



2018 - 2019

Local School Plan for Improvement

Lilburn Elementary School

Guerlene M Merisme, *Principal*

Dr. Clay Hunter, *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

Lilburn ES staff and students will maintain high levels of school attendance. In addition, students at Lilburn Elementary will exhibit appropriate behaviors that will allow for uninterrupted instructional time to increase content mastery.

o Annual Goal

Staff attendance rate for 2018-2019 will be 96%.

Lilburn elementary students will miss an average of 5 or fewer days of school as compared to an average of 7.1 days in 2017-18

The amount of Lilburn Elementary discipline referrals will decrease to 2% as compared to 3% in 2017-18 as a result of the continued PBIS implementation.

The percentage of students in the at-risk category for coursework, per the ABC report, will not exceed 15% by the end of the 2018-19 school year as compared to 21% in 2017-18.

Implementation Design

• Building Parent Capacity

Parent Involvement Workshops will be offered. At the workshop, parents will be informed how parent support and involvement can contribute to the behaviors, attendance, and academic success of their child. They will be informed about how student behaviors and attendance can inform academic success. In addition, the parents will be introduced to strategies that they can use at home to promote positive behaviors, increased attendance, and academic support. The Parent Center will be open at a variety of scheduled times for material check-out, help sessions, and conferring. Outreach will be made specifically to parents with students with discipline and attendance issues. Translations and interpreters will be provided to the extent possible.

• Classroom Support for Academic Progress

We are supplementing the GCPS staff allotment to provide academic support to our students with additional personnel. Classroom instruction will be enhanced with the use of supplemental instructional materials, technology, and supplies. In order to provide students with more academic support, we will supplement student access to instructional technology and provide software and licensing. We will also provide additional computer equipment and materials to support access to and use of supplemental technology.

• Counseling

The Lilburn Elementary Counseling department will use a variety of data to identify students who are in need of academic, behavioral, attendance, and social-emotional support as identified in our annual goal. The counselors will confer with students individually and conduct intervention groups for the students based on their identified needs. They will work closely with the PBIS Team to implement Tier II and Tier III intervention supports for students who continue to



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display difficulty with appropriate behavioral decisions. In addition, the counselors will refer students at-risk to outside agencies for ongoing therapy and community members for mentoring as needed. The counselors will provide positive reinforcement for behaviors which correlate with school success.

• **Positive Behavior Interventions and Supports**

Lilburn ES will continue full implementation of the Positive Behavior Interventions and Support framework during the 2018-2019 school year. This PBIS framework will reduce disciplinary incidents, increase our sense of safety, improve school climate, and support improved academic success for all students. Lilburn Elementary will implement the Positive Behavioral Interventions and Supports (PBIS) framework which includes the following:

- PBIS Team implementation and planning with Administrative Support
- Faculty Commitment, Participation
- Effective Discipline - Classroom Managed v. Office Managed Process
- Data Entry & Monthly Analysis
- Expectations and Rules with a visible School-wide Matrix
- Reward/Recognition Program Development
- Lesson Plans for Teaching Behavior Expectations implemented school-wide
- Classroom PBIS systems
- Evaluation: The Gwinnett Teacher Effectiveness System will be used to monitor progress on this initiative and to provide specific feedback to teachers on providing students with a positive learning environment.
- Check in/ Check out system

• **Long Term Goal**

Lilburn Elementary School will meet or exceed Gwinnett County Public Schools assessment score averages as measured by performance on Georgia Milestones Assessment System.

o **Annual Goal**

Lilburn Elementary students who participate in end of year District Assessments will meet or exceed GCPS averages as preparation for the level of rigor they will encounter on GMAS. In addition, our students will show academic growth in the following ways:

- At least 45% of Kindergarten through fifth grade students will perform in the Proficient/Distinguished range on the ELA and Math end of year District Assessments in 2018-2019 as compared to 39% in 2017-2018.
- At least 30% of third, fourth, and fifth grade students will perform in the Proficient/ Distinguished range on the Science and Social Studies end of year District Assessments in 2018-2019 as compared to 22% on 2017-2018.
- At least 10% of EL students will meet exit criteria on the ACCESS test as compared to 8% in 2017-2018.

Implementation Design

• **Building Parent Capacity**

Within the School- Parent Compact, Lilburn Elementary School teachers will focus on reading and comprehension. Teachers, the Assistant Principal for Title I (APTI), and the Instructional Clerk will work with parents to provide materials, information, and technology support to use at home. Parents will be encouraged to access and use instructional technology to engage students in learning at home and to become informed about students' academic success through the use of the Parent Portal.

The APTI will collaborate with our Instructional Coaches and teachers in developing a Literacy Workshop for parents. At the workshop, parents will be informed of the positive impact on reading at home and how it can contribute to the academic success of their child. They will be introduced to approaches that they can use at home to improve the reading



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skills for their child. Parents will be provided with specific strategies for reading comprehension, vocabulary acquisition, writing, as well as materials and resources. The Parent Center will be open at a variety of scheduled times for material check-out, help sessions, and conferring.

The APTI will collaborate with our Instructional coaches and teachers in developing a Math Workshop for parents. At the workshop, parents will be provided with activities they can use at home in working with their child to promote the development of number awareness, problem solving, as well as several examples of common core instructional strategies used in computation. The Parent Center will be open at a variety of scheduled times for material check-out, help sessions, and conferring.

Translations and interpreters will be provided to the extent possible.

Academic Parent Teacher Teams will meet periodically throughout the year with parents to share specific data on students and provide take-home materials parents can use with their student to support their academic needs.

- **Data Analysis to Align Curriculum, Instruction, and Assessment**

Teachers will have release time to disaggregate data from District Assessments and local school common assessments throughout the year. They will determine strengths and areas for growth for each content area and determine opportunities for reteaching and revising instruction to meet students' needs and increase student achievement as measured by local, district and state assessments.

- **Extended Learning Day**

Lilburn Elementary will provide extended learning time to identified students needing additional support. Students will be offered opportunities for remediation or preview of content in one or more of the four core academic areas.

Transition into kindergarten will be supported with KinderCamp.

Transportation will be provided for students when possible.

Collaborative planning time will be provided.

- **Instructional Rounds**

LSPI implementation and monitoring sessions will be conducted with Lilburn Elementary administrators, coaches, and assistant superintendent. The sessions will include student work and assessment reviews and paired classroom observations. Immediate feedback will be given to teachers on the application of the Lilburn Elementary instructional framework and on how the level of rigor of instruction matches expectations for Proficient and Distinguished on the Achievement Level Descriptors of GMAS and District Assessments during instructional rounds. Ongoing feedback on student achievement and teacher effectiveness, as a result of formal and informal classroom observations, will be given to teachers throughout the school year via the Gwinnett Teacher Effectiveness System.

- **Student Goal Setting**

Lilburn Elementary students will participate in goal setting activities that will enhance their growth mindset and nurture their intrinsic motivation to do well on district assessments.

- **Teacher Planning and Collaboration**

Teacher planning sessions will include analyzing the AKS at an appropriate level of rigor, effective use of assessment data through the use of protocols for examining student work, and implementing the Quality Plus Teaching Strategies



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through Balanced Literacy and Balanced Numeracy frameworks inclusive of flexible learning groups and frequent common formative assessments to monitor mastery of the AKS in the following manner:

- Through collaborative planning sessions, teachers will effectively align curriculum, instruction, and assessments and implement the balanced literacy and numeracy framework of instruction in a manner which effectively incorporates gradual release of responsibility.

- Using a backwards design model, instructional planning will begin with an analysis of summative assessments. Based on the contents of the assessment and historical assessment data, teachers will determine the skills that will be problematic for students and need to be previewed, taught, reviewed, or spiraled for students to master the AKS featured on the assessment.

- Teachers and local coaches will collaboratively plan or adjust lessons, activities, and common formative assessments to address standard(s) featured on the assessment. They will also plan for differentiation to remediate and enrich learners of varying levels of performance.

- Teachers will deliver the common lessons in their individual classroom. They will bring common formative assessment results and analyze the data. Together they will disaggregate data and identify standards that need to be retaught. The teachers will deconstruct these troublesome standards and identify the additional learning targets that may need to be crafted in order to make learning more attainable for students.

- Teachers will create supplementary lessons, differentiated and leveled instructional strategies, and additional formative or summative assessments at the proficient/ distinguished levels of the Georgia Milestones Assessment System Achievement Level Descriptors. From the results of the assessments, the teachers will establish how to remediate the AKS. They will work together to determine which student activities will hit the targeted level of rigor.

- Teachers will the conduct the Four Rs to address students' academic needs: Reteach, remediate, raise rigor, and reassess.

- Ongoing Data Digs with a variety of local school common assessments and district assessments and Data Talks amongst teachers, instructional coaches and administrators will be conducted to monitor teachers' paths and plans towards reaching the goal of increased student performance.

Through coaching sessions, professional learning communities and teacher-led choice sessions, all certified staff will engage in differentiated learning groups in order to increase student achievement.

• Long Term Goal

Parent, staff, and student perceptions of Lilburn Elementary will reflect high levels of confidence in our ability to sustain a positive school culture that reflects high expectations and values stakeholder input. This will be measured by perception survey results that exceed the GCPS average annually.

o Annual Goal

The Lilburn Elementary faculty and staff will sustain a positive partnership in education with parents and an ongoing home-school connection by implementing Academic Parent-Teacher Teams (APTT) in the 2018-2019 school year. Through APTT we will teach parents how to support their children academically at home. The mean score of parent perceptions (3.42 in 2017-2018) at Lilburn Elementary will increase to 3.5 in 2018-2019 and will be above the district average score. The mean score of staff perceptions (3.65 in 2017-2018) at Lilburn Elementary will increase to 3.75 in 2018-2019 and will be above the district average score.

Implementation Design

• Building Parent Capacity

Through the use of newsletters, School Messenger, eClass, our web page, and other forms of communication, all staff



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will promote our efforts to build relationships with parents and empower them to be active partners in education who support school activities, school initiatives, and their child's education. During data led conferences, or APTT, student achievement data will be shared with parents. They will use the data to devise SMART learning goals for their children. Teachers will provide parents with the tools, resources, and materials for them to practice essential academic skills at home. Translation services and interpreters will be provided as possible.

- **Engaging All Stakeholders**

Our stakeholders will be invited to become active partners in planning for school improvement and supporting the school's purpose and direction. Various opportunities for stakeholders to work collaboratively, solicit feedback, shape decisions, and build working relationships will be given during School Improvement Council meetings, PTA, school events, and all Title I planning meetings throughout the year.

- **Staff Engagement**

All certified staff will be given opportunities to make decisions that will support the school's purpose and vision through their collaborative work on one of the following teams: eClass, PBIS, Special Projects, STEM, Gifted, Instructional Support, Sunshine, and Grade Level Leadership.

- **Student Engagement**

Counselors will conduct individual and small group interventions for students who are considered at-risk and not engaged in school. Our character education program will be used to help students develop the social and emotional skills needed to enhance their academic endeavors. PBIS Interventions and Supports tiered interventions will serve as another layer of working with students who are at-risk: at-risk students will have the opportunity to participate in a check-in/check-out mentor program with Lilburn Elementary school personnel. Student council members will serve as Peer Leaders and will help promote Lilburn Elementary as a bully-free school.

- **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.