



2021 - 2022

Local School Plan for Improvement

Nesbit Elementary School

Dr. Marketa Myers, *Principal*

Dr. Terry Watlington, *Assistant Superintendent*

Accountability and flexibility are hallmarks of Gwinnett County Public Schools' success. Key to that success is ensuring that each school community understands the progress being made by its schools, as well as what plans will drive improvement. Each school creates a collaborative Local School Plan for Improvement (LSPI), with targeted goals based on student achievement results. These goals are dynamic, like our schools, and are updated to reflect changes that occur in schools. Data is used to determine areas needing improvement and to identify specific, measurable, annual objectives. Schools then determine how to use research-based strategies to achieve these goals, using flexibility as needed. The LSPI development process involves teachers, parents, and community members, so the entire school community has the opportunity to be involved in conversations about school improvement. Please contact the local school principal for more information about the school's plan and progress.

- **Long Term Goal**

We will build our parents' capacity to support their children's academic achievement by implementing the activities identified in The Plan/The Promise.

- **Long Term Goal**

Nesbit Elementary students will meet or exceed the percentages of the state averages on the EOG Georgia Milestones Test in Math, Language Arts, Science, and Social Studies.

- o **Annual Goal**

During the 2021-22 school year, Nesbit Elementary students in grades K-5 in ELA will meet or increase proficient and distinguished at each grade level (see attached chart) as measured by the end of year district formative assessments by the end of the school year. The percentage of proficient and distinguished for third through fifth grade students at Nesbit Elementary will increase over the 2020-21 averages at each grade level as measured by the Georgia Milestones End of Grade test.

Implementation Design

- **Building Parent Capacity**

Building Parent Capacity: Nesbit Elementary will implement a high-impact family engagement model, Academic Parent Teacher Teams. APTT is a classroom-based, teacher-led, data-driven family engagement model. Because of Covid 19 APTT will be presented digitally and/or in person (depending on the COVID 19 status). The innovative design of APTT is rooted in training families to support children's academic goals by linking home and school learning. Teachers will participate in professional learning to ensure effective parental involvement. Professional learning strategies include how to reach out to and communicate with parents. Along with working with parents as equal partners in education.

- **Collaborative Learning Teams**

Teachers will analyze the standards (using the GCPS analyzing the standards document), develop common assessments, create lessons, and construct specific interventions plans for students (teachers will define student actions for EL students at different levels). Assessments will directly align with the instruction in the classroom. Teachers will analyze student work/ assessments and discuss/plan how to be responsive to student needs. Teachers will follow the GCPS CLT structure to implement collaborative planning. Teachers will use a rehearsal protocol to practice how to model the AKS at the proficient and distinguished level.

- **Extended Learning Time**

Nesbit Elementary will provide students who need additional small group support the opportunity to work with teachers and receive acceleration on power AKS . These sessions will happen after-school and/or on Saturdays.



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- **Mighty Minds - CQI**

Mighty Minds is the CQI model at Nesbit. Teachers look at GCPS unit assessment data and select power AKS that needs to be retaught/reassessed. Teachers alternate between ELA and Math. Short pre-assessments are given in order to establish the level of support students need. Teachers will teach a quick mini-lesson and pull small groups. A support teacher will push in every classroom during Mighty Minds time in order to support small groups. Mighty Minds is staggered throughout the day.

- **Nesbit Learning Cohort**

Teachers will have the opportunity to gain a deeper understanding of specific components of the workshop model through half day professional learning sessions followed by feedback from Nesbit Instructional Coaches. Both new and veteran teachers will participate in this professional learning.

- **Nesbit's Instructional Priorities**

- 1) execute Nesbitized Release of Instruction - mini-lesson, collaboration, guided groups, independent work)
- 2)ensure that we are giving rigorous assessments that align with the AKS and instruction (backwards design - standards, assessment, instruction)
- 3)teaching the AKS and using data to inform instruction (how do we respond to our data)
- 4)Literacy (discussion, reading, and writing) is a priority and taught through each subject area

- **Successful Start**

Successful Start is a whole-class kindergarten literacy initiative designed to close the achievement gap between low performing schools in lower socioeconomic and high performing schools located in higher socioeconomic areas. Successful Start ensures that students acquire foundational literacy skills by providing intensive and ongoing professional development in literacy to kindergarten teachers. The Successful Start Literacy Initiative is comprised of five major literacy components, all delivered in a small group setting of 3-6 students. As well students will be engaged in independent reading and writing.

- o **Annual Goal**

During the 2021-22 school year, Nesbit Elementary students in grades 3-5 in Science will meet or increase proficient and distinguished at each grade level (see attached chart) as measured by the end of year district formative assessments by the end of the school year.

Implementation Design

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- **Nesbit's Instructional Priorities**

- 1) execute Nesbitized Release of Instruction - mini-lesson, collaboration, guided groups, independent work)
- 2) ensure that we are giving rigorous assessments that align with the AKS and instruction (backwards design - standards, assessment, instruction)
- 3) teaching the AKS and using data to inform instruction (how do we respond to our data)
- 4) Literacy (discussion, reading, and writing) is a priority and taught through each subject area

- o **Annual Goal**

During the 2021-22 school year, Nesbit Elementary students in grades 3-5 in Social Studies will meet or increase proficient and distinguished at each grade level (see attached chart) as measured by the end of year district formative assessments by the end of the school year.

Implementation Design

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- **Collaborative Learning Teams**

Teachers will analyze the standards (using the GCPS analyzing the standards document), develop common assessments, create lessons, and construct specific interventions plans for students (teachers will define student actions for EL students at different levels). Assessments will directly align with the instruction in the classroom. Teachers will analyze student work/ assessments and discuss/plan how to be responsive to student needs. Teachers will follow the GCPS CLT structure to implement collaborative planning. The district Social Studies instructional coach will work with the 5th grade team to support the integration of social studies instruction



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- 3) teaching the AKS and using data to inform instruction (how do we respond to our data)
- 4) Literacy (discussion, reading, and writing) is a priority and taught through each subject area

- o **Annual Goal**

During the 2021-22 school year, Nesbit Elementary students in grades K-5 in Math will meet or increase proficient and distinguished at each grade level (see attached chart) as measured by the end of year district formative assessments by the end of the school year. The percentage of proficient and distinguished for third through fifth grade students at Nesbit Elementary will increase over the 2020-21 averages at each grade level as measured by the Georgia Milestones End of Grade test.

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- **Extended Learning Time**

Teachers will have the opportunity to gain a deeper understanding of specific components of the workshop model through half day professional learning sessions followed by feedback from Nesbit Instructional Coaches. Both new and veteran teachers will participate in this professional learning.

- **Mighty Minds - CQI**

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