



**Marietta**  
**city schools**  
A Georgia Charter System

# School Improvement Plan

- Student Achievement
- Human Capital & Development
- Community Collaboration
- Fiscal Responsibility

School  
Name

Lockheed Elementary

School  
Year

2023-2024

# Members



Dr. Tricia Patterson, Principal & SGT  
Mrs. Ann Booker, Assistant Principal  
Mrs. Bree Mavity, Assistant Principal  
Mrs. Lindsay McDaniel, Assistant Principal

Mrs. Amy Morris, Administrator  
Mrs. Jennifer Williams, Assistant Principal  
Ms. Claire Brink, TSS  
Mrs. Julianna Morelock, Instructional Coach

Mrs. Emily Ovalle, Instructional Coach  
Mrs. Megan Mull, Instructional Coach  
Ms. Lynn Hamblett, Instructional Coach  
Ms. Stella Kilpatrick, Teacher (Specialists)

Mr. Kyle Hibbler, Teacher (5<sup>th</sup>)  
Mrs. LaFia Holloway, Teacher (4<sup>th</sup>)  
Mrs. Darci Brandon, Teacher (3<sup>rd</sup>)  
Ms. Karen Carty, Teacher (2<sup>nd</sup>)

Mrs. Cassi Culhan, Teacher (1<sup>st</sup>)  
Ms. Abby Cathcart, Teacher (K)  
Mrs. Tricia Martinez-Araujo, Secretary

# Members



Ms. Daneea Badio-McCray, Community Member  
Mrs. Cara Bush, Elected Certified Staff  
Mrs. Megan Buchholz, Elected Certified Staff

Mrs. Dana Miles, Elected Parent  
Mrs. Jamie Claas, Elected Parent

# Needs Assessment



***The Lockheed Administrative Team conducted a SWOT analysis to determine strengths, weaknesses, opportunities, and threats at Lockheed. The data was used as a Needs Assessment for the areas included in our school improvement plan and the below were determined after a series of strategic planning days:***

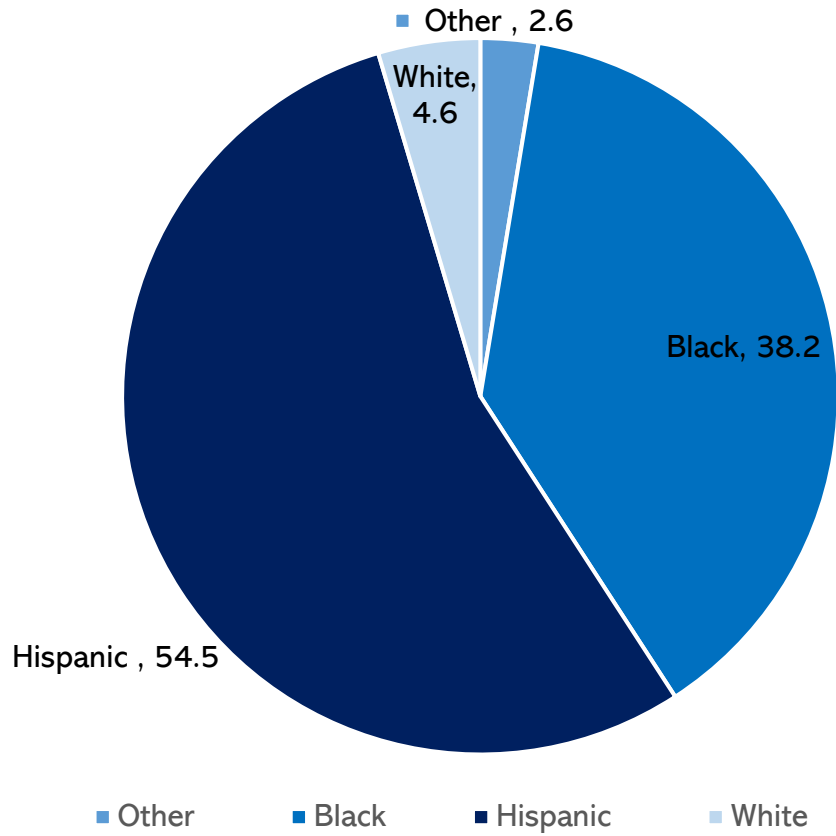
**Student Achievement:** Lockheed will monitor the progress of students throughout the year, we will use formative assessments, classwork, summative assessments, and, ultimately, MAP and Milestones scores to monitor growth of all students. We will increase the percentage of 3<sup>rd</sup> - 5<sup>th</sup> grade students who remained enrolled for 3+ years to at or above grade level proficiency in ELA by 10%+ on the Spring EOG Assessment and increase the percentage of 3<sup>rd</sup> - 5<sup>th</sup> Grade students who remain enrolled for 3+ years will perform at or above grade level proficiency in Math by 10%+ on the Spring EOG Assessment.

**Human Resources:** Lockheed will support the staff with understanding how to create a positive learning environment for students in need, the school will provide professional learning, schedule adjustments, personnel changes, and collaborative opportunities. Upon reviewing input from the leadership team and other staff members, specific morale-building activities will be started through action teams. In addition, in an effort to provide intentional and meaningful professional learning, that will enhance the learning environment for students *and* support instructional needs, we will focus on using formative assessment to guide instruction, a re-structured approach to academic coaching, and implement the Leader in Me program. Administration will monitor the effectiveness of this implementation through TKES and an analysis of lesson plans, assessment results, and weekly PLC meetings. Social-emotional support will be addressed through student and staff centered activities.

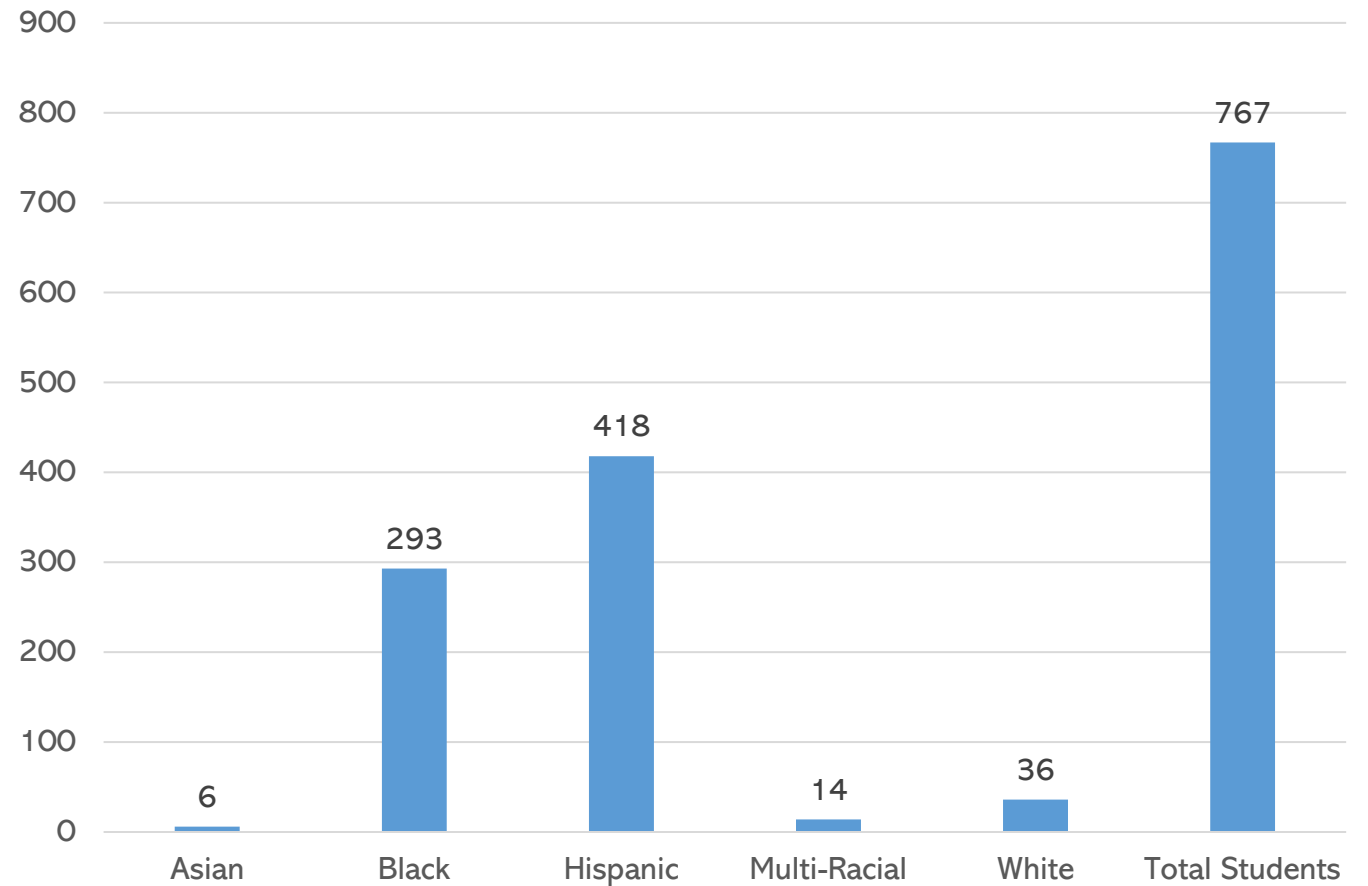
**Community & Collaboration:** Lockheed will continue to foster relationship with current partners that support our School Improvement Plan. In addition, we will look to develop strategic and intentional partnerships with community churches, companies, and individuals. The school will work to increase volunteer opportunities through the PTA and, to involve parents in their child's education and build collaborative relationships between the staff and parents, Lockheed will continue to hold monthly Parent Universities, differentiated by language needs. Teacher-parent-student conferences will be continued this year to increase positive relationships with parents and share in the development of their child's education.

**Fiscal Responsibility:** Lockheed will focus on using funds from Consolidated and Charter to supplement curriculum and instruction to support student achievement goals, Leader in Me, innovative practices, and social-emotional resources. Lockheed administration will be transparent with fund usage and involve the school staff and SGT in funding decisions when appropriate. Lockheed is fortunate to have a Foundation and PTA that will support all students and staff through monies raised in their fundraising efforts.

# Student Demographics

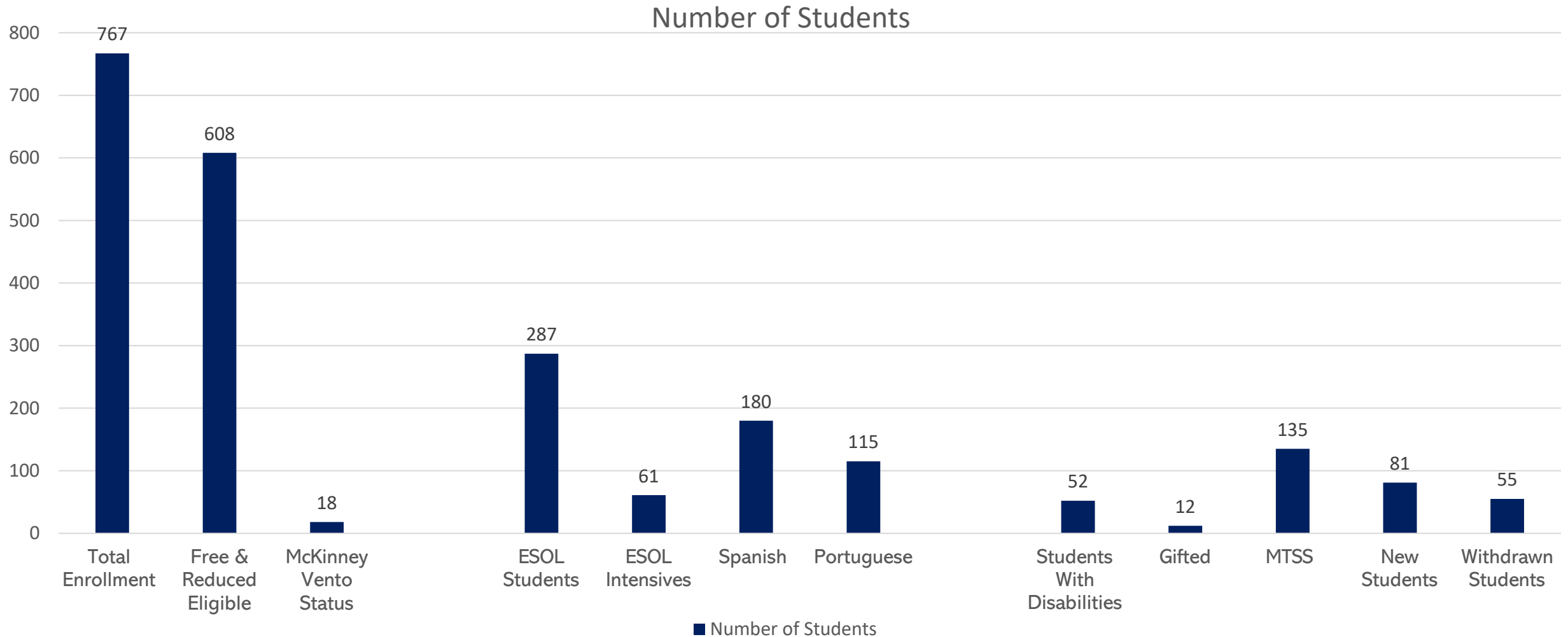


Percentage of Students



Number of Students

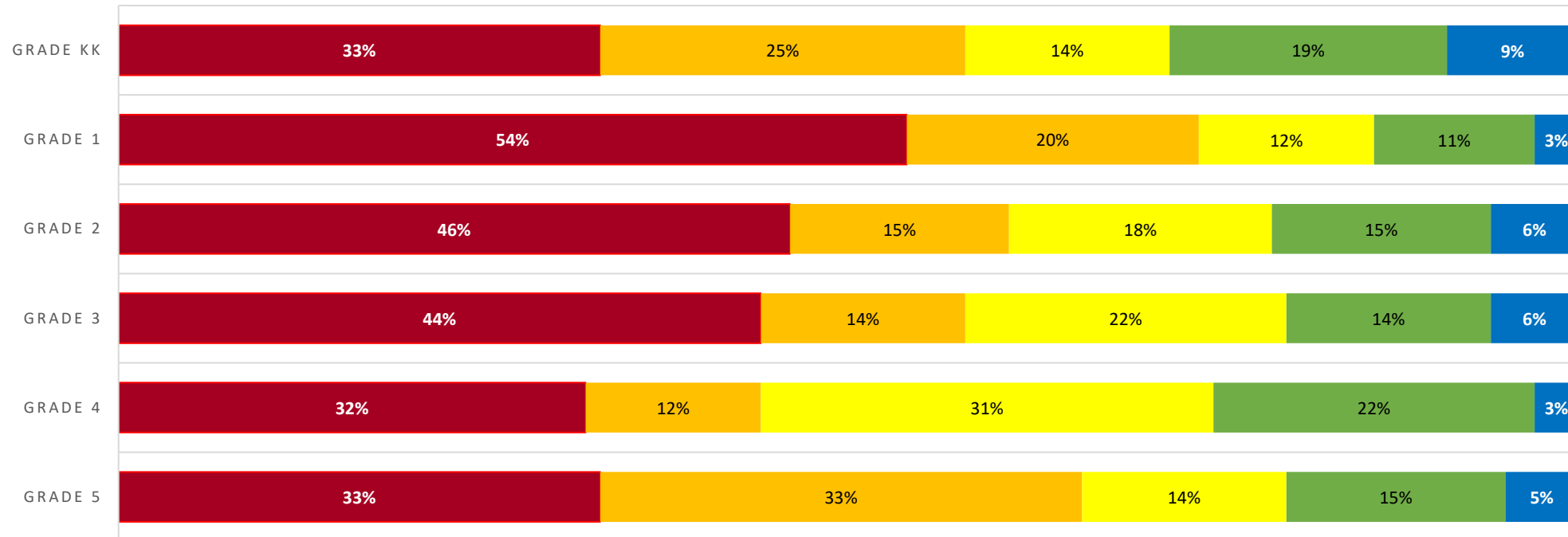
# Student Enrollment & Special Programs



# Needs Assessment

## Spring 2023 MAP Assessment

### LOCKHEED ELEMENTARY SCHOOL ACHIEVEMENT: READING

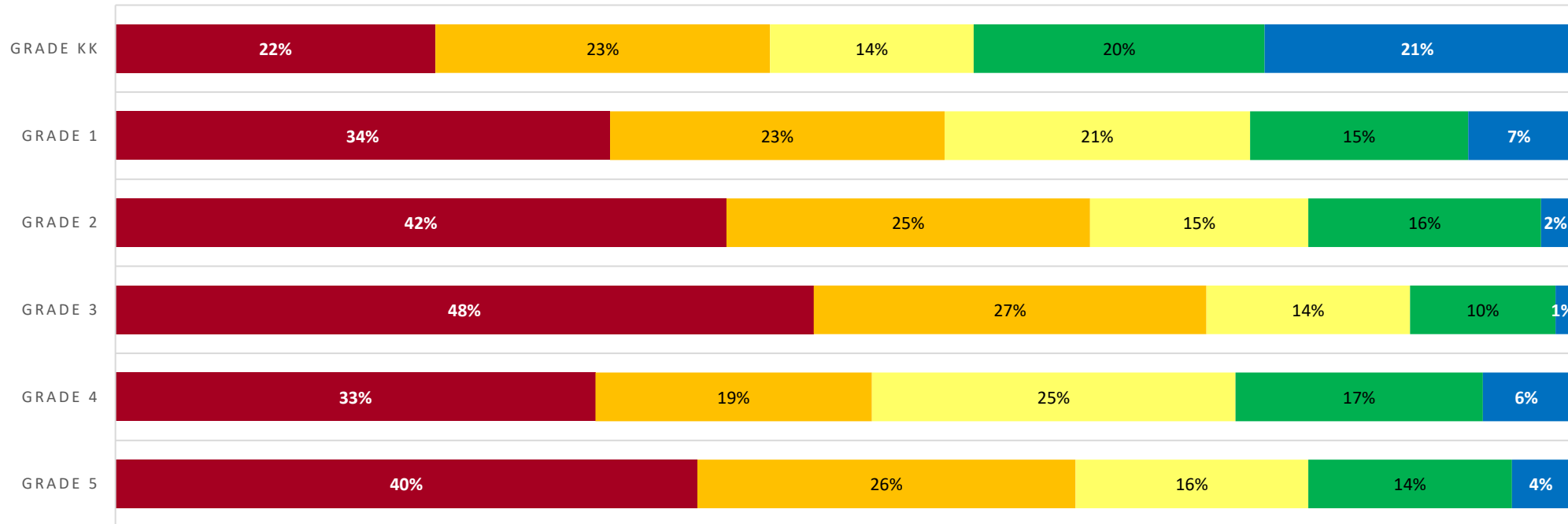


● 1st to 20th Percentile   ● 21st to 40th Percentile   ● 41st to 60th Percentile   ● 61st to 80th Percentile   ● >80th Percentile

# Needs Assessment

## Spring 2023 MAP Assessment

### LOCKHEED ELEMENTARY SCHOOL ACHIEVEMENT: MATH



● 1st to 20th Percentile   ● 21st to 40th Percentile   ● 41st to 60th Percentile   ● 61st to 80th Percentile   ● >80th Percentile

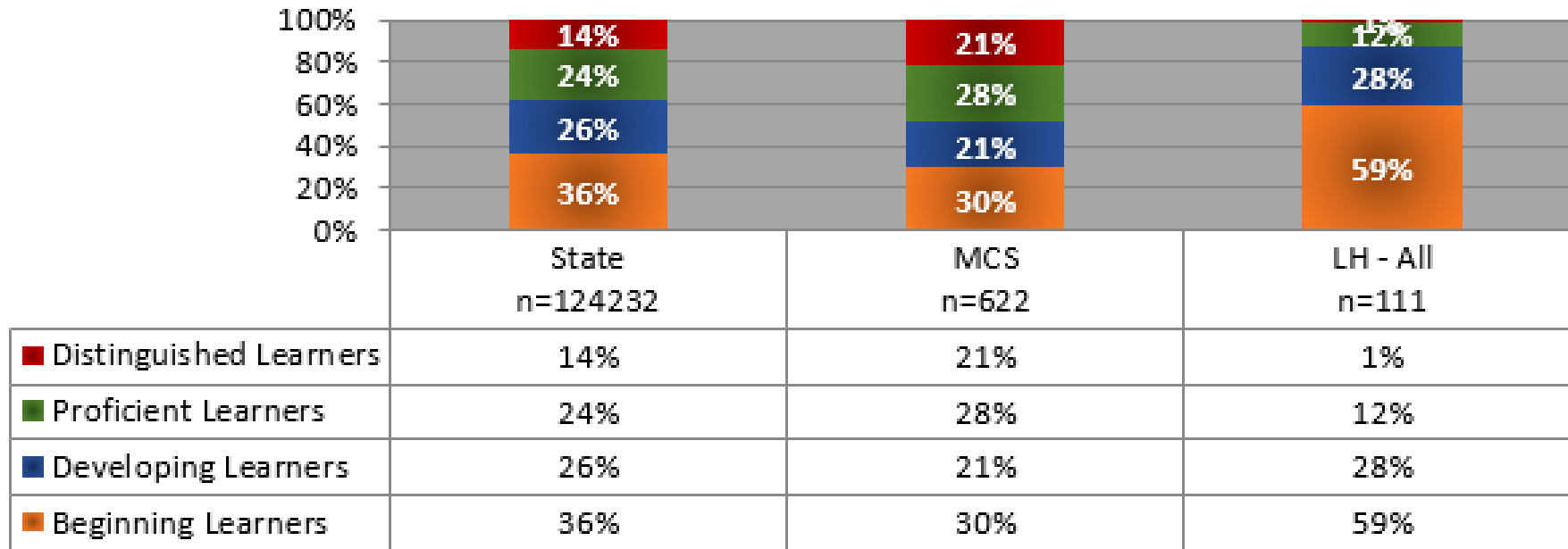


# Needs Assessment

## Georgia Milestones Results

Data shows student achievement levels on EOG for all tested students who have been enrolled in the school for the previous year.

### 2023 EOG Grade 3 English Language Arts

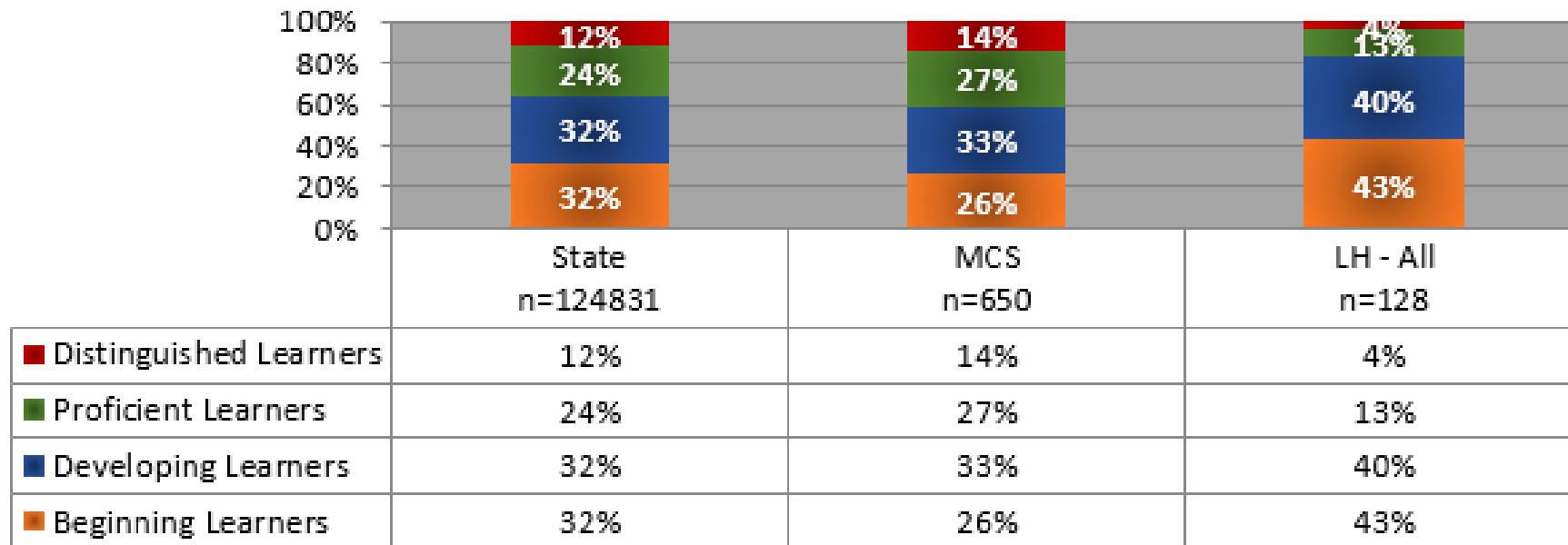


# Needs Assessment

## Georgia Milestones Results

Data shows student achievement levels on EOG for all tested students who have been enrolled in the school for the previous year.

### 2023 EOG Grade 4 English Language Arts

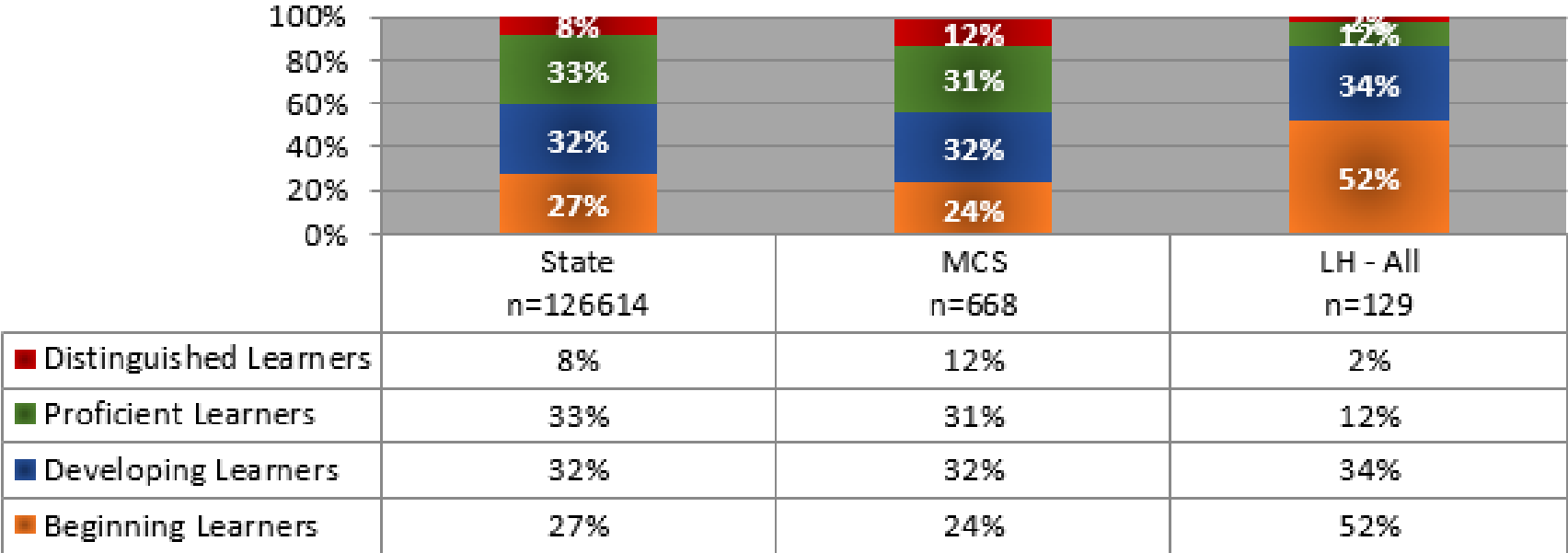


# Needs Assessment

## Georgia Milestones Results

Data shows student achievement levels on EOG for all tested students who have been enrolled in the school for the previous year.

### 2023 EOG Grade 5 English Language Arts

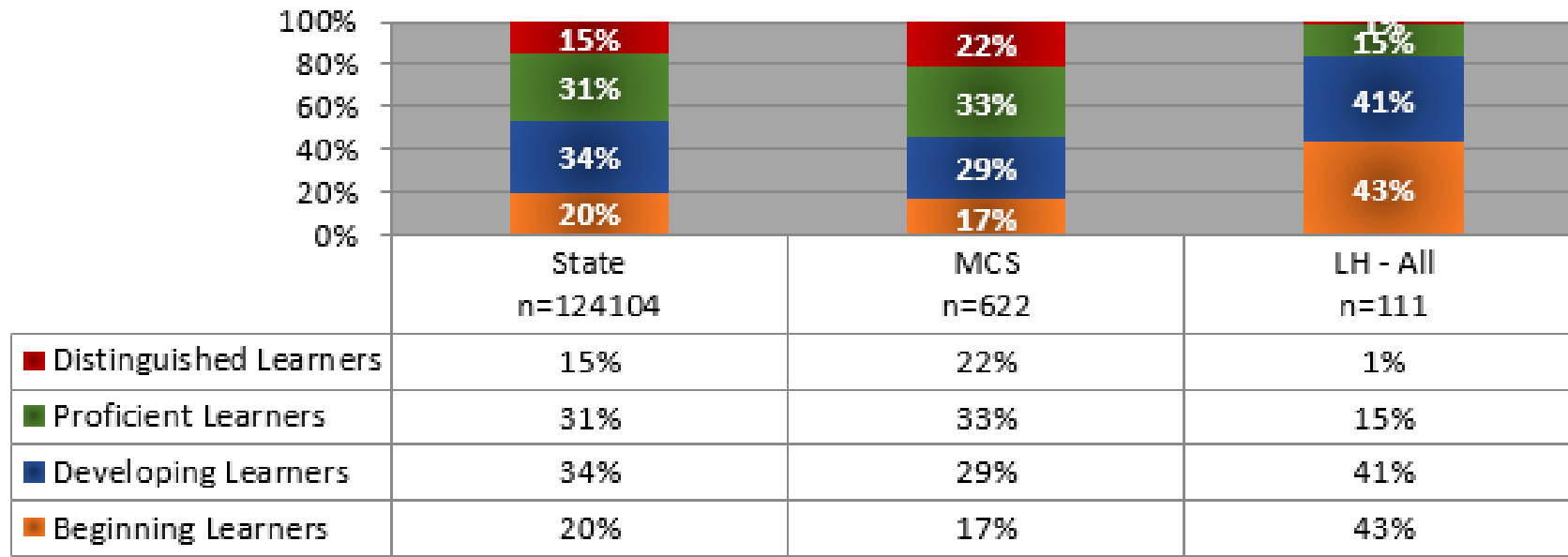


# Needs Assessment

## Georgia Milestones Results

Data shows student achievement levels on EOG for all tested students who have been enrolled in the school for the previous year.

### 2023 EOG Grade 3 Mathematics

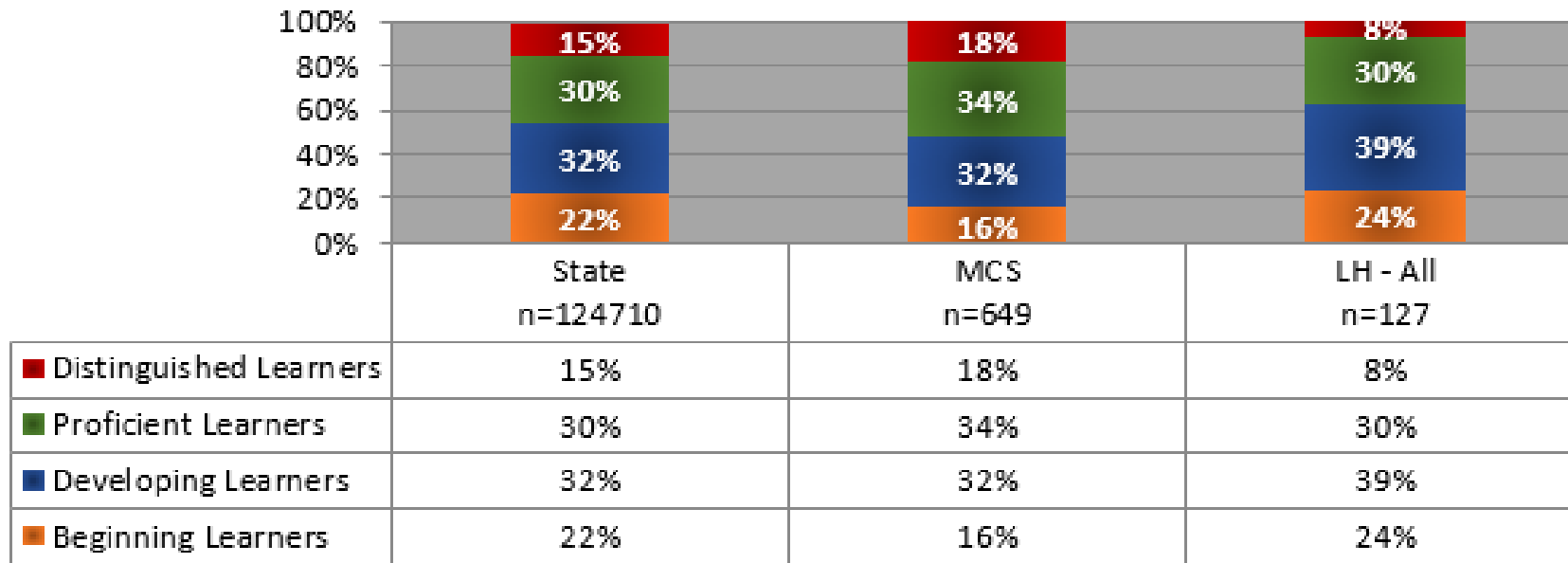


# Needs Assessment

## Georgia Milestones Results

Data shows student achievement levels on EOG for all tested students who have been enrolled in the school for the previous year.

### 2023 EOG Grade 4 Mathematics

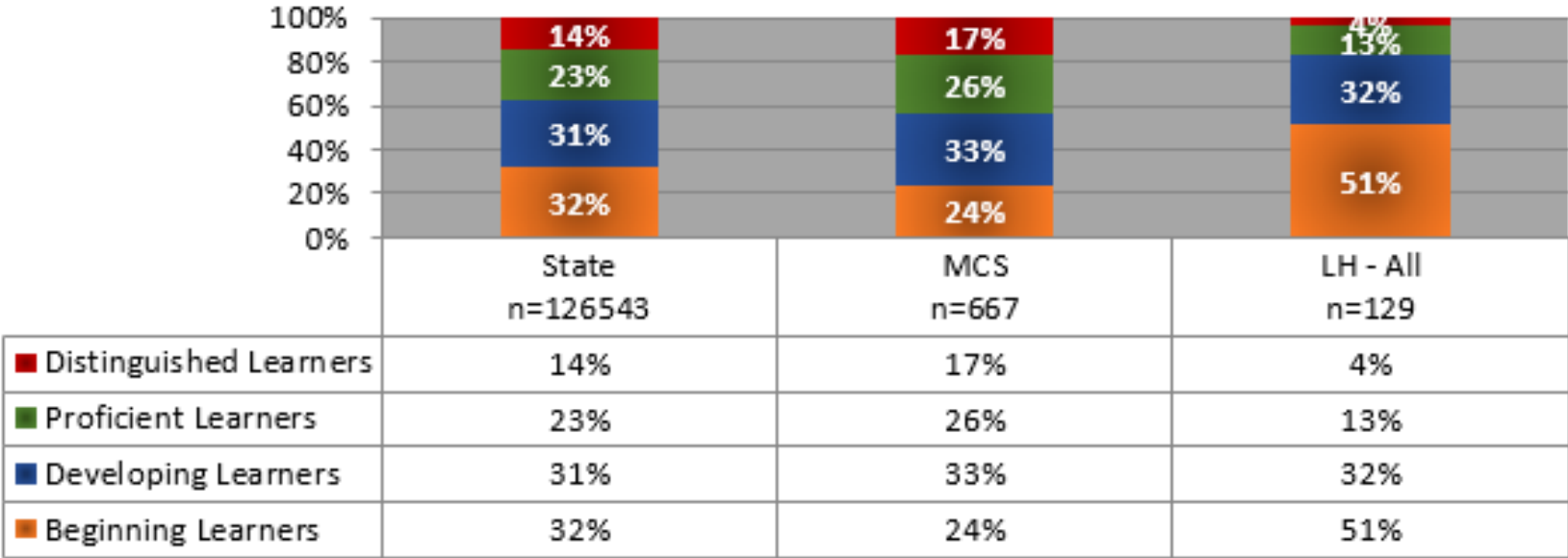


# Needs Assessment

## Georgia Milestones Results

Data shows student achievement levels on EOG for all tested students who have been enrolled in the school for the previous year.

### 2023 EOG Grade 5 Mathematics



Strategic Plan:  
Lockheed ES



**STUDENT ACHIEVEMENT**

Prepare every student for college and career success.



**HUMAN RESOURCES**

Recruit and retain effective teachers and staff who meet the district's diverse needs.



**COMMUNITY COLLABORATION**

Increase community engagement across the district.



**FISCAL RESPONSIBILITY**

Establish fiscal processes that align to the needs of students and staff.

**Outcomes/Goals:** What will success look like for our school? (Smart Goals)

Increase the percentage of 3<sup>rd</sup> -5<sup>th</sup> grade students who remained enrolled for 3+ years to at or above grade level proficiency in ELA by 10%+ on the Spring EOG Assessment.

Student growth will increase in reading, math and ESOL through our PLC scope and sequence, completion of training and implementation of the 10:10:10 evaluation model.

Increase the number of impactful relationships that support the students, staff and community of Lockheed.

Use and manage consolidated funds in a transparent and efficient manner.

Increase the percentage of 3<sup>rd</sup> - 5<sup>th</sup> Grade students who remain enrolled for 3+ years will perform at or above grade level proficiency in Math by 10%+ on the Spring EOG Assessment.

Increased retention of highly qualified staff and hiring qualified staff for any vacancies by using the 10:10:10 evaluation model feedback and TKES summary entries for walks, observations, mid-year and summative conferences.

Increase the percentage of families who participate and collaborate in school activities and events.  
  
Inform new families of Lockheed and MCS processes and procedures.

**Initiatives:** What will we do to achieve success?

**Structured Literacy**  
Continue Science of Reading & literacy instructional strategies that utilize researched based strategies to address individual student needs.

Provide professional learning throughout the year with PLC's focused on standards-based planning, ESOL and the co-teaching model.

Engage the community to enhance the learning focus and provide opportunities to Lockheed's families.

Use effective budgeting to refine and adjust the budgeting process to ensure that all financial resources are used effectively and align to strategic plan goals and needs of students and staff.

**Balanced Math Framework**  
Implement math instruction that helps students build the computational and conceptual skills needed to solve complex problems.

Provide differentiated teacher evaluative models for better visibility, coaching, and relationships.

Utilize parent liaisons to build trust and partnership within the community.

**Initiatives:  
What will we  
do to achieve  
success?**

Increase the percentage of 3<sup>rd</sup> -5<sup>TH</sup> grade students who remained enrolled for 3+ years to at or above grade level proficiency in ELA by 10%+ on the Spring EOG Assessment.



**STUDENT  
ACHIEVEMENT**

Prepare every student for college and career success.

Increase the percentage of 3<sup>rd</sup> - 5<sup>TH</sup> Grade students who remain enrolled for 3+ years will perform at or above grade level proficiency in Math by 10%+ on the Spring EOG Assessment

**Critical actions: What major actions will we complete and by when (student groups)?**

- Implement instructional strategies based on the Science of Reading.
- Provide daily Benchmark Phonics instruction for all Kindergarten -3<sup>rd</sup> Grade students.
- Implement 95% for identified K-5 students in Tier 2 & 3.
- Implement a variety of co-teaching models throughout instructional settings.
- Increased range of students for Talent Development.

- Continue Guided Math instruction in small groups based on students' assessment data.
- Administer common assessments and provide small group intervention instruction based on student data for all Tier 2 students.
- Implement intervention resources to address math deficits - Symphony Math instruction for all Tier 3 students who scored <18% on MAP & Compass Learning (Odyssey) as Tier 1 instruction support for all students who are on level.
- Implement Advanced Content instruction for above level students

**Evidence of progress: How will we know that the initiative is working? (Timeline)**

- Evidence of the implementation of SOR strategies in classroom observations.
- MAP Reading Assessments – K-5 Increased percentage of students making progress and meeting expected growth benchmarks from Fall>Winter>Spring.
- Spring ACCESS data.
- Teachers, coaches and administrators actively participate in PLC to progress monitor and plan next steps for instruction, remediation and acceleration.

- MAP Math Assessments - (K-5) Increased percentage of students making progress and meeting expected growth benchmarks from Fall>Winter>Spring.
- Monthly Common Assessment Data.
- Review data during PLC meetings.
- Symphony Math progress levels and growth.

**Outcomes: What will success look if we provide opportunities for all children (student groups)?**

- Increased percentage of EL students who move at least one band on ACCESS assessment.
- Increased percentages of students who score at/above grade level on MAP Assessments.
- Increased percentage of students who score proficient and distinguished on Georgia Milestones ELA Assessment, with a specific focus on ESOL students.

- Increased percentages of students who meet/exceed grade level on MAP Math Assessment.
- Increased percentages of students who score proficient and distinguished on Georgia Milestones Math Assessment.



**Initiatives:  
What will we  
do to achieve  
success?**

**Evidence of Progress:  
Impact Check #1- Fall**

**Evidence of Progress:  
Impact Check #2- Winter**

**Evidence of Success:  
Impact Check #3- End of Year**

Increase the percentage of 3<sup>rd</sup> -5<sup>TH</sup> grade students who remained enrolled for 3+ years to at or above grade level proficiency in ELA by 10%+ on the Spring EOG Assessment.

*\*Adjusted goal to maintain the integrity of monitoring ALL students, not just those with us for 3+ years.*

Monitoring Winter MAP and classroom assessments; progress monitoring for SoR.

- 3<sup>rd</sup> Grade: Increased 10%
- 2023: 38%
  - 2024: 48%
- 4<sup>th</sup> Grade: Decreased 11%
- 2023: 45%
  - 2024: 34%
- 5<sup>th</sup> Grade: Increased 12%
- 2023: 47%
  - 2024: 59%



**STUDENT  
ACHIEVEMENT**

Prepare every student for college and career success.

Increase the percentage of 3<sup>rd</sup> - 5<sup>TH</sup> grade students who are at or above grade level proficiency in ELA by 10%+ on the Spring EOG Assessment.

Monitoring Winter MAP and classroom assessments.

Increase the percentage of 3<sup>rd</sup> - 5<sup>TH</sup> Grade students who remain enrolled for 3+ years will perform at or above grade level proficiency in Math by 10%+ on the Spring EOG Assessment

*\*Adjusted goal to maintain the integrity of monitoring ALL students, not just those with us for 3+ years.*

Increase the percentage of 3<sup>rd</sup> - 5<sup>TH</sup> grade students who perform at or above grade level proficiency (41%+) in Math by 10%+ on MAP.

- 3<sup>rd</sup> Grade: Increased 2%
- 2023: 25%
  - 2024: 27%
- 4<sup>th</sup> Grade: Decreased 8%
- 2023: 49%
  - 2024: 41%
- 5<sup>th</sup> Grade: Increased 2%
- 2023: 35%
  - 2024: 37%

**Initiatives:  
What will we  
do to achieve  
success?**

Provide professional learning throughout the year with PLC's focused on standards-based planning, ESOL and the co-teaching model.



**HUMAN  
RESOURCES**

Recruit and retain effective teachers and staff who meet the district's diverse needs.

Provide differentiated teacher evaluative models for better visibility, coaching, and relationships.

**Critical actions: What major actions will we complete and by when ?**

- Co-teaching training during pre-planning and throughout PLC's.
- ESOL training with ESOL coach throughout PLC's.
- Power standards planning throughout PLC's.
- Professional Learning for SEL and Leader in Me to decrease behavior referrals.
- Tuesdays will be Coach-led PLC's with an ELA, Math and ESOL rotation.
- Thursdays will be team-led with administration for pacing and assessment planning.

- 10-minute walks monthly in administrative departments.
- 10-minute face-to-face reflection conversations with teacher/admin.
- 10-minute follow-up email to teacher from administrator.

**Evidence of progress: How will we know that the initiative is working?  
(Timeline)**

- PLC scope and sequence and completion of training documentation.
- 10:10:10 evaluation model feedback.
- Standards posted in classrooms.
- Growth in student achievement.
- Decrease in behavior referrals.

- 10:10:10 evaluation model feedback.
- TKES summary entries for walks, observations, mid-year and summative conferences.

**Outcomes: What will success look if we provide opportunities for all children (student groups)?**

Student growth will increase in reading, math and ESOL.

Increased retention of highly qualified staff and hiring qualified staff for any vacancies.

**Initiatives:  
What will we  
do to achieve  
success?**

**Evidence of Progress:  
Impact Check #1- Fall**

**Evidence of Progress:  
Impact Check #2- Winter**

**Evidence of Success:  
Impact Check #3- End of Year**

Provide professional learning throughout the year with PLC's focused on standards-based planning, ESOL and the co-teaching model.

- Co-teaching training during pre-planning and throughout PLC's.
- ESOL training with ESOL coach throughout PLC's.
- Tuesdays - Coach-led PLC's with an ELA, Math and ESOL rotation.
- Thursdays - Team-led with administration for pacing and assessment planning.

- Co-teaching training during pre-planning and throughout PLC's.
- ESOL training with ESOL coach throughout PLC's.
- Tuesdays - Coach-led PLC's with an ELA, Math and ESOL rotation.
- Thursdays - Team-led with administration for pacing and assessment planning.

- 8.9% growth on ACCESS
- Students reading at or above grade level on the EOG:
  - 3<sup>rd</sup> Grade – 10% Increase
  - 4<sup>th</sup> Grade – 11% Decrease
  - 5<sup>th</sup> Grade – 12% Increase
- Students MAP Math Achievement:
  - 3<sup>rd</sup> Grade – 2% Increase
  - 4<sup>th</sup> Grade – 8% Decrease
  - 5<sup>th</sup> Grade – 2% Increase
- Decrease in behavior referrals by 57%.
- 38 positions vacant in 2023, 3 positions vacant in 2024.



**HUMAN RESOURCES**

Recruit and retain effective teachers and staff who meet the district's diverse needs.

Provide differentiated teacher evaluative models for better visibility, coaching, and relationships.

- 10-minute walks monthly in administrative departments.
- 10-minute face-to-face reflection conversations with teacher/admin.
- 10-minute follow-up email to teacher from administrator.

- 10-minute walks monthly in administrative departments.
- 10-minute face-to-face reflection conversations with teacher/admin.
- 10-minute follow-up email to teacher from administrator.
- Mid-Years TKES

- 10-minute walks monthly in administrative departments.
- 10-minute face-to-face reflection conversations with teacher/admin.
- 10-minute follow-up email to teacher from administrator.
- Summative Conferences TKES.

**Initiatives:  
What will we  
do to achieve  
success?**

**Critical actions: What major actions  
will we complete and by when  
(student groups)?**

**Evidence of progress: How will we  
know that the initiative is working?  
(Timeline)**

**Outcomes: What will success look if  
we provide opportunities for all  
children (student groups)?**

Engage the community to enhance the learning focus and provide opportunities to Lockheed's families.



- Collaborate with existing partners in education while adding partners that will support Lockheed's students and staff in college and career awareness.
- Plan intentional and differentiated parent universities.
- Extend collaborative activities to accessible times for all families.
- Establish a PTA and Foundation.



- Grow of the number of partners in education.
- Parent University attendance and feedback.
- Planned events in the community and at Lockheed during extended hours.
- PTA membership numbers will increase.



Increase in the number of impactful relationships that support the students, staff and community of Lockheed.



**COMMUNITY  
COLLABORATION**

Increase community engagement across the district.

Utilize parent liaisons to build trust and partnership within the community.



- Add a parent liaison to the Lockheed staff.
- Create an accessible clothes closet and food pantry for parents and students.
- Invite targeted parent groups to Parent Universities.
- Establish a Gateway class for enrolling students and families.



- Parent engagement will increase.
- Clothes closet and food pantry will be used.
- Parent University attendance and feedback.
- Documentation from the Gateway class.



Increase the percentage of families who participate and collaborate in school activities and events.

Inform new families of Lockheed and MCS processes and procedures.

**Initiatives:  
What will we  
do to achieve  
success?**

**Evidence of Progress:  
Impact Check #1- Fall**

**Evidence of Progress:  
Impact Check #2- Winter**

**Evidence of Success:  
Impact Check #3- End of Year**

Engage the community to enhance the learning focus and provide opportunities to Lockheed's families.

Continuous events for our students, parents, and community.

Continuous events for our students, parents, and community.

Continuous events for our students, parents, and community.

- Back to School Bash
- Haunted Hallways
- Turkey Bingo
- Parent Conferences
- SGT/PTA meetings

- Talent Show
- Drama Performance
- Grade Level Fun Days
- Field Days
- Parent Conferences
- SGT/PTA meetings

- Back to School Bash
- Haunted Hallways
- Turkey Bingo
- Talent Show
- Drama Performance
- Grade Level Fun Days
- Field Days
- Parent Conferences
- SGT/PTA meetings



Increase community engagement across the district.

Daily interactions with parents and the community that support our students and staff.

Daily interactions with parents and the community that support our students and staff.

Daily interactions with parents and the community that support our students and staff.

Utilize parent liaisons to build trust and partnership within the community.

- Spanish and Portuguese sessions during all academic and fun events to ensure understanding and knowledge of content being shared.

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**Initiatives:**  
What will we do to achieve success?

**Critical actions:** What major actions will we complete and by when (student groups)?

**Evidence of progress:** How will we know that the initiative is working? (Timeline)

**Outcomes:** What will success look if we provide opportunities for all children (student groups)?

**Effective Budgeting**



**FISCAL RESPONSIBILITY**

Establish fiscal processes that align to the needs of students and staff.

- Develop a budget with spending allocations that align to school initiatives,
- Principal & bookkeeper will meet weekly to review account balances and monthly budget report.
- Implement revised procedures for budgeting process for staff based on previous year's audit findings.
- Review budget and spending with School Governance Team.
- Purposeful scheduling and assignments of allotments to maximize staffing.

- Monthly reconciliation reports.
- Budget Status Reports.
- Reviewing and approving all purchase requests.
- Reduced audit findings that Need Improvement.

All budget spending will align to strategic plan, needs of students, staff and parents, or school improvements.

**Initiatives:**  
What will we do to achieve success?

**Evidence of Progress:**  
Impact Check #1- Fall

**Evidence of Progress:**  
Impact Check #2- Winter

**Evidence of Success:**  
Impact Check #3- End of Year

Effective Budgeting

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All budget spending will align to strategic plan, needs of students, staff and parents, or school improvements.



**FISCAL RESPONSIBILITY**

Establish fiscal processes that align to the needs of students and staff.

# Charter Funding - Strategic Support

## -SGT Request Form-

School: Lockheed Elementary

Amount Requested: \$37,360.00

Date of SGT Approval/Vote<sup>1</sup>:

8/25/2023

**Strategic Alignment:** Explain how your proposed use of charter funds aligns to your school improvement plan (and/or the district strategic plan) and the long-term outcomes or goals highlighted in your plan.

Staff and student support for addressing trauma is a need at Lockheed. In addition, understanding how to instruct our population is challenging. We plan to invest in strategies, resources and professional learning to support Leader in Me, ESOL instruction, and co-teaching to help increase instructional time and intentionality and create a provide positive learning environment for all students and staff. Charter funds will be used to purchase instructional materials, resources, and experiences and to provide professional development.

**Funding Activities:** Use the table below to state the project activities, strategic alignment, anticipated outcomes and long-term impact for your students.

Implementation: (Project Activities – including any Enhanced Roles <sup>2</sup> )	Strategic Plan Alignment:	Program Effectiveness: (Project Outcomes)	Program Impact: (Long-term Outcomes)	Budget:
<p>Provide professional learning to increase teachers' ability to implement positive discipline patterns for challenging behavior, creating a positive, leader-focused culture &amp; climate, and ensure ESOL strategies are implemented throughout all instruction.</p> <p>Provide incentives for students and staff that align with Leader in Me.</p> <p>Supplement funds for student experiences.</p>	<p>Academic Achievement</p> <p>Human Resources</p> <p>Community Partnerships</p> <p>Fiscal Responsibility</p>	<p>100% participation in professional learning opportunities for certified staff.</p> <p>Decreased major/minor office referrals, out of school suspensions and time spent out of class due to misbehavior.</p> <p>Celebrations &amp; incentives provided.</p> <p>In-house and off-campus field trips scheduled and attended.</p>	<p>Increased professional knowledge and effective management instructional practices for managing student behavior.</p> <p>Improved overall student behavior which leads to increased instructional time with fewer disruptions due to misbehavior.</p> <p>Increased students' academic performance.</p> <p>Improved student and staff morale throughout the building as seen by less absences.</p>	<p>Professional Learning</p> <p>Celebrations &amp; Incentives (students and staff)</p> <p>Wellness &amp; Sensory Materials</p> <p>Field Trips</p>