

2022-2023 Local School Plan for Improvement (LSPI)

School: Lilburn Middle School Principal: Dr. Nicole Irish

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	We believe that the wellbeing of our students and staff have a direct correlation to student success. Providing an environment that is conducive to the social and emotional wellbeing of teachers, support staff, and students will	Student and Staff Survey Action Steps: <ol style="list-style-type: none"> 1) Use survey information to develop the Advisement program. Include activities that support students' needs. 2) Invite students to participate on the SEL Leadership Team. Include student feedback on 	<u>Student Survey:</u> LMS will increase the percent of students responding positively to the following student wellbeing EES Student Survey items (weighted average): (1) I feel safe at this school BASELINE: 53% TARGET: 56% (2) I enjoy coming to this school

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	<p>result in increased student achievement.</p>	<p>the quality of the Advisement lessons.</p> <p>3) The LMS PBIS Team will plan engaging student activities to teach and/or reward student behavior.</p> <p>4) Invite Student Council/Advisory Board Students to participate on the PBIS Leadership Team in order to obtain student input.</p> <p>5) Review responses on the staff survey to provide feedback on school practices, engagement activities, and wellness.</p> <p>6) Attendance Counselor will provide a school-wide attendance plan, provide parent communication (by mail, email, and telephone), monitor weekly and monthly attendance reports, and rewards for students who come to school regularly.</p>	<p>BASELINE: 45% TARGET: 48%</p> <p><i>(3) I am hopeful about my future</i> BASELINE: 82% TARGET: 84%</p> <p><i>(4) I can calm myself down when I am excited or upset</i> BASELINE: 60% TARGET: 63%</p> <p><i>(5) Setbacks don't discourage me (MS/HS)</i> BASELINE: 63% TARGET: 66%</p> <p><u>Staff Survey:</u> Increase the percent of staff responding positively to the following staff support EES Staff Survey items (weighted average):</p> <p><i>(1) When there is a problem in my school, we talk about how to solve it</i> BASELINE: 57% TARGET: 60%</p> <p><i>(2) My principal/administrator cares about me as a person</i> BASELINE: 81%</p>
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		<p>7) Provide quarterly opportunities for staff to engage in staff wellness activities.</p>	<p>TARGET:83%</p> <p><i>(3) My principal facilitates systems/processes to support school improvement</i> BASELINE:88% TARGET:90%</p> <p><i>4) Support from my principal/supervisor leads to progress on instructional improvement (or professional growth)</i> BASELINE: 84% TARGET: 86%</p> <p><u>Chronic Student Absenteeism</u> <i>Decrease the percent of the identified students who are chronically absent during the 2022-23 SY (as identified by 15 or more days absent 2021-22 SY).</i> BASELINE: 446 students TARGET: 335 students (25% reduction)</p>
LSPI 90-Day Update		Data Update on Available Measures	
<p>Student Survey Summary: Lilburn Middle School students in grades 6-8 were administered an anonymous locally developed student satisfaction survey in anticipation of the District’s Educational Effectiveness Survey (EES). The purpose of the survey was to determine the level of student satisfaction, about the areas of school pride, feelings of hope for the future, and</p>		<p>Student Survey Data Forthcoming as part of the 180-Day Review</p>	

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interests in schoolwork and others. The survey instrument asked nine questions and yielded 1,524 responses. Based on the survey responses, the data indicated students at Lilburn Middle School responded above the targeted goal percentage in eight out nine areas that are noted as areas of focus in the Local School Plan for Improvement (LSPI). The LSPI targets an “increase in the percent of students responding positively to the student Educational Effectiveness Survey (EES) items (weighted average)”.

Next Steps and Continued Implementation Strategies:

Active advisement program led by Counseling Dept. to support students that includes school wide and Gwinnett County Public Schools (GCPS) initiatives Social Emotional Learning (SEL), Mustang Champion Circles, classroom guidance)

Recommendations:

When surveyed about the following statement: “*Setbacks don’t discourage me*“ data results indicated Lilburn Middle School students responded below the targeted goal percentage with 58.3% of students responding, “I am not sure”; 11.5 % responded, “yes, they do”; 30.2 % responded, “no they don’t”. This indicates students are unsure about how setbacks impact their lives and how they should respond. Based on the results of this data, there are proactive opportunities to have discussions with Lilburn Middle School students about the impact of setbacks, what they mean from a wholistic aspect and how they contribute to student wellbeing based on responsiveness.

Lilburn Middle School Positive Behavior Incentive School wide (PBIS) initiatives – to promote positive behavior, grade level academy will continue to recognize and award positive referrals/ Mustang Bucks/ school pep rallies

School leaders will Invite student participation on the Advisement Leadership team to solicit student feedback about classroom guidance/ advisement lessons by April 1, 2023

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School leaders will Invite student participation to solicit feedback about Positive Behavior Incentive School wide (PBIS) activities

Administer Educational Effectiveness Survey (EES)

Teacher Survey Summary:

Lilburn Middle School teachers were administered an anonymous locally developed teacher satisfaction survey. The purpose of the survey was to determine the increased percentage of staff responding positively to the targeted staff EES Staff Survey items. The survey instrument posed four questions and yielded 156 responses. Based on the survey responses, the data indicated teachers at Lilburn Middle School responded above the targeted goal percentage in all four areas as noted in the Local School Plan Improvement: *When there is a problem in my school, we talk about how to solve it, My principal/administrator cares about me as a person, My principal facilitates systems/processes to support school improvement, and) Support from my principal/supervisor leads to progress on instructional improvement (or professional growth).*

Next Steps and Continued Implementation Strategies

LMS will continue to provide Lilburn Middle School teachers with an opportunity to meet monthly with school administrators to discuss and address teacher concerns.

LMS leaders will provide opportunities for teachers to engage in leadership opportunities which include representation on the MTSS Team, Content Leaders,

LMS leaders will continue to survey teachers to determine professional learning opportunities within the local school and district wide.LMS PBIS School wide initiatives – to promote positive behavior, grade level academy recognize and award positive referrals/ Mustang Bucks/ school pep rallies

Staff Survey Data Forthcoming as part of the 180-Day Review.

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Next Steps and Recommendations:

In addition to the Action Steps outlined in the LSPI, staff will have more frequent opportunities to engage in two way communication with school leaders.

Staff will continue to have opportunities to serve in leadership capacities to ensure a feeling of self efficacy as related to continuously improving our school. We will find a leadership opportunity for each staff member to participate by May 2023, including using teachers to lead our summer planning efforts.

Chronic Student Absenteeism:

The efforts to utilize an attendance counselor and clerk to dedicate time and effort to improving attendance seems to be effective in decreasing the number of students who are significantly truant. This team has helped to lead our staff in developing effective and innovative attendance intervention and support strategies. The attendance team, teachers, administrators and support staff have realized real results from the school-wide changes that have taken place. If this trajectory continues, the goal of decreasing the number of students by 5% will be met or exceeded.

Next Steps and Continued Implementation Strategies

LMS leaders will continue to distribute GCPs attendance letters to any student with 5, 10, or 15 unexcused absences. This school year, there were 493 active students who were issued county attendance letters to date.

We will continue to communicate with families in their native language to ensure that the urgency around good attendance is accessible and that two-way communication can exist.

Fall 2022 Attendance Data:

281 (16%) students had 0 absences
725 (41%) students had 1-4 absences
417 (24%) students had 5-9 absences
195 (11%) students had 10-15 absences
137 (8%) students had 16+ absences

132 (7.5%) students have 10 or more unexcused absences and could be considered truant with Gwinnett County Public Schools.

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Since the Interventions are proving effective, we will continue to incorporate the school social worker, facilitate SARC meetings, involve the counselor, and provide incentives for students.

Parent communication when students are absent will continue and students who are identified from last year as needing additional support to maintain good attendance will develop goals to ensure that attendance remains a priority in their educational lives.

These SMART Goals will be incorporated into the students' attendance management plans, student daily check-ins, and utilized during their collaboration with district social workers.

Further, teachers will be expected to engage in parent communication. Teachers are expected to contact parents after students have been absent 2 consecutive days or 3 total absences without notes. Contact will continue as the absences continue.

School staff will consider the attendance incentives that can be offered to students and continue to ensure that attendance is taken accurately.

Equity 2A:
Multi-tiered system of supports

At Lilburn Middle School, students have diverse learning needs which have contributed to student academic performance. Students can achieve at higher levels with a comprehensive system of safety nets to address

MTSS Academic Action Steps:

- 1) All staff teachers will be trained to deliver the iREADY screener and to review the data.
- 2) School-wide screener and make-up dates will be scheduled.

MTSS Academic:

95% of enrolled students will participate in universal screening for MA and ELA using the iREADY screener within the screening window.

BASELINE: 0
TARGET: 95%
Measure: i-Ready Screener

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	<p>academic and behavioral needs. The need for a responsive framework to fully operationalize a multi-tiered system of supports to address academic and non-academic student needs and remove barriers to success is a school-wide focus this school year.</p>	<p>3) Use the academic screener data to determine what student supports each student needs and regularly review the academic interventions to make sure that they are effective.</p> <p>MTSS Wellness Screener Action Steps:</p> <ol style="list-style-type: none"> 1) All staff teachers will be trained to deliver the Wellness screener and to review the data. . 2) School-wide screener and make-up dates will be scheduled. 3) Use the Wellness screener data to determine what student supports each student needs and regularly review the interventions to make sure that they are effective. <p>ESOL Exit Action Steps:</p> <ol style="list-style-type: none"> 1) LMS will create a family friendly school environment by hosting quarterly parent/ family engagement activities, 	<p><u>MTSS Well Being</u> 95% of enrolled students will participate in universal screening for wellbeing using the wellness screener within the screening window.</p> <p>BASELINE: 0 TARGET: 95% Measure: Student Wellness Survey</p> <p><u>EL Exit Rate</u> Increase the number of students who attain English proficiency based on the GADOE's statewide standardized EL exit procedures. Results are expected by late Spring 2023.</p> <p>BASELINE: 7.5%</p>
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		<p>providing translation services during events, and raising awareness about ACCESS testing.</p> <p>2) LMS will host an assembly with students to familiarize them with the ACCESS testing format and uses. LMS will provide assessment tips and strategies that students can use during ACCESS testing. LMS will provide rewards for students based on participation and progress on the ACCESS test. .</p> <p>3) Grade level teachers will provide students with daily activities to promote reading, writing, speaking and listening in English.</p> <p>4) Students will receive support through their Connections classes and their scheduled Language Development classes. Students will utilize the program Imagine Learning in both settings.</p>	<p>TARGET: 10% Measure: ACCESS 2.0</p>
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		<p>5) Students who are near proficiency will receive additional support to move their progress to proficiency and beyond. This support will take place during the Extended Learning Time.</p> <p>6) LMS will train teachers to utilize the WIDA Speaking and Writing rubrics to measure student language development progress. (The WIDA Speaking and Writing Interpretive Rubrics are scales that help educators understand what students' speaking and writing sounds and looks like at various levels of English language proficiency).</p> <p>7) Teachers of ESOL students will earn ESOL certification by May 2023</p> <p>8) LMS will provide school-wide professional learning to focus on supporting English Learners each month and will</p>	
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		<p>create a partnership with the cluster ESOL coach.</p> <p>9) LMS will ensure that Long Term English Learners (LTELs) are provided appropriate academic support and that students are reclassified when they are eligible.</p> <p>PBIS Distinguished Action Steps:</p> <ol style="list-style-type: none"> 1) Continued actions that sustained the Operational status of PBIS. 2) Partner with the LMS Advisement team to teach core behavioral competencies. 3) Reinstate the Check-in/ Check-out program. 4) Continue the mentoring program for African American males(SEED). 5) Reinstate the mentoring program for Hispanic males 	<p><u>PBIS Distinguished</u> Lilburn will maintain its status as an Operational PBIS school while progressing toward Distinguished status as measured by the completion of 4 new items within the Distinguished category on the rating scale.</p> <p>BASELINE: Operational Status TARGET: Maintain Operational Status and Progress towards Distinguished Measure: PBIS Rating Rubric</p>
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		<p>(local school mentoring program)</p> <p>6) All homeroom teachers will engage with students in classroom morning meetings (Champion Circles) each school day.</p> <p>7) Counselors will continue to offer individual and small group counseling opportunities for students.</p> <p>8) Restorative practices will become part of the disciplinary process.</p> <p>9) Student surveys will be used to inform school leadership of student input and wellness.</p> <p>10) Student incentives will be offered for positive student behavior and discipline data will be reviewed at each faculty meeting.</p> <p>11) The PBIS coaches will complete all of the required components for Lilburn to</p>	
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		<p style="text-align: center;">maintain compliance with being a PBIS school.</p> <p style="text-align: center;">12) Student leaders will be trained to facilitate peer mediation.</p>	
LSPI 90-Day Update			Data Update on Available Measures
<p><u>MTSS Academic:</u> i-Ready Math Goal Met January 2023 i-Ready ELA Goal Met January 2023</p> <p><u>ESOL Exit Rate:</u> During each of the quarterly Family Engagement events hosted this school year, parents have been provided information about ACCESS testing, what it is and what it means for students, along with resources to help prepare students at home. Participating students have engaged in direct instruction and practice from ESOL certified teachers in the four domains of language acquisition: Reading, Writing, Speaking and Listening. These students also have access to Imagine Learning, an adaptive computer-based program designed to meet students where they are linguistically and increase their English language proficiency. Teachers of ESOL students have received professional development focused on supporting English Language Learners. Sixteen of these teachers are also participants in Meadowcreek Cluster’s ESOL Endorsement Cohort.</p> <p><u>Student Wellness Screener</u> Student Wellness Screener is a critical and necessary step in making informed decisions on how Lilburn Middle School meets the unique needs of each and every student. The questions on the Wellness Screener are grouped into the following categories; Academic</p>			<p><u>MTSS Academic:</u> Math Completion 97% (Winter Administration) ELA Completion 96% (Winter Administration)</p> <p><u>ESOL Exit Rate:</u> Data not yet available- Will discuss available data at the 180 Day Review (pending availability of ACCESS data).</p>

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Behavior, Social Behavior, Emotional Behavior, and Belonging and Identity. 91% of Lilburn Middle School Students completed the Fall administration of the Wellness Screener. Lilburn Middle School is projected to meet the target goal of 95%.

The Student Wellness Screener is a critical and necessary step in making informed decisions on how we meet the unique needs of each and every student. The questions on the Wellness Screener are grouped in the following categories: Academic Behavior, Social Behavior, Emotional Behavior, and Belonging and Identity. 91% of Lilburn Middle School students completed the Wellness Screener Fall administration window. Lilburn Middle School is projected to meet the 95% target goal.

PBIS School Status:

Lilburn will maintain its status as an Operational PBIS school while progressing toward Distinguished status as measured by the completion of 4 new items within the Distinguished category on the rating scale.

Lilburn Middle School has a robust PBIS program. The PBIS team includes over 40 staff members. The members work in sub committees that include the following areas: data analysis, student incentives, behavior interventions, teacher motivation, advisement lessons, and school climate. The committee meets monthly and drills down the discipline data to devise an action plan for addressing major problem areas. The most recent meeting was attended by the Meadowcreek behavior specialist. The Student Council will serve as student representatives on the PBIS committee giving student feedback on discipline issues and how to support students and teachers with PBIS.

The PBIS program provides incentives to positively reward students for demonstrating the traits of the PRIDE matrix. These events include: PBIS pep rally, Fall Fun-A-Thon, PBIS Winterfest, and the PBIS Spirit Week.

Data Update on Available Measures

The data will be unavailable until the audit is completed and recommendations are made. The state will then provide schools with their PBIS designations.

However, one preliminary measure is the reduction of schoolwide discipline referrals. There was a significant reduction in the number of referrals from school year 2022 to 2023

1st Semester 2022 - **413**

1st Semester 2023 - **252**

-162

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<p>The PBIS program also provides teachers with Mustang bucks and Synergy points to reward students who have demonstrated PRIDE. These points can be redeemed each month at the PRIDE Store located in the cafeteria.</p>		
<p>Equity 2B: Opportunity and access</p>	<p>To ensure equity and access, we will Increase opportunities and pathways for all students to access advanced placement courses and enrichment opportunities.</p>	<ol style="list-style-type: none"> 1) District designated scores for identification of Gifted & Talented students to be used. 2) Parent and teacher recommendations will be considered during the screening process 3) The use of a portfolio system that allows students to demonstrate their abilities in other ways will be used 4) Specific consideration of students in the EL program (portfolio, teacher observations) will be made. <p>Discipline Disproportionality Action Steps:</p> <ol style="list-style-type: none"> 1) LMS leaders will host Title I funded parent workshops that address both supportive
		<p><u>Gifted & Talented Representation</u> Decrease the number of student racial/ethnic groups underrepresented in gifted & talented programs. BASELINE- 2 GOAL- 1</p> <p>LMS Gifted program leaders will complete gifted screening on each student who is identified for automatic screening (based upon the MTSS Academic Screener (iREADY) results) BASELINE: 0 TARGET: 2022 Fall Screener indicated 51 students for the automatic screening</p> <p><u>Discipline Disproportionality</u> - Decrease the number of all student groups overrepresented in ISS and OSS by decreasing the percentage of exclusionary events per group. BASELINE- 4 TARGET- 3</p> <p>Exclusionary Total 2021-22: 21.3% (420)</p>

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		<p>community and academic press.</p> <p>2) LMS will offer teachers classroom management strategies to help in reducing disruptions to learning.</p> <p>3) Workshops to provide additional resources to address student behaviors will be offered to all families.</p> <p>4) Classroom management and school-wide behavior management plans will be progressive and restorative practices will be incorporated into behavior management plans.</p> <p>5) Conduct Empathy Interviews with selected students (3+ major referrals 2021-22 SY or 2022-23 SY).</p> <p>6) LMS will encourage all students to join a school club/activity. Extra curricular opportunities will be provided both outside of the school day and during school.</p>	<p>ISS 2021-22 Baseline: 19.5% ISS 2022-23 Target: 15%</p> <p>OSS 2021-22 Baseline: 9.8% OSS 2022-23 Target: 6%</p> <table border="1" style="width: 100%; border-collapse: collapse; margin-top: 10px;"> <thead> <tr> <th style="text-align: center;">Student Grp</th> <th style="text-align: center;">OSS 21-22</th> <th style="text-align: center;">Target 22-23</th> <th style="text-align: center;">ISS 21-22</th> <th style="text-align: center;">Target 22-23</th> </tr> </thead> <tbody> <tr> <td style="text-align: center;">Black</td> <td style="text-align: center;">16%</td> <td style="text-align: center;">10%</td> <td style="text-align: center;">27%</td> <td style="text-align: center;">13%</td> </tr> <tr> <td style="text-align: center;">Hisp</td> <td style="text-align: center;">10%</td> <td style="text-align: center;">7%</td> <td style="text-align: center;">21%</td> <td style="text-align: center;">15%</td> </tr> <tr> <td style="text-align: center;">F/R</td> <td style="text-align: center;">10%</td> <td style="text-align: center;">7%</td> <td style="text-align: center;">20%</td> <td style="text-align: center;">15%</td> </tr> <tr> <td style="text-align: center;">ESL</td> <td style="text-align: center;">11%</td> <td style="text-align: center;">8%</td> <td style="text-align: center;">22%</td> <td style="text-align: center;">17%</td> </tr> <tr> <td style="text-align: center;">Male</td> <td style="text-align: center;">13%</td> <td style="text-align: center;">8%</td> <td style="text-align: center;">29%</td> <td style="text-align: center;">20%</td> </tr> </tbody> </table>	Student Grp	OSS 21-22	Target 22-23	ISS 21-22	Target 22-23	Black	16%	10%	27%	13%	Hisp	10%	7%	21%	15%	F/R	10%	7%	20%	15%	ESL	11%	8%	22%	17%	Male	13%	8%	29%	20%
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		<ul style="list-style-type: none">7) PBIS Program Implementation<ul style="list-style-type: none">a) The Data Team and Behavior Team will examine ways to reduce discipline disruptions using positive incentives, proactive interventions, restorative practices, targeted lessons and videos.b) The PBIS program coaches will work to implement all program assessments and adhere to the guidelines for implementing PBIS.8) Utilize innovative practices to support student discipline goals.9) Principal to host monthly parent workshops (Informed with Irish) and Local School Council meetings with community	
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		stakeholders. Discipline to be addressed at these meetings.	
LSPI 90-Day Update		Data Update on Available Measures	
<p>Students were screened using iReady for language arts and math. Using the district designated cut score of $\geq 87\%$, along with teacher and parent recommendations, 51 students were referred to the gifted eligibility process in the fall. Testing of 44 students has been completed and the results are being used to determine eligibility. A second screening took place in January and 17 additional students were referred for testing. Testing will begin for these 17 students once parent consent forms are returned. To meet our goal, we have partnered with the gifted office for support on: (1) testing/eligibility/qualifying process (2) professional development for our staff on characteristics and traits to build teacher capacity at identifying potentially gifted students (3) Differentiated instruction for gifted learners.</p> <p>Discipline Disproportionality The overall number of referrals decreased for the 2023 school year. This reduction of referrals will result in the numbers of minority students receiving exclusionary consequences to decrease. Next Steps: LMS leaders will disaggregate the subgroups to think of the subgroups from a “reduction” standpoint, versus a “proportionality” standpoint. This better supports the demographics of the students at our school (78% Hispanic, 12% African American, 7% Asian= majority minority).</p>		<p>For this goal, we used:</p> <ul style="list-style-type: none"> - IReady as the screener for automatic referral for testing. - School reports to determine the percentage of gifted students by race/ethnicity. <p>Official data will be available at the conclusion of the gifted testing activities.</p> <p>1st Semester 135 incidents resulting in exclusionary consequences. 73% - Hispanic/77% 22% - Black/16% 3% - Asian/6% 1.5% - Multi/1% .5% - White/3%</p>	
Effectiveness 3A: Results-Based Evaluation System	At Lilburn Middle School, we strive to maintain high levels of performance, as is the	Academic Press Action Steps: 1) LMS will regularly update and monitor the progress of the school’s Local School Plan	Academic Press: 90% of students will show improvement on district Milestones benchmark assessments between 1st and 2nd

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	<p>legacy of GCPS, while serving the specific and unique needs of students at Lilburn MS. We are specifically focused on building collective efficacy within our school in order to create the expected impact so that our students may benefit from the targeted actions that we employ at our school. We strive to build effective practices that will sustain teacher retention, promote student academic and social emotional growth, and engage our families in lasting partnerships.</p>	<p>for Improvement (LSPI), including monitoring for gaps in implementation.</p> <ol style="list-style-type: none"> 2) School leaders will utilize weekly Collaborative Learning Team meetings to plan for the implementation of Social Emotional Learning (SEL) and instructional improvement. 3) LMS leaders and teachers will monitor instruction by completing paired and informal walkthroughs. Administrators will complete a minimum of 10 per week and teachers will complete one Mustang Rounds per month. 4) LMS Leaders will promote efforts to continue to increase the collective efficacy amongst teachers. . 5) LMS staff will oversee the Collaborative Learning Team process during each weekly instructional planning 	<p>semester (positive diff score from 1st to 2nd semester).</p> <p>BASELINE: 0 TARGET:90% of students</p> <p>The percentage of students in targeted subgroups who score proficient and distinguished will increase (this data set will not be used for the EOY comparison as the score group definitions have changed. The team will pivot to using the current levels of performance that are utilized (Reteach, Review, and Mastery).</p> <table border="1" style="width: 100%; border-collapse: collapse; margin-top: 10px;"> <thead> <tr> <th style="text-align: center;">Targeted Student Grp</th> <th style="text-align: center;">2022 admin Prof.and Dist.</th> <th style="text-align: center;">2023 Target Prof. and Dist.</th> </tr> </thead> <tbody> <tr> <td style="text-align: center;">Black</td> <td style="text-align: center;">32.4%</td> <td style="text-align: center;">40%</td> </tr> <tr> <td style="text-align: center;">Hispanic</td> <td style="text-align: center;">22.1%</td> <td style="text-align: center;">35%</td> </tr> <tr> <td style="text-align: center;">EL</td> <td style="text-align: center;">16.2%</td> <td style="text-align: center;">35%</td> </tr> <tr> <td style="text-align: center;">F/R</td> <td style="text-align: center;">23.6%</td> <td style="text-align: center;">40%</td> </tr> </tbody> </table> <p>The percentage of 6th grade students reading at or above grade level will increase.</p>	Targeted Student Grp	2022 admin Prof.and Dist.	2023 Target Prof. and Dist.	Black	32.4%	40%	Hispanic	22.1%	35%	EL	16.2%	35%	F/R	23.6%	40%
Targeted Student Grp	2022 admin Prof.and Dist.	2023 Target Prof. and Dist.																
Black	32.4%	40%																
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		<p>meeting. Teachers will plan for personalized student support during these meetings. LMS staff will discuss student data following each assessment and will review student work regularly.</p> <p>6) LMS students will engage in goal setting activities each month.</p> <p>7) LMS leaders will communicate student and school performance data to stakeholders and solicit input for school improvement from teachers, students, parents, and community.</p>	<p>BASELINE: 46.3% TARGET: 50%</p>
LSPI 90-Day Update			Data Update on Available Measures
<p><u>6th Grade Reading Progress:</u> The percentage of 6th grade students reading at or above grade level will increase Include ALL of the verbiage BASELINE: 46.3% TARGET: 50%</p> <hr style="width: 20%; margin-left: 0;"/>			<p>6th Grade Reading Progress (iReady Screener Data Results- Fall and Winter): Fall: 17% - Mid - Above On Grade Level (Fall) 22%- Mid - Above On Grade level (Winter)</p>

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Academic Press Summary of Progress: English Language Arts

The students at Lilburn Middle School were administered the Fall Benchmark assessment in ELA. The results of the assessment indicated that the students at Lilburn Middle School are on the trajectory of meeting the district's required passing rate. Moving forward the district will recognize student assessment progress in the following categories; Mastery - 100% - 80% Review - 79% - 50% and Reteach 49% - 0.

Academic Press Summary of Progress: Mathematics

The students at Lilburn Middle School were administered the Fall Benchmark assessment in Math. The results of the assessment indicated that the students at Lilburn Middle School are on the trajectory of meeting the district's required passing rate. Moving forward the district will recognize student assessment progress in the following categories; Mastery - 100% - 80% Review - 79% - 50% and Reteach 49% - 0.

Academic Press Summary of Progress - Science

The students at Lilburn Middle School were administered the Fall Benchmark assessment in Science. The results of the assessment indicated that the students at Lilburn Middle School are on the trajectory of meeting the district's required passing rate. Moving forward the district will recognize student assessment progress in the following categories; Mastery - 100% - 80% Review - 79% - 50% and Reteach 49% - 0.

Academic Press Summary of Progress - Social Studies

The students at Lilburn Middle School were administered the Fall Benchmark assessment in Social Studies. The results of the assessment indicated that the students at Lilburn Middle School are on the trajectory of meeting the district's required passing rate. Moving

*There was a 5% increase with students who scored in Mid- Above - On Grade level

18% One Grade Level Below Category in (Fall and Winter)

*There was no change in the percentage of students who scored in the One Grade Level Below Category from first to the second administration:

15% - Two Grade Levels Below Category (Fall)

13% - Two Grade Levels Below Category (Winter)

*There was a decrease in the number of students in the Two Grade Levels Below category

50% - Three or More Grade Levels Below Category (Fall)

*48% - Three or More Grade Levels Below Category (Winter)

*There was a 2% decrease in the number of students in the Three or More Grade Levels category

Academic Press: Milestones Benchmark Data included for Math, English

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forward the district will recognize student assessment progress in the following categories; Mastery - 100% - 80% Review - 79% - 50% and Reteach 49% - 0.

Academic Press Summary of Progress - Ongoing Student Interventions

Lilburn Middle School staff believe that students' learning must be personalized in order to ensure that students are growing at the appropriate rate. Interventions are ongoing for students within specific program areas (English Learners, Special Education, Gifted).

Students in general education courses who need support are supported through Remedial Education Program classes, and MTSS (Multi-Tiered System of Supports).

The Academic Assistance Program (AAP) is a grade recovery program that is offered for students as an opportunity to help students to get back on track for promotion. This program is being offered to LMS students as a way to recover first semester grades.

LMS offers additional support in academic areas through Saturday Intervention, Mustang Mastery Intervention Program (MMIP), and iSuccess, a weekday remediation course for students. Students can work to make up work during iSuccess, and MMIP is designed to address the skill deficits that our students have.

LMS staff provides students with academic interventions based on academic, social, and behavior screener data from iReady, EES, State Health Survey, and local and district data assessment. Currently, data from the Winter administration of the iReady screener are being compiled to construct Extended Learning Time (ELT) intervention groups.

Connections teachers will support students who report to the ELT intervention groups in the areas of Reading, Math, and Social Emotional Learning. This support takes place four times per week for 45 minutes each session. During ELT, we will continue to leverage small group instruction and formative instructional practices.

LMS staff have been trained on the screener, intervention, and data collection platforms. Designated teachers will continue to utilize literacy software (Amplify.

Language Arts, 8th Science, and 8th Social Studies.

Final Exam results reported for 6th and 7th Science and Social Studies (non-milestones tested areas). See below for the updated baseline data.

Content	Avg Score	Reteach	Review	Mastered
ELA 6	41	69	29	2
ELA 7	50	49	45	5
ELA 8	53	42	47	11
MA 6	56	38	47	16
MA 7	38	74	24	2
MA 8	35	81	18	2
Algebra	67	19	55	26
PHYS Sc	48	53	37	10
8 th SS	46	60	34	6
SS 6	48	54	41	5
SS 7	53	48	40	13
SC 6	55	42	40	18
SC 7	52	50	35	15

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<p>Achieve 3000, Read 180, Imagine learning) and math software (iReady) to provide leveled support to students.</p> <p>To ensure that teachers are equipped to provide specialized/personalized instruction for students, LMS teachers have been trained and have access to the support of the school's instructional coach. They will leverage the professional development offered, as well as the specific instructional feedback to improve their instruction. Instructional coaching in the area of literacy instruction is provided across all contents. LMS leaders and staff will continue to develop a high functioning Collaborative Learning Team through district and local support.</p>			
<p>Excellence 4A: Preferred education destination</p>	<p>At Lilburn Middle School, excellence is not optional. The students that we serve deserve a school community that is focused on excellence. This is the way that we believe we will accomplish the District's Vision and Mission and become a World-Class school. This will contribute to the development of a World-Class district. Lilburn is situated within</p>	<p>Employee, Student, and Family Satisfaction Action Steps:</p> <ol style="list-style-type: none"> 1) Through establishing collective efficacy, leaders at Lilburn Middle School will cultivate a climate of high quality instruction, a positive culture, a student-centered focus, and a commitment to the success of each and every child. 2) Through monitoring instruction, LMS leaders and teacher-leaders will reduce variability in instruction 	<p>Employee Retention: Increase the % of employees who return to Lilburn Middle School for the 2023-24 school year.</p> <p>BASELINE: 83.21% return rate (BOY 2022-23 SY) TARGET: 86% return rate (BOY 2023-23 SY)</p> <p>Family Satisfaction: Increase the percentage of families who respond favorably to the following Family Satisfaction Survey items: (1) The principal of this school is committed to quality education BASELINE: 91%</p>

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	<p>a dynamic community and we want community residents to see our school as the preferred destination for students. We want Lilburn to be a contributing asset to the Lilburn community by creating unique opportunities and excellent educational experiences for the students we serve.</p>	<p>al practices that may occur across classes.</p> <p>3) LMS leaders will ensure that students have access to the arts, athletics, extra curriculars, and Science Technology Engineering, and Math programs.</p> <p>4) Develop standards for customer service support and communicate to clerical, admin, teachers, and support staff. Create a world-class customer service experience for our stakeholders (Disney experience); solicit regular feedback from stakeholders about the experience.</p> <p>5) Conduct town hall discussion (empathy interviews) with parent group, and staff in the target group (0-5 years) to determine opportunities for improvement.</p> <p>6) Communicate to internal and external stakeholders</p>	<p>TARGET:92% <i>(2) I believe adults in this school care about my student</i> BASELINE:83% TARGET:85% <i>(3) Parents/families and employees at this school talk respectfully with one another</i> BASELINE:92% TARGET:95% <i>(4) This school is doing a good job of preparing my student for a successful future</i> BASELINE:85% TARGET:87%</p> <p><u>Student Satisfaction:</u> Increase the percent of students responding positively to the following student satisfaction EES Student Survey items (weighted average): <i>(1) Adults in this school help me plan and set goals for my future</i> BASELINE:58% TARGET:63% <i>(2) Work I do in this school is useful and interesting to me</i> BASELINE:49% TARGET:55% <i>(3) This school is doing a good job of preparing me to succeed in my life</i></p>
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		<p>Lilburn’s goal to become a preferred destination.</p> <p>7) Ensure that there is community and school partnership by establishing student leadership and community service opportunities</p> <p>8) Leverage GCPS public relations resources to tell a great story about LMS.</p> <p>9) Provide incentives for staff and reward expected behaviors.</p> <p>10) Recruit, train, and retain teachers through an inclusive and tiered hiring process, training procedure, and new teacher mentoring program.</p> <p>11) Continue to ensure that there are teacher leader opportunities</p> <p>12) Invite families to engage in activities related to academic press and supportive</p>	<p>BASELINE:62% TARGET: 68%</p> <p><i>(4) I feel proud of my school</i> BASELINE:54% TARGET:60%</p>
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		community (Hispanic heritage, LMS family soccer match, International Night).	
LSPI 90-Day Update			Data Update on Available Measures
<p>Through our weekly CLTs, leadership continually communicates the goals of high-quality instruction everyday for each and every student that include instruction that is aligned to the AKS, student-centered/collaborative, real-world connections, frequent formative assessment, support through remediation and enrichment. Teachers are supported with professional development that is embedded in our weekly CLTs, new teacher academy, district PD, coaches, mentors. Through consistent monitoring of instruction through Mustang Walks and reviewing student results through data digs, feedback is provided to teachers to guide and fine-tune instructional practices. Teachers have an opportunity to have their voices heard and concerns addressed through multiple ways including through teacher leadership, monthly SWAT meetings, and surveys. Teachers also have opportunities to connect and build a sense of community through SEL Mustang Moments (team building activities during weekly CLTs, on teacher workdays, and Digital Learning Days), Counselor Calendar, and Monthly SpEd and ESOL Fun and Fellowship.</p> <p>Our principal fosters a warm, encouraging, and positive environment for students, families, and staff. Through her regular “Informed with Irish” sessions she engages with our families to ensure they know their input and involvement is valued. Our teachers and staff keep student welfare at top of mind - even more important to our staff than academic achievement is their social, emotional, mental, and physical safety and wellbeing. We are a positive learning community that values the involvement and engagement of all students, staff, and families regardless of background or demographics. Our teachers and administrators hold our</p>			<p>Placement Preference Form Data: 106 returning – 88% 14 not returning – 12%</p> <p>EES Staff Survey Data forthcoming</p> <p>Solving With Admin Team (SWAT) Meetings (School-based town hall) will continue to provide ongoing qualitative data</p>

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students to high academic and behavioral expectations required to be productive members of their future communities and workplaces.	
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