



2018 - 2019

Local School Plan for Improvement

Lilburn Middle School

Dr. Yvette Arthur, *Principal*

Peggy Goodman, *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

1) The percentage of all students scoring in the "Distinguished" or "Proficient" categories on the math, language arts, science, and social studies district assessments and the Georgia Milestones Assessments will increase to 100% at "Proficient" or above (with at least 30-40% of students taking the GMAS End of Grade Assessments scoring in the "Distinguished" level, along with 50-60% of students taking the GMAS End of Course Assessments) by SY2020.

o Annual Goal

During the 2018-2019 school year, the percentage of students scoring in the Distinguished and Proficient categories will increase to 50% or higher on the math, language arts, science, and social studies district assessments and the Georgia Milestones Assessments. On the Algebra I, Accelerated Algebra I, and 9th-12th Physical Science district assessments and the Georgia Milestones Assessments, the percentage of students scoring in the Distinguished category will increase to 20% or higher, with at least 80% of our students scoring in the Proficient category.

Implementation Design

• Building Parent Capacity

- All parents will be invited to engage in their child's learning and the school improvement process through the following:
 - Curriculum, Literacy, and STEM Night— Lilburn Middle School parents will have an opportunity to learn about various digital resources and strategies (questioning methods and real-life instructional activities) to help their children develop deep understandings of Math, Language Arts, Science, and Social Studies content.
 - Title I Parent Workshops—All parents will be encouraged to engage in various workshops (i.e. using technology and online resources to positively impact learning, understanding the Georgia Milestones Assessment System, and parenting for success). Parents will learn strategies to help their students develop deep understandings of content.
 - Principal Meet and Chats – All parents will be encouraged to participate in quarterly meetings to learn about the progress that students are making at Lilburn Middle School. They will engage in analysis of the Lilburn Middle School's academic, behavioral, and attendance data. They will also have opportunities to engage in the school improvement process.

• Collaborative Content Planning: Application of Formative Instructional Practices, Critical Thinking, and Literacy

- Deconstruct the AKS to create and use clear learning targets
- Aligning student learning activities (work) and assessments to the rigor of the AKS – (Achievement Level Descriptors)
- Analyze student work to inform instruction, extension and/or reteach activities, and provide feedback
- Implement real-life/problem-based learning experiences and utilize critical thinking
- Embed and model literacy strategies in all curriculum areas



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- **Gradual Release Instructional Model**

1) Develop and implement lessons using the Gradual Release Framework (focused/mini lessons, guided, collaborative, and independent learning) in all content areas:

- I Do (Mini-Lesson/Model/All Teacher/Focused Lesson)- Teacher: Teacher models the learning target and content/skill, building background knowledge, and showing thinking in action, “Think Aloud” (purpose for learning, content literacy, and critical thinking).
- We Do (Guided Instruction)- Teacher/Student: Teacher guides students as they work on the content/skill.
- “You” do it Together (Collaborative Learning)- Student/Student: Teacher provides support, deepens understanding as students work on the content/skill in collaborative small flexible groups.
- You do Independently and Check (Independent Practice/Responsibility)- Student: Teacher will provide feedback, evaluate, and determine the level of understanding as students work independently.

- o **Annual Goal**

We will build our parents’ capacity to support their children’s academic achievement through activities identified in the Parent Involvement Policy and School/Parent compact (i.e. Title I Parent Workshops), such that the percentage of participating parents will increase by 25% or higher during the 2018-2019 school year.

Implementation Design

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- Principal Meet and Chats – All parents will be encouraged to participate in quarterly meetings to learn about the progress that students are making at Lilburn Middle School. They will engage in analysis of the Lilburn Middle School’s academic, behavioral, and attendance data. They will also have opportunities to engage in the school improvement process.

- o **Annual Goal**

Lilburn Middle School will increase the 2018-2019 CCRPI score by 3% above the 2017-2018 score.

Implementation Design

- **Building Parent Capacity**

Building Parent Capacity

- **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.