



# 2017 - 2018

## Local School Plan for Improvement

### J. C. Magill Elementary School

Tonya Y Burnley, *Principal*

Joe Ahrens, *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

Magill Elementary will increase the percentage of students who are at the proficient or distinguished level on the state standardized assessment to 100% in Literacy by 2023.

#### o Annual Goal

All grade levels (1st-5th) will increase end-of-year the grade level average ELA District Assessment scores by 5 percentile points. First grade average will improve from 71.08% to 76.08%. Second grade average will improve from 64.81% to 69.81%. Third grade average will improve from 55.8% to 60.8%. Fourth grade average will improve from 54.3% to 59.3%. Fifth grade average will improve from 55.7% to 60.7%.

All grades levels (3-5) will show an increase of students performing in the Proficient or Distinguished levels by 10% on the EOG ELA Milestones Assessment. The percentage of students in grade three scoring in the Proficient or Distinguished range will increase from 32% of students to 42% of students. The percentage of students in grade four scoring in the Proficient or Distinguished range will increase from 43% of students to 53% of students. The percentage of students in grade five scoring in the Proficient or Distinguished range will increase from 29% of students to 34% of students.

#### Implementation Design

##### • Building Parent Capacity

Building Parent Capacity

Magill ES parents will attend training on how to best support their student in Literacy at home and in the school setting through parent workshops on Reading and Writing strategies. In order to improve communication between parents and the school, they will be offered a workshop on how to improve communication with teachers and the school. Parents will have access to the Parent Center and Parent Instructional Coordinator daily. The Parent Center will distribute and provide information on parent workshops, as well as available materials for check out allowing for additional support in Literacy at home. For parents and students who will need support in order to make the transition from Pre-K to Kindergarten, Magill ES will offer a KinderCamp in the summer, as well as two transition workshops for rising kindergarten parents in the spring and summer.

##### • District Support

See Targeted Plan

##### • Extended Learning Time Grades 3-5

Intervention program



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- **Literacy Collaborative Planning**

During literacy collaborative planning, grade level teachers will review assessment data, student work and instructional plans to develop analytical reading and writing skills for all students. Collectively teachers will clarify the Learning Targets to ensure the lessons directly align with standards. Professional Learning on guided reading, conferring, and other workshop tools will be embedded within collaborative meetings. A structured format for developing reading mini-lessons will be utilized. Each teacher will have a specific role to play in the development of the weekly reading plans.

- **Long Term Goal**

Magill Elementary will increase the percentage of students who are at the proficient or distinguished level on the state standardized assessment to 100% in Mathematics by 2023.

- o **Annual Goal**

All grade levels (1st-5th) will increase end-of-year the grade level average Math District Assessment scores by 5 percentile points. First grade average will improve from 80.62% to 85.62%. Second grade average will improve from 67.66% to 72.66%. Third grade average will improve from 57.31% to 62.31%. Fourth grade average will improve from 55.46% to 60.46%. Fifth grade average will improve from 56.4% to 61.4%.

All grades levels (3-5) will show an increase of students performing in the Proficient or Distinguished levels by 10% on the EOG Math Milestones Assessment. The percentage of students in grade three scoring in the Proficient or Distinguished range will increase from 36% of students to 46% of students. The percentage of students in grade four scoring in the Proficient or Distinguished range will increase from 43% of students to 53% of students. The percentage of students in grade five scoring in the Proficient or Distinguished range will increase from 28% of students to 38% of students.

### Implementation Design

- **Building Parent Capacity**

Building Parent Capacity

Magill ES parents will attend training on how to best support their student in Mathematics at home and in the school setting through a parent workshop on Math strategies. In order to improve communication between parents and the school, they will be offered a workshop on how to improve communication with teachers and the school. Parents will have access to the Parent Center and Parent Instructional Coordinator daily. The Parent Center will distribute and provide information on parent workshops, as well as available materials for check out allowing for additional support in math at home. For parents and students who will need support in order to make the transition from Pre-K to Kindergarten, Magill ES will offer a KinderCamp in the summer, as well as two transition workshops for rising kindergarten parents in the spring and summer.

- **District Support**

See Targeted Plan

- **Extended Learning Time**

Intervention program.

- **Math Collaborative Planning**

During math collaborative planning, grade level teachers will review assessment data, student work and instructional plans to develop problem solving skills for all students. Collectively teachers will clarify the Learning Targets to ensure the lessons directly align with standards. Professional Learning on mini-lessons, number talks and other workshop tools will be embedded within collaborative meetings. A structured format for developing math mini-lessons will be utilized. Each teacher will have a specific role to play in the development of the weekly math plans.



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- **Long Term Goal**

We will build our parents' capacity to support their children's academic achievement by implementing the activities identified in the Parent Involvement Policy and School/Parent Compact.