



School Improvement Plan 2025 - 2026



Bulloch County
Nevils Elementary School

SCHOOL IMPROVEMENT PLAN

1 General Improvement Plan Information

General Improvement Plan Information

District	Bulloch County
School Name	Nevils Elementary School
Team Lead	Robert Lindsey
Federal Funding Options to Be Employed (SWP Schools) in this Plan (Select all that apply)	Traditional funding (Federal funds budgeted separately)

Factors(s) Used by District to Identify Students in Poverty (Select all that apply)	
<input checked="" type="checkbox"/>	Free/Reduced meal application
<input type="checkbox"/>	Community Eligibility Program (CEP) - Direct Certification ONLY
<input type="checkbox"/>	Other (if selected, please describe below)

2. SCHOOL IMPROVEMENT GOALS

2.1 Overarching Need # 1

Overarching Need

Overarching Need as identified in CNA Section 3.2	Improving student literacy development
Root Cause # 1	Student data indicates a significant difference between students' decoding and encoding skills. Students continue to show growth in their Lexile bands. However, their writing levels are not growing at the same rate. This is a result of a consistent guided reading program and inconsistent writing instruction in the primary grades and secondary grades in past school years.
Goal	Nevels Elementary will increase its ELA GMAS weighted content mastery score by 5% from 70.4% in 2022 to 71.9% in 2023; to 73.3% in 2024; to 74.6% in 2025; and 75.9% in 2026 by establishing an effective structured literacy program to support growth in reading that will improve student Lexile scores.

Action Step # 1

Action Step	Continue Implementing UFLI as a Tier 1 program and Cindy Cupp Phonics/Heggerty programs as interventions.
Funding Sources	Title I, Part A N/A
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities N/A
Systems	Coherent Instruction Effective Leadership Professional Capacity
Method for Monitoring Implementation	Administrative observation records
Method for Monitoring Effectiveness	Student Literacy Growth
Position/Role Responsible	Grade level teachers/Admin/Instr. Coach
Timeline for Implementation	Weekly

Action Step # 1

What partnerships, if any, with IHEs, business, Non-Profits, Community based organizations, or any private entity with a demonstrated record of success is the LEA implementing in carrying out this action step(s)?	
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Action Step # 2

Action Step	Continue Implementing Jan Richardson Guided Reading instruction and providing training
Funding Sources	N/A
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities N/A
Systems	Coherent Instruction Effective Leadership Professional Capacity
Method for Monitoring Implementation	Classroom observations
Method for Monitoring Effectiveness	Student Literacy Growth
Position/Role Responsible	Grade level teachers/Instr. Coach
Timeline for Implementation	Weekly

What partnerships, if any, with IHEs, business, Non-Profits, Community based organizations, or any private entity with a demonstrated record of success is the LEA implementing in carrying out this action step(s)?	
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Action Step # 3

Action Step	Track student data with student data notebooks
Funding Sources	N/A
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities N/A
Systems	Coherent Instruction Effective Leadership Professional Capacity
Method for Monitoring Implementation	Student Data trackers in notebooks
Method for Monitoring Effectiveness	Student Literacy Growth
Position/Role Responsible	Grade level teachers
Timeline for Implementation	Weekly

What partnerships, if any, with IHEs, business, Non-Profits, Community based organizations, or any private entity with a demonstrated record of success is the LEA implementing in carrying out this action step(s)?	
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Action Step # 4

Action Step	Provide an intervention schedule to support all students
Funding Sources	N/A
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities N/A

Action Step # 4

Systems	Coherent Instruction Effective Leadership Professional Capacity Supportive Learning Environment
Method for Monitoring Implementation	Schedule
Method for Monitoring Effectiveness	Student Literacy Growth
Position/Role Responsible	Principal
Timeline for Implementation	Weekly

What partnerships, if any, with IHEs, business, Non-Profits, Community based organizations, or any private entity with a demonstrated record of success is the LEA implementing in carrying out this action step(s)?	
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Action Step # 5

Action Step	Monitor schoolwide AR for independent practice
Funding Sources	N/A
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities N/A
Systems	Coherent Instruction Effective Leadership Family and Community Engagement
Method for Monitoring Implementation	review diagnostic reports
Method for Monitoring Effectiveness	Student Literacy Growth
Position/Role Responsible	Media Specialist/Admin/Instr. Coach

Action Step # 5

Timeline for Implementation	Quarterly
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What partnerships, if any, with IHEs, business, Non-Profits, Community based organizations, or any private entity with a demonstrated record of success is the LEA implementing in carrying out this action step(s)?	
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Action Step # 6

Action Step	Teachers administer progress monitoring assessments quarterly to students receiving Tier 2&3 interventions
Funding Sources	Title I, Part A
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities N/A
Systems	Coherent Instruction Effective Leadership Professional Capacity Family and Community Engagement Supportive Learning Environment
Method for Monitoring Implementation	Review Progress Monitoring
Method for Monitoring Effectiveness	Student Literacy Growth
Position/Role Responsible	RTI Teachers, K-5 Academic teachers
Timeline for Implementation	Quarterly

Action Step # 6

What partnerships, if any, with IHEs, business, Non-Profits, Community based organizations, or any private entity with a demonstrated record of success is the LEA implementing in carrying out this action step(s)?	
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Action Step # 7

Action Step	Professional Learning Communities analyze I-ready Diagnostic Data/Student progress data
Funding Sources	N/A
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities N/A
Systems	Coherent Instruction Effective Leadership Professional Capacity Family and Community Engagement Supportive Learning Environment
Method for Monitoring Implementation	Review Diagnostic Data
Method for Monitoring Effectiveness	Student Literacy Growth
Position/Role Responsible	MTSS Committee; K-5 Academic teachers
Timeline for Implementation	Quarterly

What partnerships, if any, with IHEs, business, Non-Profits, Community based organizations, or any private entity with a demonstrated record of success is the LEA implementing in carrying out this action step(s)?	
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Action Step # 7

What partnerships, if any, with IHEs, business, Non-Profits, Community based organizations, or any private entity with a demonstrated record of success is the LEA implementing in carrying out this action step(s)?	
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Action Step # 8

Action Step	Utilize Jan Richardson's Guided Reading Lesson Plan Templates
Funding Sources	Title I, Part A
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities N/A
Systems	Coherent Instruction Effective Leadership Professional Capacity Family and Community Engagement Supportive Learning Environment
Method for Monitoring Implementation	Review Diagnostic Data
Method for Monitoring Effectiveness	Student Literacy Growth
Position/Role Responsible	Grade level teachers/Instr. Coach
Timeline for Implementation	Weekly

What partnerships, if any, with IHEs, business, Non-Profits, Community based organizations, or any private entity with a demonstrated record of success is the LEA implementing in carrying out this action step(s)?	
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Action Step # 9

Action Step	Professional Learning Communities Professional Development (PLC Conf.)
Funding Sources	Title I, Part A
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities N/A
Systems	Coherent Instruction Effective Leadership Professional Capacity Family and Community Engagement Supportive Learning Environment
Method for Monitoring Implementation	Weekly PLC Schedule
Method for Monitoring Effectiveness	Student Literacy Growth
Position/Role Responsible	Principal
Timeline for Implementation	Weekly

What partnerships, if any, with IHEs, business, Non-Profits, Community based organizations, or any private entity with a demonstrated record of success is the LEA implementing in carrying out this action step(s)?	Solution Tree Inc.
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Action Step # 10

Action Step	Restructuring 1st-5th grade for designated writing teachers in each grade level
Funding Sources	Consolidated Funding
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority

Action Step # 10

Subgroups	Student with Disabilities N/A Immigrant
Systems	Coherent Instruction
Method for Monitoring Implementation	Master Schedule, PLC
Method for Monitoring Effectiveness	Student Literacy Growth
Position/Role Responsible	Teachers, Progress Monitoring Administration, Schedule
Timeline for Implementation	Weekly

What partnerships, if any, with IHEs, business, Non-Profits, Community based organizations, or any private entity with a demonstrated record of success is the LEA implementing in carrying out this action step(s)?	
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Action Step # 11

Action Step	Implement vocabulary daily warm ups during Tier 1 ELA Instruction (context clues, suffix, prefix, root words)
Funding Sources	Consolidated Funding
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities Immigrant
Systems	Coherent Instruction
Method for Monitoring Implementation	Master Schedule, PLC
Method for Monitoring Effectiveness	Student Literacy Growth

Action Step # 11

Position/Role Responsible	Teachers, Progress Monitoring Administration, Schedule
Timeline for Implementation	Weekly

What partnerships, if any, with IHEs, business, Non-Profits, Community based organizations, or any private entity with a demonstrated record of success is the LEA implementing in carrying out this action step(s)?	
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2. SCHOOL IMPROVEMENT GOALS

2.2 Overarching Need # 2

Overarching Need

Overarching Need as identified in CNA Section 3.2	Improving student mathematical fluency
Root Cause # 1	The absence of a vertical math framework.
Goal	Nevils Elementary will increase the Math GMAS weighted content mastery score by 5% from 78.0% in 2022 to 79.1% in 2023; to 80.2% in 2024; to 81.2% in 2025; and 82.1% in 2026 by Implementing a comprehensive math instruction plan.

Action Step # 1

Action Step	Continue daily Number Talks
Funding Sources	Consolidated Funding
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities N/A
Systems	Coherent Instruction Effective Leadership Professional Capacity Family and Community Engagement Supportive Learning Environment
Method for Monitoring Implementation	MTSS Daily Schedule
Method for Monitoring Effectiveness	Student Mathematic Growth
Position/Role Responsible	K-5 Math Teachers, MTSS Teachers
Timeline for Implementation	Weekly

Action Step # 1

What partnerships, if any, with IHEs, business, Non-Profits, Community based organizations, or any private entity with a demonstrated record of success is the LEA implementing in carrying out this action step(s)?	
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Action Step # 2

Action Step	Provide professional development on Number Talks for K-5 as needed
Funding Sources	Title I, Part A Consolidated Funding
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities N/A
Systems	Coherent Instruction Effective Leadership Professional Capacity Family and Community Engagement Supportive Learning Environment
Method for Monitoring Implementation	Administrative observation records
Method for Monitoring Effectiveness	Student Mathematic Growth
Position/Role Responsible	K-5 Math Teachers, MTSS Teachers
Timeline for Implementation	Yearly

What partnerships, if any, with IHEs, business, Non-Profits, Community based organizations, or any private entity with a demonstrated record of success is the LEA implementing in carrying out this action step(s)?	
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Action Step # 2

What partnerships, if any, with IHEs, business, Non-Profits, Community based organizations, or any private entity with a demonstrated record of success is the LEA implementing in carrying out this action step(s)?	
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Action Step # 3

Action Step	Track below grade level student data with Student Data tracking document
Funding Sources	N/A Consolidated Funding
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities N/A
Systems	Coherent Instruction Effective Leadership Professional Capacity Family and Community Engagement Supportive Learning Environment
Method for Monitoring Implementation	Student Data Trackers
Method for Monitoring Effectiveness	Student Mathematic Growth
Position/Role Responsible	K-5 Teachers; RTI committee
Timeline for Implementation	Weekly

What partnerships, if any, with IHEs, business, Non-Profits, Community based organizations, or any private entity with a demonstrated record of success is the LEA implementing in carrying out this action step(s)?	
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Action Step # 3

What partnerships, if any, with IHEs, business, Non-Profits, Community based organizations, or any private entity with a demonstrated record of success is the LEA implementing in carrying out this action step(s)?	
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Action Step # 4

Action Step	Provide an intervention schedule to support all students
Funding Sources	N/A
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities N/A
Systems	Coherent Instruction Effective Leadership Professional Capacity Family and Community Engagement Supportive Learning Environment
Method for Monitoring Implementation	Master Schedule
Method for Monitoring Effectiveness	Student Mathematic Growth
Position/Role Responsible	Administration
Timeline for Implementation	Weekly

What partnerships, if any, with IHEs, business, Non-Profits, Community based organizations, or any private entity with a demonstrated record of success is the LEA implementing in carrying out this action step(s)?	
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Action Step # 5

Action Step	Continue the implementation of Math progressions as an Intervention/Enrichment
Funding Sources	Title I, Part A N/A Consolidated Funding
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities N/A
Systems	Coherent Instruction Effective Leadership Professional Capacity Family and Community Engagement Supportive Learning Environment
Method for Monitoring Implementation	Administrative observation records
Method for Monitoring Effectiveness	Student Mathematic Growth
Position/Role Responsible	K-5 Teachers, MTSS Teachers, SpEd Teachers
Timeline for Implementation	Weekly

What partnerships, if any, with IHEs, business, Non-Profits, Community based organizations, or any private entity with a demonstrated record of success is the LEA implementing in carrying out this action step(s)?	
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Action Step # 6

Action Step	Administer progress monitoring assessments to students receiving Tier 2 & 3 Interventions
Funding Sources	Title I, Part A N/A Consolidated Funding

Action Step # 6

Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities N/A
Systems	Coherent Instruction Effective Leadership Professional Capacity Family and Community Engagement Supportive Learning Environment
Method for Monitoring Implementation	MTSS Quarterly Meetings
Method for Monitoring Effectiveness	Student Mathematic Growth
Position/Role Responsible	RTI Teachers, Classroom teachers
Timeline for Implementation	Monthly

What partnerships, if any, with IHEs, business, Non-Profits, Community based organizations, or any private entity with a demonstrated record of success is the LEA implementing in carrying out this action step(s)?	
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Action Step # 7

Action Step	Review iReady Math diagnostic results through PLC's to assign specific pathways for students in 1st-5th grade
Funding Sources	Title I, Part A N/A Consolidated Funding
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant

Action Step # 7

Subgroups	Race / Ethnicity / Minority Student with Disabilities N/A
Systems	Coherent Instruction Effective Leadership Professional Capacity Family and Community Engagement Supportive Learning Environment
Method for Monitoring Implementation	PLC Agendas- Meeting Summary Minutes iReady reports
Method for Monitoring Effectiveness	Student Mathematic Growth
Position/Role Responsible	3rd-5th Math Teachers; Instructional Support; District Support
Timeline for Implementation	Quarterly

What partnerships, if any, with IHEs, business, Non-Profits, Community based organizations, or any private entity with a demonstrated record of success is the LEA implementing in carrying out this action step(s)?	
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Action Step # 8

Action Step	Professional Learning Communities Professional Development (PLC Conf.)
Funding Sources	Title I, Part A
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities N/A
Systems	Coherent Instruction Effective Leadership Professional Capacity Family and Community Engagement Supportive Learning Environment

Action Step # 8

Method for Monitoring Implementation	Weekly PLC Schedule
Method for Monitoring Effectiveness	Student Mathematic Growth
Position/Role Responsible	Principal
Timeline for Implementation	Weekly

What partnerships, if any, with IHEs, business, Non-Profits, Community based organizations, or any private entity with a demonstrated record of success is the LEA implementing in carrying out this action step(s)?	Solution Tree Inc.
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Action Step # 9

Action Step	Continue Enrichment in grades 2nd-5th grades
Funding Sources	Title I, Part A
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities N/A Immigrant
Systems	Coherent Instruction Supportive Learning Environment
Method for Monitoring Implementation	PBL Schedule/Lesson Plans
Method for Monitoring Effectiveness	Student Mathematic Growth
Position/Role Responsible	4-5 Academic Teachers, MTSS Teachers
Timeline for Implementation	Quarterly

Action Step # 9

What partnerships, if any, with IHEs, business, Non-Profits, Community based organizations, or any private entity with a demonstrated record of success is the LEA implementing in carrying out this action step(s)?	
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Action Step # 10

Action Step	Implement a structured math fact fluency routine in grades 1-5 to strengthen math foundational skills
Funding Sources	Consolidated Funding
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities Immigrant
Systems	Coherent Instruction
Method for Monitoring Implementation	Weekly Fact Fluency Sessions
Method for Monitoring Effectiveness	Student Numbers and Operation Growth
Position/Role Responsible	1-5 Grade Teachers
Timeline for Implementation	Weekly

What partnerships, if any, with IHEs, business, Non-Profits, Community based organizations, or any private entity with a demonstrated record of success is the LEA implementing in carrying out this action step(s)?	
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3. REQUIRED QUESTIONS

3.1 Stakeholders, Coordination of Activities, Serving Children, and PQ

Required Questions

<p>1. In developing this plan, briefly describe how the school sought advice from individuals (teachers, staff, other school leaders, paraprofessionals, specialized instructional support personnel, parents, community partners, and other stakeholders).</p>	<p>Leadership Team, School Council Members, and other school personnel were given multiple opportunities to provide input.</p>
<p>2. Describe how the school will ensure that low-income and minority children enrolled in the Title I school are not served at disproportionate rates by ineffective, out-of-field, or inexperienced teachers.</p>	<p>e Bulloch County School System maintains a goal to provide professional qualified teachers for all students K-12 with ongoing monitoring of a system-wide hiring process and procedure that includes certification assessment of all certified teacher recommendations prior to board approval and classroom assignments by the following personnel: school principals, the Assistant Superintendent of Human Resources, and the district certification officer. District and school-level administrators are responsible for utilizing the P/Q Report and each school's staff roster to help ensure all teachers meet the standards established by the state of Georgia in regards to professionally qualified status. In addition, the system's Title II, Part A, Coordinator is charged with assessing and monitoring individual school-level certification notebooks and teacher master schedules on an annual basis to assure professional qualified status and placement. School principals, in order to adhere to federal mandates regarding that professional qualified teachers provide all academic instruction, are required to send written notification to the parents of students who will be taught for twenty or more days by personnel who are not deemed professionally qualified.</p> <p>No certification deficiencies exist within any of the elementary schools in our school district. All teachers meet the requirements necessary in order to be termed professionally qualified. All teachers on staff received a score of proficient or better on the 2022-2023 TKES evaluation system.</p>
<p>3. Provide a general description of the Title I instructional program being implemented at this Title I school. Specifically define the subject areas to be addressed and the instructional strategies/methodologies to be employed to address the identified needs of the most academically at-risk students in the</p>	<p>All students will be served through small class sizes, direct small group instruction, and intervention periods each day. Supplemental paraprofessionals are utilized to improve the adult to student ratio. The primary focus will be on language arts and math although science and social studies instruction are also vital parts of our instructional day. Supplemental mental health counseling is utilized to support our social emotional initiative.</p>

<p>school. Please include services to be provided for students living in local institutions for neglected or delinquent children (if applicable).</p>	<p>Teachers and staff are provided continuous professional development opportunities throughout the school year. The school district utilizes the Professional Learning Communities(PLCs) process to provide professional development to schools during designated professional development days scheduled throughout the school years. School administrators provide designated time in the master schedule for weekly PLCs in which teachers and staff discuss and analyze school/student generated data to improve instruction. The PLC process leads to increased teacher effectiveness in the areas of instruction and student learning.</p>
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<p>4. If applicable, provide a description of how teachers, in consultation with parents, administrators, and pupil services personnel, will identify eligible children most in need of services in Title I targeted assistance schools/programs. Please include a description of how the school will develop and implement multiple (a minimum of 2) objective, academic-based performance criteria to rank students for service. Also include a description of the measurable scale (point system) that uses the objective criteria to rank all students.</p>	<p>N/A</p>
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3. REQUIRED QUESTIONS

3.2 PQ, Federally Identified Schools, CTAE, Discipline

Required Questions

<p>5. If applicable, describe how the school will support, coordinate, and integrate services with early childhood programs at the school level, including strategies for assisting preschool children in the transition from early childhood education programs to local elementary school programs.</p>	<p>Transition and orientation activities are provided for our prekindergarten students preparing to enter kindergarten as well as for our fifth- grade students preparing to transition to the middle school. Prekindergarten students have the opportunity to visit in our kindergarten classes toward the end of the school year. Fifth-grade students have the opportunity to tour the middle school, attend an orientation at the middle school along with their parents, and to participate in a middle school social where they are introduced to students from the other feeder schools. At the end of each year, the middle school band director visits our school along with representatives from Portman's Music to allow interested fifth-grade students to try out a variety of instruments. After this event, information is sent home to parents regarding the middle school band program. Transition meetings are held for prekindergarten and fifth-grade special education students at the end of each school year. These transition meetings afford parents an opportunity to meet with a special education teacher and a regular education teacher from the elementary/middle school. The middle school teachers discuss with parents how their child may find the middle school experience different from that of the elementary school. The meeting focuses on how the student's educational needs may best be met at the middle school in the least restrictive environment (LRE). A representative from the district's Prekindergarten Disabilities Program attends all prekindergarten transition meetings along with a special education teacher and regular education kindergarten teacher. Teachers and parents discuss how the rising kindergartener's needs may be best met at the elementary school. Each meeting includes a discussion of how parents may best help ready their child for kindergarten over the summer months. The school counselor coordinates an orientation for students new to our school at the beginning of each school year. Classroom teachers and the school counselor assign student mentors and provide other assistance to students who are new to our school as needed. Parents and students are provided a welcome package upon enrollment that includes a school and district handbook, supply list, school calendar, school contact information, etc. The English to Speakers of Other Languages (ESOL) Coordinator, the counselor, the parent involvement coordinator, and school faculty and staff assist in meeting the educational and social needs of our ELL. School forms are translated into languages other than English, as necessary. The district provides a phone translation service to aid communication between parents and school employees.</p>
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<p>6. If applicable, describe how the school will implement strategies to facilitate effective transitions for students from middle grades to high school and from high school to postsecondary education including: Coordination with institutions of higher education, employers, and local partners; and Increased student access to early college, high school, or dual or concurrent enrollment opportunities or career counseling to identify student interest and skills.</p>	<p>N/A</p>
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<p>7. Describe how the school will support efforts to reduce the overuse of discipline practices that remove students from the classroom, specifically addressing the effects on all subgroups of students.</p>	<p>Our school is implementing Multiple Tiered Systems of Support(MTSS) as a means to establish an attendance committee to monitor attendance, establish opportunities for enrichment, establish opportunities for remediation, establish opportunities for Social Emotional Learning, establish opportunities for behavioral support, and Student Mental Health Service.</p>
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ADDITIONAL RESPONSES

<p>8. Use the space below to provide additional narrative regarding the school's improvement plan.</p>	<p>N/A</p>
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