



2019 - 2020

Local School Plan for Improvement

Lilburn Elementary School

Guerlene Merisme, *Principal*

Dr. Donna Ledford, *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 students will show a steady increase in student achievement on district assessments as preparation for the level of rigor they will encounter on Georgia Milestones Assessment System. By 2025, 75% of Lilburn ES students will perform at the proficient and distinguished levels on district assessments administered at the end of the year.

o Annual Goal

Lilburn Elementary students who participate in end of year district assessments will show growth on district assessments in the following ways:

- * Kindergarten students will increase the percentage of students scoring in the proficient and distinguished achievement levels from 26% to 31% on the ELA second semester district assessment and 56% to 60% on the Math second semester district assessment.
- * First grade students will increase the percentage of students scoring in the proficient and distinguished achievement levels from 18% to 23% on the ELA end of year district assessment and 70% to 75% on the Math end of year district assessment.
- * Second grade students will increase the percentage of students scoring in the proficient and distinguished achievement levels from 31% to 35% on the ELA end of year district assessment and 65% to 70% on the Math end of year district assessment.
- * Third grade students will increase the percentage of students scoring in the proficient and distinguished achievement levels on end of year district assessments: 49% to 54% in ELA and 48% to 53% in Math.
- * Fourth grade students will increase the percentage of students scoring in the proficient and distinguished achievement levels on end of year district assessments: 31% to 36% ELA and 45% to 50% in Math.
- * Fifth grade students will increase the percentage of students scoring in the proficient and distinguished achievement levels on end of year district assessments: 14% to 20% in ELA and 34% to 40% in Math.

• Long Term Goal

Lilburn Elementary School will meet CCRPI performance targets annually as measured by performance on Georgia Milestones Assessment System.



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o Annual Goal

Lilburn Elementary students who participate in Georgia Milestones Assessment System will show growth in the following ways:

*Third grade students will increase the number of students scoring in the proficient and distinguished achievement levels in the following subjects: 38% to 43% in ELA and 50% to 55% in Math.

*Fourth grade students will increase the number of students scoring in the proficient and distinguished achievement levels in the following subjects: 43% to 48% in ELA and 53% to 58% in Math.

*Fifth grade students will increase the number of students scoring in the proficient and distinguished achievement levels in the following subjects: 40% to 45% in ELA, 34% to 39% in Math, 43% to 48% in Science and 33% to 38% in Social Studies.

As a result of being exposed to sound teaching practices, at least 10% of EL students will meet exit criteria on the ACCESS test in 2019-2020 as compared to 6% in 2018-2019.

• 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.