



School Improvement Plan 2026 - 2027



Brantley County
Nahunta Primary School

SCHOOL IMPROVEMENT PLAN

1 General Improvement Plan Information

General Improvement Plan Information

District	Brantley County
School Name	Nahunta Primary School
Team Lead	Drew Harris
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)	
☐	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	Ensure that all students are improving in ELA (on-grade level reading, literacy skills, writing) in each grade level - emphasis on early literacy evaluation/intervention/differentiation at K-2 level and reading/performing on grade level in 3rd through extended reading time and instructional skill focus in individual/small group conferencing during dedicated independent reading time
Root Cause # 1	Need for increased implementation of monthly data review teams.
Root Cause # 2	Revision needed on ELA early literacy strategies and formative assessments.
Root Cause # 3	Continued work and training on understanding new ELA programs (Wonders and Heggerty) while ensuring standards alignment is needed. More training on assessment tools such as STAR (Renaissance) is needed.
Goal	We will increase the overall percent of students passing Milestone by 3% over the next 2 years. If at 90% or higher, we will increase or maintain.

Action Step # 1

Action Step	NPS will meet our students' needs through the innovative practices of reduced class size and supportive instruction where applicable.
Funding Sources	Title I, Part A
Subgroups	Economically Disadvantaged Student with Disabilities
Systems	Coherent Instruction Supportive Learning Environment
Method for Monitoring Implementation	Classroom Observations, lesson plans, meeting minutes/agendas, wonders materials
Method for Monitoring Effectiveness	benchmark/universal screener achievement results
Position/Role Responsible	Administration, Grade Level Chair
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 # 2

Action Step	Devices and Software: NPS will provide differentiated practice and support via student devices and carefully selected instructional software programs.
Funding Sources	Title I, Part A Title V, Part B
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities Immigrant
Systems	Coherent Instruction Effective Leadership Professional Capacity Family and Community Engagement Supportive Learning Environment
Method for Monitoring Implementation	Classroom observations, lesson plans, meeting minutes/agendas
Method for Monitoring Effectiveness	reports from selected instructional programs; benchmark/universal screener,
Position/Role Responsible	Administration; MTSS Coordinator; 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 # 3

Action Step	Teachers will participate in training sessions to better understand curriculum, high impact/leverage routines/practices, assessments, and data reporting.
Funding Sources	Title I, Part A
Subgroups	Economically Disadvantaged Foster Homeless

Action Step # 3

Subgroups	English Learners Migrant Race / Ethnicity / Minority Student with Disabilities Immigrant
Systems	Coherent Instruction Professional Capacity Supportive Learning Environment
Method for Monitoring Implementation	MTSS/Staff meeting minutes/agendas; Classroom Observations; Fidelity Checks
Method for Monitoring Effectiveness	MTSS/data team meetings; Formative Assessments; Observations; Fidelity Checks
Position/Role Responsible	Administration; Teachers, Instructional 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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2. SCHOOL IMPROVEMENT GOALS

2.2 Overarching Need # 2

Overarching Need

Overarching Need as identified in CNA Section 3.2	Ensure that all students are improving in Math in each grade.
Root Cause # 1	Need data review to monitor Math data.
Goal	We will increase the overall percent of students passing Milestone by 3% over the next 2 years. If at 90% or higher, we will increase or maintain.

Action Step # 1

Action Step	NPS will meet the needs of our students through the use of innovative practices such as reduced class size and supportive instruction where applicable.
Funding Sources	Title I, Part A
Subgroups	Economically Disadvantaged Foster Migrant Race / Ethnicity / Minority Student with Disabilities
Systems	Coherent Instruction Supportive Learning Environment
Method for Monitoring Implementation	Lesson Plans, assessment reports, classroom observations, Milestone data
Method for Monitoring Effectiveness	benchmark/universal screener achievement data
Position/Role Responsible	Administration, Math 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 # 2

Action Step	Teachers will participate in training sessions to better understand curriculum, high impact/leverage routines/practices, assessments, and data reporting.
Funding Sources	N/A
Subgroups	Economically Disadvantaged Race / Ethnicity / Minority Student with Disabilities
Systems	Coherent Instruction Professional Capacity Supportive Learning Environment
Method for Monitoring Implementation	Meeting agendas Sign-in sheets Fidelity Checks
Method for Monitoring Effectiveness	Universal Screening Data Formative Assessment Data
Position/Role Responsible	Administration Instructional Coach Grade Level Chairs
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 # 3

Action Step	Interventions: NPS will provide differentiated practice and support via student devices and carefully selected instructional software programs.
Funding Sources	Title I, Part A Title V, Part B
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities

Action Step # 3

Subgroups	Immigrant
Systems	Coherent Instruction Effective Leadership Professional Capacity Family and Community Engagement Supportive Learning Environment
Method for Monitoring Implementation	Classroom Observation; Lesson Plans; Meeting Minutes/Agendas
Method for Monitoring Effectiveness	reports from selected instructional programs; benchmark/universal screener,
Position/Role Responsible	Administration; MTSS Coordinator; Teachers; Media Specialist
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

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).	Faculty and staff members were asked to provide input during faculty meetings, weekly collaborative meetings, and leadership team meetings. A Parent Input Meeting was held to discuss the School Plan, School Compact, and Family Engagement Policy. Additionally, a survey was sent out to give parents and other stakeholders another opportunity to provide input.
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 of our teachers are evaluated using the Teacher Keys Effectiveness System (TKES). Our induction teachers are observed a minimum of six times throughout the year; four walkthroughs and two formatives. Our teachers with more than three years of experience are observed a minimum of three times each year; two walkthroughs and a formative. In addition to regular effectiveness evaluation through TKES, teachers are provided with multiple opportunities to participate in professional learning classes through our district RESA, Okefenokee RESA. Examples of professional learning include Orton Gillingham and other targeted literacy-based initiatives.
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).	NPS students receive standards-based instruction in all content areas. Instructional and assistive technology is utilized to engage students with the content as well as make it accessible to all students. Students that are part of Early Intervention Program (EIP) are served through innovative practices of supportive instruction and reduced class size model. Students with disabilities receive appropriate instructional segments with a co-teacher. The Multi Tiered System of Supports (MTSS) is used to provide students with additional interventions in areas such as reading, math, and behavior.
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	MTSS and Early Intervention Programs serve as a means to both identify and serve students who demonstrate academic or behavioral needs. Universal Screeners are administered three times a year. The data can be used to schedule appropriate interventions to meet those needs.

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.	Each summer, NPS hosts a summer transition program to meet the needs of selected students transitioning to Kindergarten and PreK. Through our summer transition program, for example, parents are given resources and participate in workshops that can serve to advance their child's literacy levels, thereby helping better prepare them for transition to elementary school programs.
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.	N/A
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.	NPS implements the GaMTSS process which incorporates Positive Behavior Intervention and Supports (PBIS). We strive to promote positive behavior as a way of reducing the number of office disciplinary referrals that would normally result in a removal from class. The GaMTSS team meets monthly to analyze discipline data and plan effective strategies to address behavioral issues within each sub group and the student population as a whole. Additionally, classroom SEL lessons are conducted by our counselor. The counselor also conducts small group and individual counseling sessions to help meet our students needs and reduce the overuse of discipline practices.
8. Use the space below to provide additional narrative regarding the school's improvement plan.	Our School Improvement Plan will be revised as necessary based on the needs of students, their families, and our staff members as indicated through feedback, observation, data analysis, or other avenues of feedback available.



School Parent and Family Engagement Plan
Nahunta Primary School
School Year 2026-2027
Revision Date 06/02/2026

In support of strengthening student academic achievement, **Nahunta Primary School** receives Title I, Part A funds and therefore must jointly develop with, agree on with, and distribute to parents and family members of participating children a written parent and family engagement policy that contains information required by section 1116(b) and (c) of the Every Student Succeeds Act (ESSA). The policy establishes the school's expectations for parent and family engagement and describes how the school will implement a number of specific parent and family engagement activities, and it is incorporated into the school's plan submitted to the local educational agency (LEA).

Nahunta Primary School agrees to implement the following requirements as outlined by Section 1116 and Section 1112(e)(3).

- Involve parents, in an organized, ongoing, and timely way, in the planning, review, and improvement of programs under Title I, Part A, including the planning, review, and improvement of the school parent and family engagement policy and the joint development of the schoolwide program plan under Section 1114(b) of the Every Student Succeeds Act (ESSA).
- Update the school parent and family engagement policy periodically to meet the changing needs of parents and the school, distribute it to the parents of participating children, and make the parent and family engagement policy available to the local community.
- Provide full opportunities, to the extent practicable, for the participation of parents with limited English proficiency, parents with disabilities, and parents of migratory children, including providing information and school reports required under Section 1111 of the ESSA in an understandable and uniform format, including alternative formats upon request and, to the extent practicable, in a language parents understand.
- If the schoolwide program plan under Section 1114(b) of the ESSA is not satisfactory to the parents of participating children, submit any parent comments on the plan when the school makes the plan available to the local educational agency.
- Be governed by the following statutory definition of parent and family engagement and will carry out programs, activities, and procedures in accordance with this definition:

Parent and Family Engagement means the participation of parents in regular, two-way, and meaningful communication involving student academic learning and other school activities, including ensuring:

- (A) Parents play an integral role in assisting their child's learning
- (B) Parents are encouraged to be actively involved in their child's education at school
- (C) 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
- (D) Other activities are carried out, such as those described in Section 1116 of the ESSA

DESCRIPTION OF HOW THE SCHOOL WILL IMPLEMENT REQUIRED SCHOOL PARENT AND FAMILY ENGAGEMENT POLICY COMPONENTS

JOINTLY DEVELOPED

Nahunta Primary School will take the following actions to involve parents in an organized, ongoing, and timely manner in the planning, review, and improvement of Title I programs, including opportunities for regular meetings, if requested by parents, to formulate suggestions and to participate, as appropriate, in decisions relating to the education of their child and respond to any such suggestions as soon as practicably possible.

Parent surveys

PTO meetings

Feedback forms

Family Engagement Meeting

ANNUAL TITLE I MEETING

Nahunta Primary School will take the following actions to conduct an annual meeting, at a convenient time, and encourage and invite all parents of participating children to attend to inform them about the school's Title I program, the nature of the Title I program, the parents' requirements, the school parent and family engagement policy, the schoolwide plan, and the school-parent compact.

Title I Annual Meeting to take place before November 1.

Send invitations through messages, social media, ClassDojo, and school website

Distribute Parent and Family Engagement Policy, Schoolwide Plan, and School-Parent Compact virtually and in-person

Inform parents of school's curriculum

Inform parents of assessments used to measure student progress

Solicit feedback through virtual forms and face-to-face meetings

COMMUNICATIONS

Nahunta Primary School will take the following actions to provide parents of participating children the following:

- Timely information about the Title I programs
- Flexible number of meetings, such as meetings in the morning or evening, and may provide with Title I funds, transportation, child care or home visits, as such services relate to parent and family engagement.
- Information related to the school and parent programs, meetings, and other activities, is sent to the parents of participating children in an understandable and uniform format, including alternative formats upon request and, to the extent practicable, in a language the parents can understand:
- To the extent practicable, our school will provide communication about your child's progress, school events, and other information regarding school activities and achievement in a format and language parents can understand. This communication may be given in a variety of methods including:

Advertise meetings in multiple formats (weekly newsletter, school/system website, messaging (ClassDojo), social media, school calendar, SIS texts and emails)
Schedule sessions at convenient times for parents
Post policies on website
Guardians may also contact the school office during working hours to request a meeting regarding your child.

SCHOOL-PARENT COMPACT

Nahunta Primary School will take the following actions to jointly develop with parents of participating children a school-parent compact that outlines how parents, the entire school staff, and students will share the responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership to help children achieve the state's high standards. Link to the 2025-2026 School-Parent Compact is [NPS School Compact Brochure 26-27](#).
[NPS Compact Spanish Version](#)

Parents will be provided an opportunity for input into the school/parent/student compact and the school family engagement plan during Family Engagement Team meetings and through online surveys.

RESERVATION OF FUNDS

If applicable, **Nahunta Primary School** will take the following actions to involve the parents of children served in Title I, Part A schools in decisions about how the 1 percent of Title I, Part A funds reserved for parent and family engagement is spent by:

Input at ongoing stakeholder meetings.
Survey parents for input at fall and spring Family Engagement meetings as well as online in 2025-2026, and we will survey again this way in 2026-2027.

COORDINATION OF SERVICES

Nahunta Primary School will involve a variety of team members in our wrap-around services including school nutrition, Birth to 5/Pre-K programs including Brantley Co. Schools Pre-K and Bright for the Start/Head Start, and whole-child/ transition collaboratives including

Summer Transition Program for rising Kindergarten students
DFACS
Local law enforcement/SROs
Counselors, social workers, student success coach, teachers/admin, and local community organizations.

BUILDING CAPACITY OF PARENTS

Nahunta Primary School will build the parents' capacity for strong parent and family engagement to ensure effective involvement of parents and to support a partnership among the school and the community to improve student academic achievement through the following:

- Providing parents with a description and explanation of the curriculum in use at the school, the forms of academic assessments used to measure student progress, and the achievement levels of the challenging State academic standards; and
- Materials and training to help parents to work with their child to improve their child's achievement, such as literacy training and using technology (including education about the harms of copyright piracy), as appropriate, to foster parent and family engagement
- Providing assistance to parents of participating children, as appropriate, in understanding topics such as the following:
 - The challenging State's academic standards
 - The State and local academic assessments including alternate assessments
 - The requirements of Title I, Part A
 - How to monitor their child's progress
 - How to work with educators to improve the achievement of their child

Title I/Curriculum Annual Meeting

In person Parent-Teacher conferences

Online Parent resources on ClassDojo and Facebook

Weekly newsletter including upcoming topics and suggested websites to help prepare for grade-level assessments

Infinite Campus Parent Portal

MTSS/RTI Meetings

BUILDING CAPACITY OF SCHOOL STAFF

Nahunta Primary School will provide training to educate teachers, specialized instructional support personnel, principals, and other school leaders, and other staff, with the assistance of parents, in the value and utility of contributions of parents, and in how to reach out to, communicate with, and work with parents as equal partners, implement and coordinate parent programs, and build ties between parents and the school by:

Teachers and staff are trained to use communication tools. Training is also conducted with the staff on engaging parents and supporting student success. Staff complete individual professional development including watching videos and answering questions.

Nahunta Primary School will provide other reasonable support for parent and family engagement activities under Section 1116 as parents may request by:

Additional parental input is solicited using various methods, which include scheduled meetings, conferences, surveys, PTO meetings, and an open invitation to visit our school anytime.