

2022-2023 Local School Plan for Improvement (LSPI)

School: Lilburn Elementary School

Principal: Mike Bender

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.

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	Lilburn Elementary school strives to promote student and staff wellbeing through prioritizing self-care, physical and mental health, and social emotional learning. Survey data reflect a need for additional	<ol style="list-style-type: none"> 1. Counselors will create and meet with small groups of students to support them with SEL needs 2. We will continue to implement PBIS at the highest level of state recognition 	<ul style="list-style-type: none"> • Percent of students responding positively to the following student wellbeing EES Student Survey items: I enjoy coming to this school Baseline: 46% Target: 50% Most students are respectful of others at this school Baseline: 28% Target: 32% I often see the principal or administrators around the school talking to students Baseline: 27% Target: 31%

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	<p>staff training in the area of SEL.</p> <p>It is important that staff wellbeing be taken into consideration as we operate throughout the school year.</p>	<ol style="list-style-type: none"> 3. We will promote calm down corners in each classroom to support students who need time away from the whole group. 4. We will conduct emotional wellness screeners for students. 5. We are constructing a wellness room for our teachers and staff 6. We will host family workshops to ensure all stakeholders understand how family support and engagement contribute to the behaviors, 	<p style="text-align: center;">Staff Survey:</p> <p>Staff at all levels are treated fairly here. Baseline 75% Target: 80%</p> <p>My principal/administrator cares about me as a person. Baseline 85% Target: 87%</p>
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		<p>attendance and academic success of students</p> <p>7. Counselors will use a variety of data to identify students who require behavioral, attendance, and social-emotional support. They will also provide SEL training for staff so they are better equipped to support students of diverse backgrounds.</p> <p>8. We are building planning day schedules that best meet the needs of our teachers and staff, being mindful of the need for individual planning time.</p>	
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LSPI 90-Day Update	Data Update on Available Measures
<p>Implementation Design Progress: At this point in the school year, we have made progress on several of our design plans. Our counselors are pulling small groups of students based on their demonstrated needs (through survey data and/or teacher input). Additionally, we have hired an additional counselor to lower the counselor:student ratio in our building.</p> <p>Our first family workshop is scheduled for February, and we are working with Lilburn Middle School and community organizations to collaborate on getting needed information to parents and families.</p> <p>Our staff is receiving training on how to best respond to students who present with emotional needs in their classrooms. Through monthly sessions, teachers share ideas and learn from our counseling team so they can utilize strategies immediately with their students.</p> <p>For the staff, our Social-Emotional Learning team has hosted a variety of games to promote a fun and engaging workplace culture. We have also give out prizes through “games” such as Punch the Pumpkin. The SEL team also hosted celebrations throughout the semester.</p> <p>We maintain a focus on Joyful Learning, which is our K-5 initiative that enables students to start their mornings collaborating and engaging with their peers through strategic play. This is a diversion from the traditional “silence and worksheet” morning work model.</p> <p>Implementation Design Next Steps:</p>	<p><i>Data will be available on 180 day update.</i></p> <ul style="list-style-type: none"> ● Percent of students responding positively to the following student wellbeing EES Student Survey items: <p>I enjoy coming to this school Baseline: 46% Target: 50%</p> <p>Most students are respectful of others at this school Baseline: 28% Target: 32%</p> <p>I often see the principal or administrators around the school talking to students Baseline: 27% Target: 31%</p> <p style="text-align: center;">Staff Survey:</p> <p>Staff at all levels are treated fairly here. Baseline 75% Target: 80%</p> <p>My principal/administrator cares about me as a person. Baseline 85% Target: 87%</p>

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We have not been able to build our staff wellness room yet, and we have plans to take a more direct approach get securing the furnishings we need for the room. We hope to have the room fully operational before the year's end. We will continue the work we have done with training for staff, wellness screeners for students, small group counseling for students, and the implementation of our PBIS framework.

We plan to introduce programing related to students who are new to our school. Once a month, our counseling team will pull all new students to our school from the previous month. These students will receive an orientation and introduction to the school.

We have several students who are new to the United States (64 are in their first year in the U.S.), and this is their first U.S. school experience. Our counseling team will form small groups for sessions related to adjusting to life and school in this country.

We are looking forward to analyzing staff survey data that will be available to us in the upcoming weeks.

<p>Equity 2A: Multi-tiered system of supports</p>	<p>Lilburn Elementary School will implement a comprehensive framework to fully operationalize a multi-tiered system of supports to address academic and non-academic</p>	<p>1. To address students' non-academic needs, we are hosting an after-school program free of charge to families. The program focuses on the</p>	<ul style="list-style-type: none"> • Percent of 3rd -5th graders reading on or above grade level as measured by the Georgia Milestones Assessment. 3rd grade Baseline: 62% Target: 65% 4th grade Baseline: 48% Target: 52% 5th grade Baseline: 56% Target: 59% • Percentage of students scoring in the Beginning level on the Math Georgia Milestones:
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	<p>student needs and remove barriers to success.</p>	<p>whole child and provides activities for students each day until 6:00 pm.</p> <ol style="list-style-type: none"> 2. We are developing an MTSS team to address multiple dimensions of student needs throughout the school. The team will meet regularly to review individual student concerns and whole-school programmatic opportunities. 3. We will continue to implement PBIS at the highest level of state recognition. 4. We will conduct academic and wellbeing screeners. 	<p>Grade 3: Baseline SY 21-22: 29% Target Goal SY 22-23: 25%</p> <p>Grade 4: Baseline SY 21-22: 25% Target Goal SY 22-23: 23%</p> <p>Grade 5: Baseline SY 21-22: 43% Target Goal SY 22-23: 39%</p> <ul style="list-style-type: none"> • Percent students who are universally screened in Math and ELA using iReady Target: 95% • Percent of students who are universally screened in wellbeing Target: 95% • Lilburn Elementary will maintain high levels of PBIS implementation. Previous Level and Target Level: Distinguished
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		<ol style="list-style-type: none">5. Our Parent Outreach Liaison will provide workshops for families to support student needs in school and at home.6. We will provide ongoing training for co-teaching teaching pairs7. Our counselors will address attendance needs of identified students.8. We will provide check-in/ check-out for students to support their emotional needs.9. We have redesigned our intervention block	
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		<p>to better meet the academic needs of all students.</p> <p>10. We will continue to implement Academic Parent Teacher Teams where parents will learn how to support their students' academic achievement at school.</p> <p>11. We will provide additional extended learning time to identified students needing academic support.</p> <p>12. A CQI model will be implemented where students will receive reading intervention.</p>	
LSPI 90-Day Update			Data Update on Available Measures

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Implementation Design Progress:

Students have been screened using iReady for both math and reading. Based on the results of these screeners, and in conjunction with teacher input, we were able to form intervention groups to address academic needs of our students. Additionally, we hired more Intervention teachers to support this program and the students at our school.

For 40 minutes each day, we have implemented intervention time for all students. During this time, students will either receive direct small-group instruction, or they will work on academic skills independently that are tailored toward their specific needs. This is also the time that students participate in Imagine Learning, a computer based program that supports and develops reading skills for all students.

Implementation Design Next Steps:

Our school will begin its Extended Learning Time programing in the upcoming weeks. This program takes place after school and supports the academic needs of identified students. Through federal funding, transportation is provided for students.

After giving mid-year universal screeners in math and reading, our teachers and school leaders will analyze student data to identify school-wide trends and to identify potential items that should be retaught.

Students who are missing school at a high rate will be supported with attendance meetings which are designed to provide intervention and tools to families to increase school attendance.

As we look to build our staffing plan for the upcoming school year, we will seek to create a dedicated position to support our Tier 3 interventions.

For this goal, we have data on the following indicators:

- Percent students who are universally screened in Math and ELA using iReady
Target: 95%
This goal was met in August.
- Percent of students who are universally screened in wellbeing
Target: 95%
This goal was met in August.

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<p>Equity 2B: Opportunity and access</p>	<p>Lilburn Elementary School will expand student opportunities to engage in and access high-quality, rigorous, and culturally relevant curriculum, advanced coursework and enrichment activities (e.g., the arts, gifted, STEM.).</p>	<ol style="list-style-type: none"> 1. We are seeking to expand our Play2Learn program from one class per week to two classes per week, growing by up to 20 additional families. 2. We will provide Nearpod lessons as behavior interventions for students with the goal of decreasing need for ISS and OSS. 3. We are providing Computer Science and STEM for all students through specials. 4. We will seek to increase our ESOL-endorsed teachers during the school year by 	<ul style="list-style-type: none"> • Decrease in the number of students who receive ISS and OSS during the 2022-2023 school year Baseline ISS: 11 Target: 10 Baseline OSS: 26 Target: 15 • We will increase the percentage of students in our school who are identified as Gifted learners. Baseline: 5% Target: 7%
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		<p>participating in the Meadowcreek Cluster Endorsement Cohort.</p> <p>5. Our Parent Outreach Liaison will provide workshops for families to support student needs in school and at home.</p> <p>6. Our school has volunteered to participate in the EL Education Literacy pilot</p> <p>7. We will conduct three APTT nights throughout the year</p>	
<p>LSPI 90-Day Update</p>		<p>Data Update on Available Measures</p>	
<p>Implementation Design Progress: Several of our teachers completed their ESOL Endorsement coursework as they participated in the Meadowcreek Cluster Cohort.</p>		<ul style="list-style-type: none"> • Decrease in the number of students who receive ISS and OSS during the 2022-2023 school year 	

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Our teachers have invested substantial time and energy in learning about and implementing the EL Education Literacy pilot this year. Teachers continue to collaboratively plan with each other, district support, and vendor support as they integrate their new learning with their prior practices.

We have increased our screening of students for gifted eligibility, resulting in a slight increase in the percentage of students being served in the program. Through our use of PBIS, Joyful Learning, and Nearpod, we have been able to decrease the number of discipline referrals at LES.

We have increased the value of our PBIS Bucks prizes for students, creating a greater demand for the prizes.

Our Play2Learn class continues to grow families and be a model for other schools in the district.

Implementation Design Next Steps:

We are looking forward to our first parent workshop that will take place in February. This workshop will be held with our cluster middle school, Lilburn Middle. We will also host local workshops for parents.

After our second round of universal screening, we will review data to determine which students should be evaluated for further gifted testing.

We will continue to be intentional about supporting students who demonstrate behavior concerns. When appropriate, we will utilize the services of our cluster's behavior coach to provide coaching and guidance to our teachers.

Our long-term plan is to open a second Play2Learn class.

Baseline ISS: 11 Target: 10

Baseline OSS: 26 Target: 15

- We will increase the percentage of students in our school who are identified as Gifted learners.
Baseline: 5% Target: 7%

As of January 2023, 6% of our students are identified as Gifted learners. As we continue to evaluate students, we anticipate this number continuing to increase toward our target.

As of January 17, 2023, LES has had seven students serve In-School Suspension and one student serve Out of School Suspension.

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<p>Effectiveness 3B: Talent management</p>	<p>At LES, we will provide the professional development teachers need that is relevant to their work.</p> <p>Lilburn Elementary School will work to transform human resources function into a strategic talent management organization that supports educators and staff to achieve district goals.</p>	<ol style="list-style-type: none"> 1. Counselors will provide ongoing training to all staff related to SEL and being able to support students with SEL needs. Staff has requested this training. 2. The principal will meet with the leadership team once a month with the specific purpose of asking for feedback related to processes and procedures in the school. 3. Through increased administrator presence in classrooms, teachers will receive specific, just-in-time 	<ul style="list-style-type: none"> • Percent of staff responding positively to the following EES Staff Survey items • I receive training on instruction to support social emotional learning Baseline: 59% Target: 70% • When there is a problem in my school, we talk about how to solve it Baseline: 68% Target: 73% • There is a willingness to address conflict in this school. Baseline: 70% Target: 74%
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		<p>feedback related to their practice.</p> <ol style="list-style-type: none">4. We will support new teachers through mentoring and our New Teacher Induction program.5. We will provide intensive, 1-1 coaching support to teachers who demonstrate a need for such support.6. 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 Parent Portal.	
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		<p>7. We will provide staff with opportunities to engage in various learning environments to increase student achievement</p> <p>8. Teachers will receive ongoing feedback on student achievement and the effectiveness of their instruction through observations and walk-throughs.</p> <p>9. We will include our student-teachers as staff members, helping develop them into potential teachers at LES.</p>	
LSPI 90-Day Update			Data Update on Available Measures

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<p>Implementation Design Progress: Counselors continue to provide SEL training to staff once per month. The training is based on the stated needs from the staff, and they provide tools that can be immediately implemented in classrooms.</p> <p>The principal meets with teacher-leaders once per month to hear ideas and concerns from staff. Additionally, the principal has started to schedule open meetings with staff, so anyone can visit and share comments and concerns.</p> <p>Through our local staff and district staff, we have been able to provide 1:1 coaching support to teachers who have requested additional help in their classrooms.</p> <p>We have worked to develop our student interns, including them in professional learning and data talks. We plan to interview our interns for teaching vacancies for the upcoming school year.</p> <p>Implementation Design Next Steps: While our administrative team has been in classrooms often and provided feedback, it is our goal to be more consistent and pervasive with class visits and follow-up. We believe that direct feedback is a valuable improvement tool that we would like to utilize more frequently at LES.</p> <p>We are in the early stages of developing a three-year New Teacher Orientation plan. We believe that NTO should extend beyond one year, and our plan will be customized to the needs of first, second, and third-year teachers.</p>		<p><i>Data will be available on 180 day update.</i></p>	
<p>Excellence 4C: World-class communications and engagement</p>	<p>At LES, we will promote and encourage more two-way engagement</p>	<p>1. We will host non-academic and academic events at the school to</p>	<ul style="list-style-type: none"> Through the use of analytic tools such as Meta business Suite and Blackboard analytics, we will measure quantitative trends in reach, organic and boosted post content engagement, demographic summaries of people who like and follow the

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	<p>between home and school.</p>	<p>encourage engagement among our families and community.</p> <ol style="list-style-type: none"> 2. Our parent center will host workshops to support family needs in the community. 3. We will host interns from cluster high schools. 4. We will expand our presence on social media by more frequently posting our activities and events. 5. We will create and distribute a monthly newsletter to our community. 	<p>content, and message counts. This will be a baseline year.</p> <ul style="list-style-type: none"> • Number of families participating in the annual EES Family Survey Baseline: 151 Target: 170 • The school communicates effectively with my family. Baseline: 95% Target: 96%
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		<ol style="list-style-type: none">6. The principal will work to personally meet each new family that enrolls at Lilburn Elementary School.7. Parents will be able to request support by using our social media sites' two-way messaging system to ask questions and get answers in their preferred languages.8. The school's social media sites will be used to communicate information about instructional initiatives, share academic resources, grow community	
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		<p>engagement, and establish an alternative multilingual communication method for parents.</p> <p>9. Our community and business partners will be invited to become active partners in planning for increased student outcomes, school improvement, safety, and supporting the school's purpose and direction.</p>	
<p>LSPI 90-Day Update</p>		<p>Data Update on Available Measures</p>	
<p>Implementation Design Progress: We are proud that we were able to host International Night this year. This event was widely attended and included food, a parade, and a chorus performance. We have also hosted two parent nights designed to support the home/school connection.</p>		<p>While originally set to be a baseline year, LES has seen a dramatic and profound increase in its impact related to parent outreach through tools such as Facebook and Instagram. Facebook page visits are up over 500% from August-December when compared to the same months of 2021. Instagram views are up over 100%.</p>	

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We have increased the use of our social media outreach to create a larger, more pervasive footprint in our community. We have been intentional about sharing our events and stories on Facebook and Instagram.

We have hosted interns from the cluster high school in our clinic. This partnership allows high school students to learn from our clinic worker while developing their skills at McClure High School.

Implementation Design Next Steps:

We want to increase our parent outreach in the second semester. First, we plan to host parent workshops, the first of which will be held in conjunction with Lilburn Middle School in February. Additionally, the principal is working to set up informal sessions for parents to visit the school and share comments and concerns related to the school.