



School Improvement Plan 2026 - 2027



Walker County
Gilbert Elementary School

SCHOOL IMPROVEMENT PLAN

1 General Improvement Plan Information

General Improvement Plan Information

District	Walker County
School Name	Gilbert Elementary School
Team Lead	Bethany Nichols
Federal Funding Options to Be Employed (SWP Schools) in this Plan (Select all that apply)	Consolidation of Funds – Fund 150: Consolidation of State/Local and Federal Funds
Select the Funds that the LEA anticipates will be consolidated	Title I, Part A Title I, Part A Parent and Family Engagement set-aside

Factors(s) Used by District to Identify Students in Poverty (Select all that apply)	
☐	Free/Reduced meal application
☒	Community Eligibility Program (CEP) - Direct Certification ONLY
☐	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	Our overarching need is ELA scores are low.
Root Cause # 1	Students are starting school already behind, not ready for school.
Root Cause # 2	Teachers need additional support in how to address students who are struggling .
Goal	During the 2026-27 school year, GES will have a 3% increase in ELA on Georgia Milestones and/or MAP.

Action Step # 1

Action Step	GES will continue to support OG, Morphology and HMM with professional development and resources.
Funding Sources	Consolidated Funding
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities Immigrant
Systems	Coherent Instruction Professional Capacity Supportive Learning Environment
Method for Monitoring Implementation	Sign in sheets, and agendas for professional development.
Method for Monitoring Effectiveness	Analysis of classroom observations
Position/Role Responsible	School Admin, Academic Coach, and Teachers
Timeline for Implementation	Others : Ongoing

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 # 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 teachers with support on differentiation strategies.
Funding Sources	Consolidated Funding
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities Immigrant
Systems	Coherent Instruction Professional Capacity Supportive Learning Environment
Method for Monitoring Implementation	Sign in sheets and agendas
Method for Monitoring Effectiveness	Analysis of classroom observations
Position/Role Responsible	School Admin, Academic Coach, and Teachers
Timeline for Implementation	Others : Ongoing

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	Our second overarching need is our Math scores are low.
Root Cause # 1	Students are starting school already behind, not ready for school.
Root Cause # 2	Teachers need additional support in how to address students who are struggling .
Goal	During the 2026-27 school year GES will have a 3% increase in Math on the Georgia Milestones and/or MAP assessment.

Action Step # 1

Action Step	GES will continue to support IM with professional development and resources.
Funding Sources	Consolidated Funding
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities Immigrant
Systems	Coherent Instruction Professional Capacity Supportive Learning Environment
Method for Monitoring Implementation	Grade Level sign-in and agendas.
Method for Monitoring Effectiveness	Analysis of classroom observations
Position/Role Responsible	Administrators, Academic Coach, and Teachers
Timeline for Implementation	Others : Ongoing

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	GES will focus on improving patterning and algebraic reasoning achievement.
Funding Sources	Consolidated Funding
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities Immigrant
Systems	Coherent Instruction Professional Capacity Supportive Learning Environment
Method for Monitoring Implementation	Sign in sheets, agendas and minutes of meetings.
Method for Monitoring Effectiveness	Analysis of patterning and algebraic reasoning data.
Position/Role Responsible	Administration, Academic Coach and Teachers
Timeline for Implementation	Others : Ongoing

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

2.3 Overarching Need # 3

Overarching Need

Overarching Need as identified in CNA Section 3.2	Our third overarching need is the need to strengthen partnerships between teachers and parents.
Root Cause # 1	Parents fail to understand the importance of being involved with their child's learning.
Goal	60% of students in each homeroom will be represented by a parent at one data event at minimum where a tool is given (and shown how to use the tool) to be used at home to support student learning.

Action Step # 1

Action Step	Teachers will be present at data meetings to build a partnership with parents and the capacity of parents to support learning at home.
Funding Sources	Consolidated Funding
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities Immigrant
Systems	Family and Community Engagement Supportive Learning Environment
Method for Monitoring Implementation	Sign in sheets for teachers will be collected at each of the data meetings and submitted to Autumn Hentz and Kadi Justus.
Method for Monitoring Effectiveness	Family engagement feedback will be collected at each of the data meetings and will be analyzed for strengths/weaknesses/next steps.
Position/Role Responsible	Family Engagement Coordinator
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 # 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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3. REQUIRED QUESTIONS

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

Required Questions

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).	GES hosts multiple meetings and issues surveys throughout the school year to gather feedback from multiple stakeholders.
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.	All certified and classified staff are professionally qualified per Georgia PSC requirements. All teachers new to Gilbert participate in the mentor/mentee program.
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 school. Please include services to be provided for students living in local institutions for neglected or delinquent children (if applicable).	Teachers utilize research based instructional strategies and resources that include integrated lessons, workshop model, guided reading and guided math small group instruction. We have weekly professional learning communities where teachers meet with our academic coach to collaborate and make sound instructional decisions. In conjunction with our Family Engagement Coordinator, Title I Coordinator, and other organizations, if applicable, we will provide all necessary services for students living in local institutions for neglected or delinquent children. We also provide an additional activity teacher to expose out students to the visual arts. Research show that exposing students to art develops other areas of the brain which can have a positive impact on academic achievement.
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	GES is not a targeted assistance school. Teachers identify at risk students through diagnostic and formative assessment data (MAP, Milestones, DIBELS) and teacher observation. These students receive additional support and progress is monitoring through the RTI process. Students at the beginning or developing stage of the Georgia Milestone and students that have a range prediction score on the MAP assessment of beginning or developing will be used to rank all students.

rank students for service. Also include a description of the measurable scale (point system) that uses the objective criteria to rank all students.

3. REQUIRED QUESTIONS

3.2 PQ, Federally Identified Schools, CTAE, Discipline

Required Questions

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.	Gilbert Elementary School has 2 pre-k classes and 1 special needs pre-k class. Parents have multiple invitations and opportunities to receive transition support and continued services as they progress through grade levels. We will have a sneak peek for students to observe a kindergarten class. The forest classroom teachers take the students out to the forest to explain the procedures in forest kindergarten. Have a parent/principal meeting during open house-preplanning. Both of our pre-K classes will implement a nature based program theme.
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.	NA
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.	Gilbert school will consistently recognize, reward, and celebrate students who exhibit appropriate behavior expectations. The administration utilizes the resource book, ITI: The Model, which is a Georgia state recognized behavior intervention program and is student centered, family focused, prevention oriented, community based, and goal oriented. Gilbert Elementary is not a PBIS school and will meet the following. Teachers will incorporate school wide expectations via classroom dojo to parents / stakeholders / other school personnel. Rituals and routines will be school and classroom driven and will be modeled using the HET model with emphasis on the role of emotions in learning, the importance of providing direct experiences that are meaningful, and on orchestrating such experiences so that students build patterns and mental programs stored in long-term memory. Gilbert teachers and staff will agree on unified expectations, rules, and procedures to create a caring, warm, and safe learning environment and community of support. Teachers and staff understand and will

	address student diversity to offer a meaningful and interactive curriculum and a range of individualized instructional strategies to support student behavior and teach social skills and self-control. Gilbert staff and administrators will incorporate a tiered and progressive model for screening behavior concerns and will concentrate of positive recognition of rituals and routines within the classroom to reduce the number of office referral. Office referrals are electronic and will be monitored monthly on number of referrals both specific to an individual student and specific to offenses as listed in the Walker County FYI. Teachers will incorporate Class Dojo to monitor and record both positive and negative behaviors. Gilbert students will be rewarded for "Doing the Right Thing" on an every day basis and Gilbert WILL NOT reward students for NOT doing the wrong thing.
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ADDITIONAL RESPONSES

8. Use the space below to provide additional narrative regarding the school's improvement plan.	GES' School Improvement Plan will be available to the LEA, parents, and the public. The created plan will be put on facebook and our school website for our parents and stakeholders. The information contained in the plan will be provided in a language and format that is understandable to the extent possible. GES annually evaluates the schoolwide plan, using data from the State's assessments, other student performance data, and perception data to determine if the schoolwide program has been effective in addressing the major problem areas and, in turn, increasing student achievement, particularly for the lowest-achieving students. The leadership team will regularly monitor the plan to ensure the plan is working for our school. If needed, the leadership team will revise the plan to meet the needs in the building.
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Bethany Nichols, Principal

One Team, One Goal: School-Family Plan

What is Title I?

Our school is identified as a Title I School as part of the Every Student Succeeds Act of 1965 (ESSA). Title I is designed to support State and local school reform efforts tied to challenging State academic standards in order to reinforce and enhance efforts to improve teaching and learning for students. Title I programs must be based on effective means of improving student achievement and include strategies to support family engagement. All Title I schools must jointly develop with all parents a written family engagement plan.

School-Parent Compacts

As part of this plan, we will develop a school-parent compact, which is an agreement that parents, teachers, and students will develop together that explains how parents and teachers will work together to make sure all our students reach grade level standards. The compacts will be reviewed and updated annually based on feedback from parents, students, and teachers.

What is the One Team, One Goal: School-Family Plan?

This is a plan that describes how we will provide opportunities to improve family engagement to support student learning. We value the contributions and involvement of parents in order to establish an equal partnership for the common goal of improving student achievement. This plan describes the different ways that we will support family engagement and how families can help plan and participate in activities and events to promote student learning at school and at home.

How is it developed and revised?

Our school welcomes parent input and comments at any time regarding the plan. All parent feedback will be used to revise the plan for next year. The plan is posted on our school website for parents to view and give feedback throughout the year. We will also distribute an annual survey in the spring to ask parents for their suggestions on the plan and the use of funds for family engagement. Parents can also give feedback during any of our family activities and meetings to revise the plan for the upcoming school year.

Who is it for?

All students participating in the Title I, Part A program, and their families, are encouraged and invited to fully participate in the opportunities described in this plan. We promote the participation of parents with limited English, parents with disabilities, and parents of migratory children. Residential facilities in our attendance area are included in the Family Engagement correspondence and activities.

Where is it available?

At the beginning of the year, the plan is sent home with each student attending our school. The plan will be posted on our school website and copies will be available at our Annual Title I Meeting held in the fall before November 1. Parents can also retrieve a copy of the plan in the Parent Resource Center.

District Goals:

Reading: At the end of the 2026–27 school year, we will see a 3% increase in the percentage of students who are proficient and above on Georgia Milestone ELA assessments from the 2026 results.

Math: At the end of the 2026–27 school year, we will see a 3% increase in the percentage of students who are proficient and above on Georgia Milestone Math assessments from the 2026 results.



School Goals:

ELA: At the end of the 2026–27 school year, we will see a 3% increase in the percentage of students who are proficient and above on Georgia Milestones and/or the MAP assessments from the 2026 results.

Math: At the end of the 2026–27 school year, we will see a 3% increase in the percentage of students who are proficient and above on Georgia Milestone and/or MAP assessments from the 2026 results.



We Listen!

We have reviewed your feedback on the Annual Spring Evaluation Survey and have created this plan accordingly.

We will:

- Ensure that all information related to school and family programs, meetings, and other activities is published in both English and Spanish, posted on the school social media/website, and included in the school newsletter for all families.
- Conduct staff development on parent engagement practices and effective strategies for staff to communicate and build partnerships with parents.
- Partner with childhood programs, middle school and high schools, college and career ready resources or organizations, parent resource centers, or other programs to help prepare parents and their children for successful school transitioning.
- Provide necessary materials and handouts for families at conferences, meetings, and activities to help families work with their child to improve their child's academic success.
- Share information in school newsletters, on school website, and in Parent Resource Center that assists parents with identifying ways they can monitor their child's progress and work with educators.
- Communicate with all families and the community on a regular basis regarding school wide events and activities, such as phone messages, emails, flyers, and postings on social media.
- Work with our parents to develop relevant trainings and helpful presentations to educate our staff on the importance of family engagement and how to support student learning.
- Use our BEAT Partners and volunteer committee to improve the activities and events listed in the school family engagement plan.
- Assist parents in finding and participating in classes to help further enhance their various education backgrounds.
- Collect feedback from families at all events, provide a survey during the spring to receive feedback and revise this school-family plan for the following year.

Family Engagement

We believe that family engagement means the participation of parents in regular, two-way, and meaningful communication involving student academic learning and other school activities, including ensuring:

- That parents play an integral role in assisting their child's learning;
- That parents are encouraged to be actively involved in their child's education at school;
- The parents are full partners in their child's education and are included, as appropriate, in decision-making and on advisory committees to assist in the education of their child;
- The carrying out of other activities as described in this plan

Let's get together!

Family/Parent Pledge:

- Ensure that my child attends school every day, gets adequate sleep, regular medical attention, and proper nutrition to the best of my ability.
- Regularly monitor my child's progress using Infinite Campus.
- Participate at school in activities such as decision making opportunities, volunteering, and attend family engagement events.
- Provide feedback and help develop school-family plans.

Student Pledge:

- Come to school ready to learn and work hard.
- Monitor my grades using Infinite Campus.
- Participate in class, bring necessary materials, completed assignments and homework.
- Communicate regularly with teachers and parents about school experiences so that they can help me be successful.

Staff Pledge:

- Provide high-quality curriculum.
- Update grades in Infinite Campus in a timely manner.
- Participate in professional development opportunities that improve teaching and learning ways that support two-way meaningful communication with families.
- Communicate regularly with families and students regarding student progress.

Gilbert Elementary School plans to host the following events to build the capacity for strong parental involvement to support a partnership among the school, parents, and the community to improve student academic achievement.

Open House- Kickoff to A Great Year! Fall 2026

- Meet your child's teacher and our friendly and helpful school staff.
- Learn ways to support your student for a successful school year. We will discuss how to monitor your child's progress with Infinite Campus, Copyright Infringement & Piracy, Internet Safety with Parent ProTech, Student Expectations, Volunteer Interest, and our Student Attendance Initiative.

Fall Data Fall 2026

- Receive information on your child's MAP Data test scores and a take home activity that builds your students literacy and/or math skills.

Annual Title I Meeting: Fall 2026

- We invite you to join us for an online meeting of learning and sharing about our Title I program including our family engagement plan, the requirements and components of Title I Schools, curriculum, testing, and parent's right to know.

Winter Data Parent Conferences Winter 2027

- Meet with your child(s) teacher for one on one time.
- Receive information on your child's MAP Data test scores and a take home activity that builds your students literacy and/or math skills.

Georgia Milestones Information Session- Spring 2027

- Gain understanding of the expectation of the Georgia Milestones Assessment and how you can help your student prepare for the test via online meeting.

Transition Events- Spring 2027

- Transitional activities for upcoming 6th grade and upcoming Kindergarten Families.

Spring Data Event- Spring 2027

- Receive information on your child's MAP Data test scores and a take home activity that builds your students literacy and/or math skills.

Spring Title I Survey - Spring 2027

- We welcome parent input and comments regarding the Family Engagement program, school and district plan. Information will be sent home and online.

Community Outreach Events - Fall & Spring

- We will provide one community outreach opportunity during the first and second semester. Our F.A.C.E. Shuttle will be present with free books, resources, and family fun activities. Keep a lookout for information posted about these events.

Volunteer Opportunities

Our school values the important role that volunteers play in supporting student success. We offer a variety of volunteer opportunities throughout the year, including classroom support, event assistance, and schoolwide initiatives.

If you are interested in volunteering, please fill out the form below and send it back to your students home room teacher. The Family Engagement Coordinator will reach out to you with volunteer opportunities as they arise.

There is an application and training is required for all volunteers.



Gilbert Elementary is committed to helping our parents attend the family activities listed in this plan. Please call or email us if you need assistance with childcare or translation services in order to participate in our programs.

Family Engagement Coordinator
Kesha Nave
706-670-1360
Keshanave@walkerschools.org

Come visit the Parent Resource Center to check out books, study materials, and activities to use at home with your child. Computers are available for parents to explore the Infinite Campus and educational resources.

Parent Resource Center Hours
Monday – Friday
8:00am – 2:00pm

Volunteer Interest Form

- ☐ Yes, I am interested and wish to become a volunteer at the school.
- ☐ Please contact me so I can learn more about the volunteer application and training.
- ☐ Please notify me about volunteer opportunities.

Name: _____

Child's name & grade: _____

E-Mail Address : _____ Phone Number: _____

**VOLUNTEERS
NEEDED**

Please detach this form and send in to your students homeroom teacher if you are interested in being a part of the Volunteer Committee.

We value your feedback. Please provide any suggestions below on how to improve this policy.