



2016 - 2017

Local School Plan for Improvement

Lilburn Middle School

Dr. Yvette Arthur, *Principal*

Peggy Goodman, *Executive Director*

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% scoring in the "Distinguished" level) by SY2020.

o Annual Goal

During the 2016-2017 school year, the percentage of students scoring in the Distinguished category will increase to 15% or higher, with at least 85% of our students scoring in the Proficient category on the math, language arts, science, and social studies district assessments and the Georgia Milestones Assessments.

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

Staff members will collaboratively plan lessons that implement Formative Instructional Practices

- Staff members will deconstruct the AKS to create and use clear learning targets
- Staff members will align student learning activities and assessments to the rigor of the AKS
- Staff members will analyze student work to inform instruction, extension and/or reteach activities, and provide feedback



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- **Gradual Release Instructional Model**

1) Staff members will 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”.
- We Do (Joint Responsibility/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 a 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 2016-2017 school year.

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 and Parent Honor Nights – 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 (STEM/Literacy Nights).
- 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 (questioning methods and real-life instructional activities) 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 a 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: For the Application of Formative Instructional Practices**

2) Staff members will collaboratively plan lessons that implement the Formative Instructional Practices

- Staff members will deconstruct the AKS to create and use clear learning targets
- Staff members will align student learning activities and assessments to the rigor of the AKS
- Staff members will analyze student work to inform instruction, extension and/or reteach activities, and provide feedback



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- **Gradual Release Instructional Model (“I do”, “We do”, “You do together” “You do alone and check”)—**
Staff members will 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”.
 - We Do (Joint Responsibility/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.

- **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.