks input from the members they represent, reviews plan objectives, participates in shared decision making, provides feedback and clarification to their team members, and holds represented stakeholders accountable for the implementation of the school improvement plan.

School Leadership Team Responsibilities

- Facilitate the development of School Improvement Plan
- Monitor, assess, and amend School Improvement Plan
- Communicate School Improve Plan to team
- Implement and execute school improvement plan

School Leadership Meeting Dates for the 2025-2026 year are scheduled as follows:

7/24/2025, 8/19/2025, 9/16/2025, 10/21/2025, 11/11/2025, 12/9/2025, 1/20/2026, 2/10/2026, 3/17/2026, 4/14/2026, and 5/2026 Other meetings will be held on an as needed basis.

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

Our schoolwide plan is reviewed multiple times throughout the academic year. Each month at our leadership meeting the leadership team examines different objectives of the plan. As adjustments are made and student needs arise the plan is adjusted and budget amendments

are submitted to central office support personnel. At the midyear data is examined to determine if student needs are being met and progress is being made. Budget amendments are made based on student academic needs.

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

The schoolwide plan is available for parents on the school website, at the Carroll County Board of Education, in the parent resource center, and front office. The plan is translated into Spanish, with other translations provided as necessary, and housed in the location listed above. Infinite Campus Messenger will be used to communicate with parents to share where parents can locate our plan in English and Spanish, with other translations provided as necessary.

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

The Bay Springs Middle School School-wide Plan is developed with coordination and integration of other Federal, State, and local services, resources, and programs. One such program Bay Springs Middle School uses is Red Ribbon Week. This week is used for an opportunity to educate students on the dangers of drug use and the benefits to remaining drug free. Bay Springs Middle School focuses on Social Emotional Wellness by recognizing students who are doing well and implementing strategies and interventions for students who may be struggling. Additionally, Carroll County Schools College and Career Academy, the University of West Georgia, and West Georgia Technical College provide career and technical education exploratory opportunities for students at Bay Springs Middle School throughout the school year to support overall student achievement and growth.

Evidence-based Strategies

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

		<p>Statistically significant effect on improving student outcomes or other relevant outcomes based on: Check one</p>	<p>Resource (Attach)</p>
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Evidence-Based Intervention	List Subject: Math, Reading, or Other Subjects	Strong Evidence	Moderate Evidence	Promising Evidence	Rational Evidence	
Reducing Class Size	All Content Areas		X			What Works Clearinghouse
Tutoring/Extended Learning Time	All Content Areas	X				What Works Clearinghouse
IXL	Reading/Math/SC/SS	X				A Study of Student Achievement, Teacher Perceptions, and IXL Math
PBIS Rewards: Management System for Schoolwide Success	Other		X			Evidence-Based Practices in School Improvement (PDF)
Flocabulary	All Content Areas	X				Flocabulary Support Link
Instructional Coaches	Math and ELA		X			Reviewing the evidence on how teacher professional development affects student achievement How Does Coaching Affect Classroom Practice? (PDF)
Professional Development & Collaborative Planning	All Content Areas	X				Reviewing the evidence on how teacher professional development affects student achievement PD Support Link
Edulastic	All Content Areas		X			Edulastic Support Link
EdPuzzle	All Content Areas		X			EdPuzzle Support Link
Remind	Other			X		Remind Support Link
Renaissance Learning/AR	ELA	X				Renaissance Support Link
Gimkit	All Content Areas			X		Gamification - Gimkit
Quizizz/	All Content Areas	X				Quizizz Support Link

Wayground						
E-Hall Pass	All Content Areas			X		E-Hall Pass Support Link
Senor Wooly	Spanish					Senor Wooly Support Link

Title I Budget Crosswalk

List all expenditures in your Title I Budget and specify the page where it is located. You should only include items you are purchasing with the FY 26 Title I Budget.

Expenditure	Page in SWP	Level of Evidence
Class Size Reduction	11-18	Strong
Teachers-Small group instruction	10-18	Strong
Tutoring/Extended Learning Time	10-20, 21	Strong
Accelerated Reading (AR,AR360)	11-18	Strong
IXL	10-19	Moderate
PBIS Rewards	22	Strong
Flocabulary	11-18	Moderate
Gimkit	11-18	Moderate
Professional Development	13-16, 23	Moderate
EdPuzzle	10-19	Promising
Remind	10-19	Promising
Renaissance	13-16, 27	Promising

Edulastic	13-19	Moderate
Quizziz/Wayground	13-19	Strong
Senor Wolly	21	Promising

Title I Carryover Budget Crosswalk

(List all expenditures included in Title I Carryover Budget and specify the page number where it is located in this Title I Schoolwide Plan. Note the level of evidence as outlined in your budget and Section IV of this plan. This will be added after you receive carryover funds.

Expenditure	Page in Title I Schoolwide Plan	Level of Evidence

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

** Add your **assessment results** as an appendix if you did not insert them earlier.

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

_____	_____
Principal	Date
_____	_____
Title I Specialist	Date of Approval
_____	_____
Director of Federal Programs	Date
_____	_____
Superintendent	Date