



2010-2011 Local School Plan For Improvement

LSPI Objectives

December 2010

MAGILL ELEMENTARY

Crystal M Collins, *Principal*

Calvin Watts, *Area 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.

2010-2011 Long Term Goals and Objectives

Goal: Magill Elementary School will increase academic performance in Mathematics for all students with an emphasis on Students with Disabilities and English Language Learners to meet and/or exceed annual targets through: increased participation in county provided staff development opportunities, Math Institute, employing a local school Math Coach to work with teachers to develop Quality Plus Teaching Strategies, providing Math Specials modeling hands-on, active and engaging lessons, implementing the Innovative Math Model, participating in the Special Education and Math (SEAM) initiative, integrating arts throughout the curriculum, and utilizing the Math Department of Gwinnett County Public Schools.

Objective: Students will increase achievement in the area of Mathematics as measured by increased performance in the Meets and Exceeds category of the CRCT.

MAGILL ELEMENTARY

LSPI Continued

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2010-2011 Long Term Goals and Objectives

Goal: Magill Elementary School will increase academic performance in Reading/Language Arts for all students with an emphasis on Students with Disabilities and English Language Learners to meet and/or exceed annual targets through: implementing research based best practices, utilizing Quality Plus Teaching Strategies, integrating arts instruction throughout the curriculum, implementing Accelerated Language Arts in fourth grade, incorporating active, engaging, hands-on lessons, providing various staff development opportunities, and applying Guided Reading and Writer's Workshop strategies at all grade levels.

Objective: Students will increase achievement in the areas of Reading and Language Arts as measured by increased performance in the Meets and Exceeds category of the CRCT.

MAGILL ELEMENTARY

LSPI Continued

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Schools Goals - MAGILL ELEMENTARY

Goal Title	Goal	Start School Year	End School Year
Increase Achievement in Math for All Students	Magill Elementary School will increase academic performance in Mathematics for all students with an emphasis on Students with Disabilities and English Language Learners to meet and/or exceed annual targets through: increased participation in county provided staff development opportunities, Math Institute, employing a local school Math Coach to work with teachers to develop Quality Plus Teaching Strategies, providing Math Specials modeling hands-on, active and engaging lessons, implementing the Innovative Math Model, participating in the Special Education and Math (SEAM) initiative, integrating arts throughout the curriculum, and utilizing the Math Department of Gwinnett County Public Schools.	2010-11	2015-16
Increase Achievement in Reading/Language Arts for All Students	Magill Elementary School will increase academic performance in Reading/Language Arts for all students with an emphasis on Students with Disabilities and English Language Learners to meet and/or exceed annual targets through: implementing research based best practices, utilizing Quality Plus Teaching Strategies, integrating arts instruction throughout the curriculum, implementing Accelerated Language Arts in fourth grade, incorporating active, engaging, hands-on lessons, providing various staff development opportunities, and applying Guided Reading and Writer's Workshop strategies at all grade levels.	2010-11	2015-16

Annual Objective

Students will increase achievement in the area of Mathematics as measured by increased performance in the Meets and Exceeds category of the CRCT.

Associated Goals

Goal: Increase Achievement in Math for All Students

Implementation Design

MAGILL ELEMENTARY

LSPI Continued

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Accelerated Math Model

Students who are gifted in the area of mathematics in grades 3-5. Identified students will receive specialized daily instruction to accelerate math acquisition of grade level and above grade level AKS.

SD: AFTER SCHOOL MATH STAFF DEVELOPMENT

This course is designed to provide staff development sessions 5 times throughout the year. The sessions are imbedded with the Quality-Plus teaching strategies and aligned with the mathematics instructional calendars. The courses available are: • Integrated Algebra I and Integrated Algebra I Strategies • Accelerated Integrated Algebra I • Integrated Geometry and Integrated Geometry Strategies • Accelerated Integrated Geometry • Integrated Algebra 2 and Integrated Algebra 2 Strategies All teachers are encouraged to attend. This includes, veteran, new, ELL, special education, and gifted. A follow-up session will be provided through Elluminate. Additional follow-up after each session should be provided at the local school.

AKS CQI Model

All students (including ESOL, EIP, Focus, and SWD) receive differentiated instruction in the identified areas of strengths and weaknesses in the area of mathematics.

SD: Monitoring of CQI calendar and implementation

Teachers meet monthly during content area meetings to discuss calendar topics, common assessments and analyze data.

ArtsNow

ArtsNow incorporates all mediums of art into rigorous math instruction to create active, hands on engaging lessons, making mathematical concepts relevant to all learners.

SD: Foundational Training

Intense 3 day workshop exploring arts integration and its impact on math achievement. Ongoing staff development will be provided by the ArtsNow staff.

Magill Academy of Choice Sessions

Teacher leaders will provide professional development in the area of mathematics including Exemplars, Singapore Math, Touch Math, Guided Math and balanced numeracy. These sessions will allow teachers to use data to differentiate learning and create active, hands on, engaging lessons.

SD: Teacher leaders will present quality plus strategies in the area of mathematics.

Teacher leaders will present lessons and ideas on how to implement balanced numeracy, guided math and arts integration into daily math instruction.

MAGILL ELEMENTARY

LSPI Continued

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Math Science Academy

Teachers will use Quality Plus Teaching Strategies to align math and science instructional calendars for all grade levels K-5 including SWD, ESOL, and Focus.

SD: MATH-SCIENCE STAFF DEVELOPMENT

After-school sessions have the primary goal of improving student achievement in mathematics and science by connecting both the math and science AKS with the expected performance-based student outcomes at each grade level. The K-5 sessions are offered by grade level and are in time with the corresponding instructional calendar. One hour is devoted to mathematics instruction and the second hour is devoted to science instruction. The science sessions will focus on problem solving and include the vertical alignment of scientific processing, essential vocabulary lists, document based questions, mathematics integration, mastery-based lab activities, relevant technology, and the modeling of Quality-Plus Instructional Strategies. Instructional plans are developed, modeled, and practiced to guide the daily lesson planning for elementary school teachers. The math sessions will model rigorous lessons for upcoming AKS. Each session will focus on a different component of the Balanced Numeracy framework. Session 1 is focused on Informal Assessment, Session 2 on Quality Questioning, Session 3 on Problem Solving, Session 4 on Student Collaboration, and Session 5 on Activating and ...

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LSPI Continued

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Math Vertical Team

The primary goals of the Vertical Team are: (1) to improve academic performance for all students in earlier grades by equipping teachers with skills and concepts necessary for vertical continuity, and for advanced, challenging courses, (2) to prioritize AKS to provide a seamless transition from grade to grade/level to level, including a focus on sequencing, or linking, elementary AKS with middle level AKS and middle level AKS with high school AKS, (3) to improve communication between schools in feeder unit within schools, (4) to build relationships and explore innovative ways to continually improve, and (5) to better prepare students for advanced, challenging courses and provide them with greater opportunities in post-secondary education. Overall, the goal of the South Gwinnett Cluster Math Vertical Team is to increase student achievement through discussion of the standards and how different teachers interpret and teach the standards at each grade level. Participants will collaborate on teacher expectations and student work and activities from one grade level to the next grade level.

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Annual Objective

Students will increase achievement in the areas of Reading and Language Arts as measured by increased performance in the Meets and Exceeds category of the CRCT.

Associated Goals

Goal: Increase Achievement in Reading/Language Arts for All Students

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LSPI Continued

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Implementation Design

AKS/CQI

All students (including ESOL, EIP, Focus, and SWD) receive differentiated learning in the identified areas of strengths and weaknesses in the area of Reading/Language Arts.

Cluster Language Arts Vertical Team

Representatives from all cluster schools will meet to discuss best instructional practices in the area of Reading/Language Arts and establish cluster wide priorities.

Foundational Training

Intense 3 day workshop exploring arts integration and its impact on reading achievement. Ongoing staff development will be provided by the ArtsNow staff.

Literacy Committee

A representative from each grade level will meet to make school wide decisions regarding best instructional practices in Reading and Language Arts.

Literacy Institute

A representative from each grade level will attend the Literacy Institute.

SD: SUMMER LITERACY INSTITUTE

An intensive course in the theory and practice of Readers' and Writers' Workshop in K-12 language arts and literacy strategies for math, science, and social studies.

Magill Academy of Choice Sessions

Teacher leaders will present lessons and ideas on how to implement balanced literacy, guided reading and arts integration into daily language arts instruction.

Vision 2016

County provided professional learning opportunities.

SD: VISION 2016, PHASE 2

Monthly sessions to sustain and extend the learning of our balanced literacy framework acquired in Phase 1 (Cohorts 1 and 2) and the workshop models analyzed in the Summer Literacy Institute. All participants from Vision Phase 1 and the Summer Literacy Institute are strongly encouraged to attend Phase 2.