

2022-2023 Local School Plan for Improvement (LSPI)

School: Magill Elementary School Principal: Dr. Guerlene Merisme

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) to increase student achievement results, with targeted goals based on the four strategic priorities within the district's [Blueprint for the Future](#): ***Empathy, Equity, Effectiveness, and Excellence***. All schools across the district will focus on goals **2A- Multi-tiered Systems of Support and 2B- Opportunity and Access**. However, schools are required to select one goal from each of the other strategic priorities for the 2022-2023 school year. LSPI goals are dynamic, like our schools, and are updated to reflect changes that occur in schools. Multiple data points are used to determine areas needing improvement and to identify specific, measurable, annual objectives. Key Performance Indicators (KPIs) are the way we will measure success for each goal. Schools then determine how to use research-based strategies to achieve these goals, using flexibility as needed. The LSPI development process involves teachers, parents, students, and community members, so the entire school community has the opportunity to be involved in conversations about school improvement.

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Strategic Priorities & Goals Focus Work	Rationale	Action Steps (Implementation Design)	How will you measure growth? Growth Factors (KPI Baseline & Targets)
Empathy 1B: Staff and student wellbeing	Promote student and staff wellbeing through prioritizing self-care, physical and mental health, and social emotional learning.	<ol style="list-style-type: none"> 1. School counselors will conduct small group lessons. 2. Teachers will administer the student well-being survey. 3. Add student voice to the PBIS team. 4. Use an advanced planner with inclusive holidays to raise awareness and increase a sense of belonging. 5. Use daily announcements and periodicals to raise awareness of cultural and social and emotional learning. 	<p>Increase in the percent of students indicating positive responses on the Educational Effectiveness Survey towards these statements:</p> <ul style="list-style-type: none"> ● I feel safe at this school <ul style="list-style-type: none"> ○ Student SY 2022 Baseline: 39% ○ Student SY 2023 Target: 50% ● I enjoy coming to this school <ul style="list-style-type: none"> ○ Student SY 2022 Baseline: 31% ○ Student SY 2023 Target: 50% ● Most students are respectful of others at this school <ul style="list-style-type: none"> ○ Student SY 2022 Baseline: 15% ○ Student SY 2023 Target: 50% ● Setbacks don't discourage me <ul style="list-style-type: none"> ○ Student SY 2022 Baseline: 36% ○ Student SY 2023 Target: 50% <p>Increase in the percent of teachers indicating positive responses on the Educational Effectiveness Survey towards these statements:</p> <ul style="list-style-type: none"> ● I receive training on instruction to support social emotional learning <ul style="list-style-type: none"> ○ Staff SY 2022 Baseline: 60 % ○ Staff SY 2023 Target: 75% ● I incorporate social emotional instruction into my daily instructional delivery

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		<p>6. SEL lessons will be implemented across all grade levels from 9:00 to 9:20 Monday through Friday.</p> <p>7. Staff will engage in professional development throughout the school year focused on SEL training which will lead to improved wellbeing for all stakeholders.</p>	<ul style="list-style-type: none"> ○ Staff SY 2022 Baseline: 64% ○ Staff SY 2023 Target: 75%
<p>Equity 2A: Multi-tiered system of supports</p>	<p>Implement a comprehensive framework to fully operationalize a multi-tiered system of supports to address academic and non-academic student needs and remove barriers to success.</p>	<ol style="list-style-type: none"> 1. Develop PBIS Tier 2 Supports 2. Develop a Schoolwide SEL program 3. Formalize an academic and behavioral response to intervention (RTI) process and develop an ELT program to reduce variability and improve fidelity of implementation 	<p>Increase in the percent of students indicating positive responses on the Educational Effectiveness Survey towards these statements:</p> <ul style="list-style-type: none"> ● I feel safe at this school <ul style="list-style-type: none"> ○ Student SY 2022 Baseline: 39% ○ Student SY 2023 Target: 50% ● I enjoy coming to this school <ul style="list-style-type: none"> ○ Student SY 2022 Baseline: 31% ○ Student SY 2023 Target: 50% ● Most students are respectful of others at this school <ul style="list-style-type: none"> ○ Student SY 2022 Baseline: 15% ○ Student SY 2023 Target: 50% ● Setbacks don't discourage me <ul style="list-style-type: none"> ○ Student SY 2022 Baseline: 36% ○ Student SY 2023 Target: 50%

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		<p>across the school with</p> <ul style="list-style-type: none"> ● High-quality Tier 1 instruction for all students ● Targeted small groups ● Rigorous grade level curriculum, ● Ongoing formative assessments, ● Evidence-based interventions with progress monitoring. ● Streamlined PBIS processes and revamped token economy to increase students' intrinsic motivation to follow behavioral expectations. 	<p>Increase in the percent of teachers indicating positive responses on the Educational Effectiveness Survey towards these statements:</p> <ul style="list-style-type: none"> ● I receive training on instruction to support social emotional learning <ul style="list-style-type: none"> ○ Staff SY 2022 Baseline: 50% ○ Staff SY 2023 Target: 75% ● I incorporate social emotional instruction into my daily instructional delivery <ul style="list-style-type: none"> ○ Staff SY 2022 Baseline: 56% ○ Staff SY 2023 Target: 75% ● Struggling students receive early intervention and remediation to acquire skills <ul style="list-style-type: none"> ○ Staff SY 2022 Baseline: 54% ○ Staff SY 2023 Target: 75%
<p>Equity 2B: Opportunity and access</p>	<p>Expand student opportunities to engage in and have access to high</p>	<p>1. Increase gifted program/eligibility by using iReady assessments and</p>	<p>Increase in the percent of students indicating positive responses on the Educational Effectiveness Survey towards these statements:</p>

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	<p>quality, rigorous, and culturally relevant curriculum, advanced coursework (e.g. Advanced Placement and dual enrollment), and enrichment activities (e.g. the arts, gifted, STEM, career technical education).</p>	<p>providing teacher training in portfolio assessments.</p> <p>2. Reduce disruptions to learning resulting from exclusionary discipline actions through:</p> <ul style="list-style-type: none"> ● Implementation of teacher training in restorative practices ● PBIS booster training ● Comet Connection - our schoolwide SEL program 	<ul style="list-style-type: none"> ● In my classes, students are busy doing schoolwork <ul style="list-style-type: none"> ○ Student SY 2022 Baseline: 35% ○ Student SY 2023 Target: 50% ● All students have access to rigorous courses and supports <ul style="list-style-type: none"> ○ Student SY 2022 Baseline: 33% ○ Student SY 2023 Target: 50% <p>Increase in the percent of teachers indicating positive responses on the Educational Effectiveness Survey towards these statements:</p> <ul style="list-style-type: none"> ● We are provided training to meet the needs of a diverse student population in our school <ul style="list-style-type: none"> ○ Staff SY 2022 Baseline: 61% ○ Staff SY 2023 Target: 75% ● Feedback from classroom observations leads to meaningful change in instructional practice <ul style="list-style-type: none"> ○ Staff SY 2022 Baseline: 59% ○ Staff SY 2023 Target: 75% <p>Increase the number of students who qualify for gifted services</p> <ul style="list-style-type: none"> ● SY 22 Baseline: 3% ● SY 23 Target: 5%
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<p>Effectiveness 3A: Results-Based Evaluation System</p>	<p>Redesign Results-Based Evaluation System (RBES) by redefining the inputs, behaviors, and outcomes that determine the standards for student success.</p>	<ol style="list-style-type: none"> 1. Devise a MTSS Team 2. Provide professional development on various differentiation and progress monitoring methods using Leveled Literacy Intervention Kits for Tier 2 and Tier 3 interventions. 3. Provide Instructional and Behavioral Coaching for teachers. 4. Purchase instructional technology software programs that will help students close learning gaps and show mastery of the AKS. 	<p>Increase in the percent of teachers indicating positive responses on the Educational Effectiveness Survey towards these statements:</p> <ul style="list-style-type: none"> ● Assessment data are used to identify student needs and appropriate instructional intervention <ul style="list-style-type: none"> ○ SY 22 Baseline: 81% ○ SY 23 Target: 100% ● Feedback from classroom observations leads to meaning changes in instructional practice <ul style="list-style-type: none"> ○ SY 22 Baseline: 60% ○ SY 23 Target: 75% ● I receive training on instruction to support social emotional learning <ul style="list-style-type: none"> ○ SY 22 Baseline: 60% ○ SY 23 Target: 75% ● Instruction is personalized to meet the needs of each student <ul style="list-style-type: none"> ○ SY 22 Baseline: 43% ○ SY 23 Target: 75% ● Our staff believes that all students can meet state standards <ul style="list-style-type: none"> ○ SY 22 Baseline: 55% ○ SY 23 Target: 75% ● Struggling students receive early intervention and remediation to acquire skills <ul style="list-style-type: none"> ○ SY 22 Baseline: 44% ○ SY 23 Target: 75%
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<p>Excellence 4A: Preferred education destination</p>	<p>Be the first choice of students and families for excellent schools and the employer of choice for educators and staff to fulfill their careers.</p>	<ol style="list-style-type: none"> 1. Administer the EES Student Survey 2. Administer the EES Staff Survey 3. Administer the EES Family Satisfaction Survey 4. Conduct customer Service Training for Front Office Staff 5. Engage families in being our partners in education through a variety of workshops, volunteer opportunities, conferences, and meetings. 	<p>Increase in the percent of staff indicating positive responses on the Educational Effectiveness Survey towards these statements:</p> <ul style="list-style-type: none"> ● When there is a problem in my school, we talk about how to solve it <ul style="list-style-type: none"> ○ Staff SY 2022 Baseline: 38% ○ Staff SY 2023 Target: 75% ● Staff at all levels are treated fairly here <ul style="list-style-type: none"> ○ Staff SY 2022 Baseline: 53% ○ Staff SY 2023 Target: 75% <p>Increase in the percent of families indicating positive responses on the Educational Effectiveness Survey towards these statements:</p> <ul style="list-style-type: none"> ● I am comfortable expressing my ideas or concerns to the administrator(s) of this school <ul style="list-style-type: none"> ○ Family SY 2022 Baseline: 74% ○ Family SY 2023 Target: 85% ● My student is challenged with a rigorous course of study at this school <ul style="list-style-type: none"> ○ Family SY 2022 Baseline: 56% ○ Family SY 2023 Target: 75% ● Teachers accommodate my student’s individual needs by adjusting instruction <ul style="list-style-type: none"> ○ Family SY 2022 Baseline: 62% ○ Family SY 2023 Target: 75% <p>Increase in the percent of students indicating positive responses on the Educational Effectiveness Survey towards these statements:</p>
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			<ul style="list-style-type: none">● All students have access to rigorous courses and supports<ul style="list-style-type: none">○ Student SY 2022 Baseline: 33%○ Student SY 2023 Target: 50%● In class we often work with other students to solve a problem/do a task<ul style="list-style-type: none">○ Student SY 2022 Baseline: 25%○ Student SY 2023 Target: 50%
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