

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

School Improvement Plan

School
Name

Lockheed Elementary

School
Year

2024-2025

Members

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

Mrs. Amy Morris, Administrator *Amy Morris*
Mrs. Jennifer Williams, Assistant Principal *Jennifer Williams*
Ms. Claire Brink, TSS *Claire Brink*
Ms. Tasha Bowen, DA *Tasha Bowen*

Mrs. Julianna Morelock, Instructional Coach *Julianna Morelock*
Mrs. Emily Ovalle, Instructional Coach *Emily Ovalle*
Mrs. Megan Mull, Instructional Coach *Megan Mull*
Ms. Shenea Haynes, Teacher (Specialists) *Shenea Haynes*

Mrs. Hannah Ruark, Teacher (5th) *Hannah Ruark*
Mrs. Jasmine Foster, Teacher (4th) *Jasmine Foster*
Mrs. Darci Brandon, Teacher (3rd) *Darci Brandon*
Ms. Kiara Bowen, Teacher (2nd) *Kiara Bowen*

Ms. Madi Greco, Teacher (1st) *Madi Greco*
Ms. Abby Cathcart, Teacher (K) *Abby Cathcart*

Members



Mr. John Silvey, Community Member

Mrs. Sarah McGerald, Appointed Certified Staff

Mrs. Natalie Foster, Elected Certified Staff

Mrs. Alicia Pettus-Bilal, Elected Certified Staff

Mr. Corey Butler, Elected Parent

Mrs. Monique Leveston, Elected Parent

John Silvey
Sarah McGerald
Natalie Foster
Alicia Pettus-Bilal
Corey Butler
Monique Leveston

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:

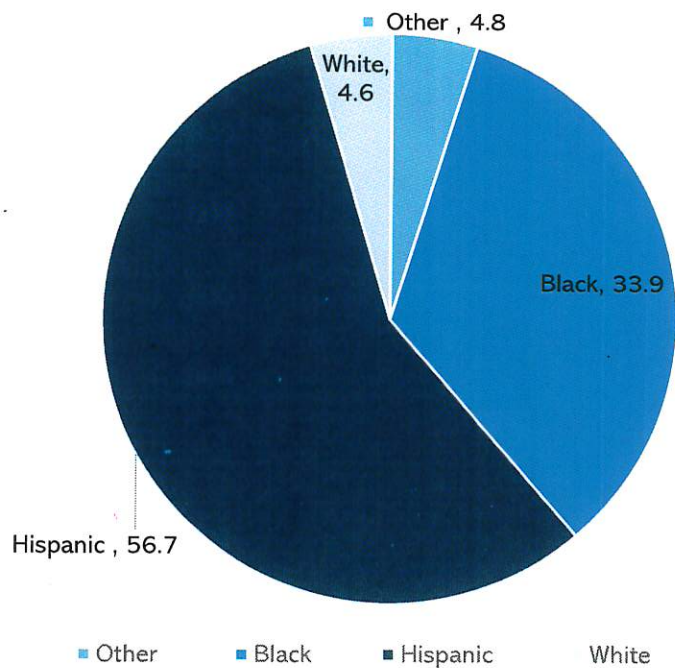
Student Achievement: Lockheed will monitor the progress of students throughout the year, we will use formative assessments, classwork, summative assessments, and, ultimately, MAP and Milestones scores to monitor growth of all students. We will Increase the percentage of 3rd -5TH grade students at or above grade level proficiency in ELA by 10%+ on the Spring EOG Assessment and Increase the percentage of 3rd - 5TH grade students at or above grade level proficiency in Math by 10%+ on the Spring EOG Assessment.

Human Resources: Lockheed will increase professional knowledge in ELA, math, incorporating ESOL strategies, during Action Teams and PLC meetings. The school will continue to retain highly qualified staff by decreasing discipline referrals by 5% and increasing attendance on CCRPI by 4%.

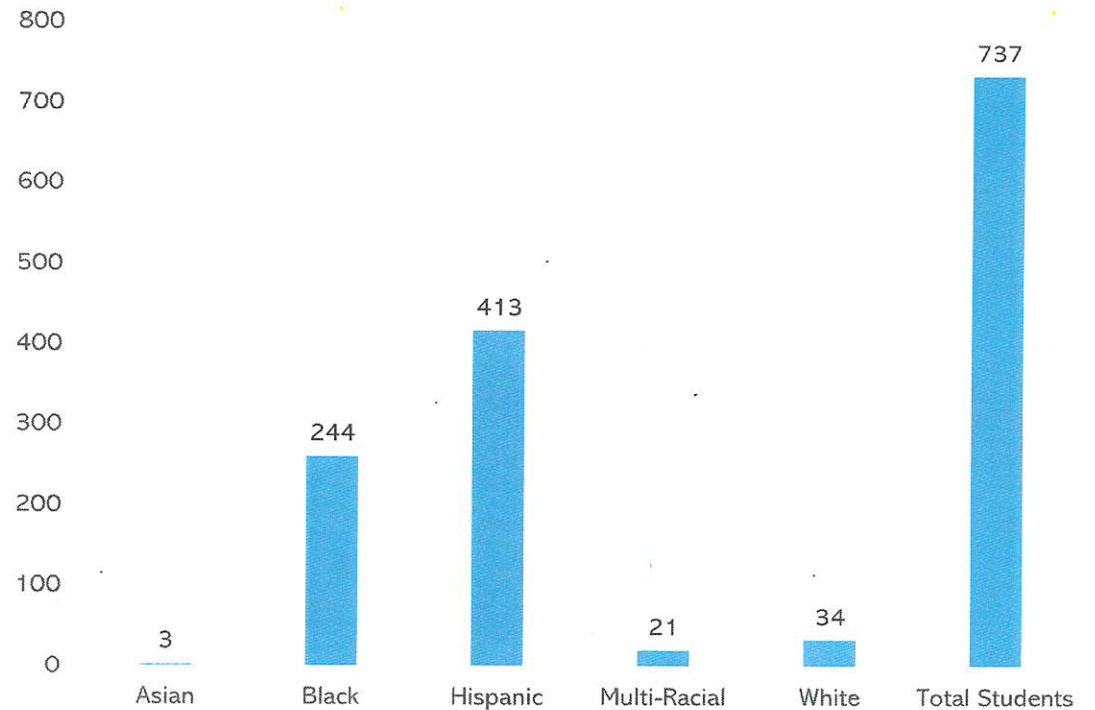
Community & Collaboration: Lockheed will continue to foster relationships with current partners that support our School Improvement Plan. In addition, we will look to develop strategic and intentional partnerships with community churches, companies, and individuals. The school will work to increase volunteer opportunities through the PTA and, to involve parents in their child's education and build collaborative relationships between the staff and parents, Lockheed will hold monthly Coffee Talks, differentiated by language needs.

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 PTA that will support all students and staff through monies raised in their fundraising efforts.

Student Demographics



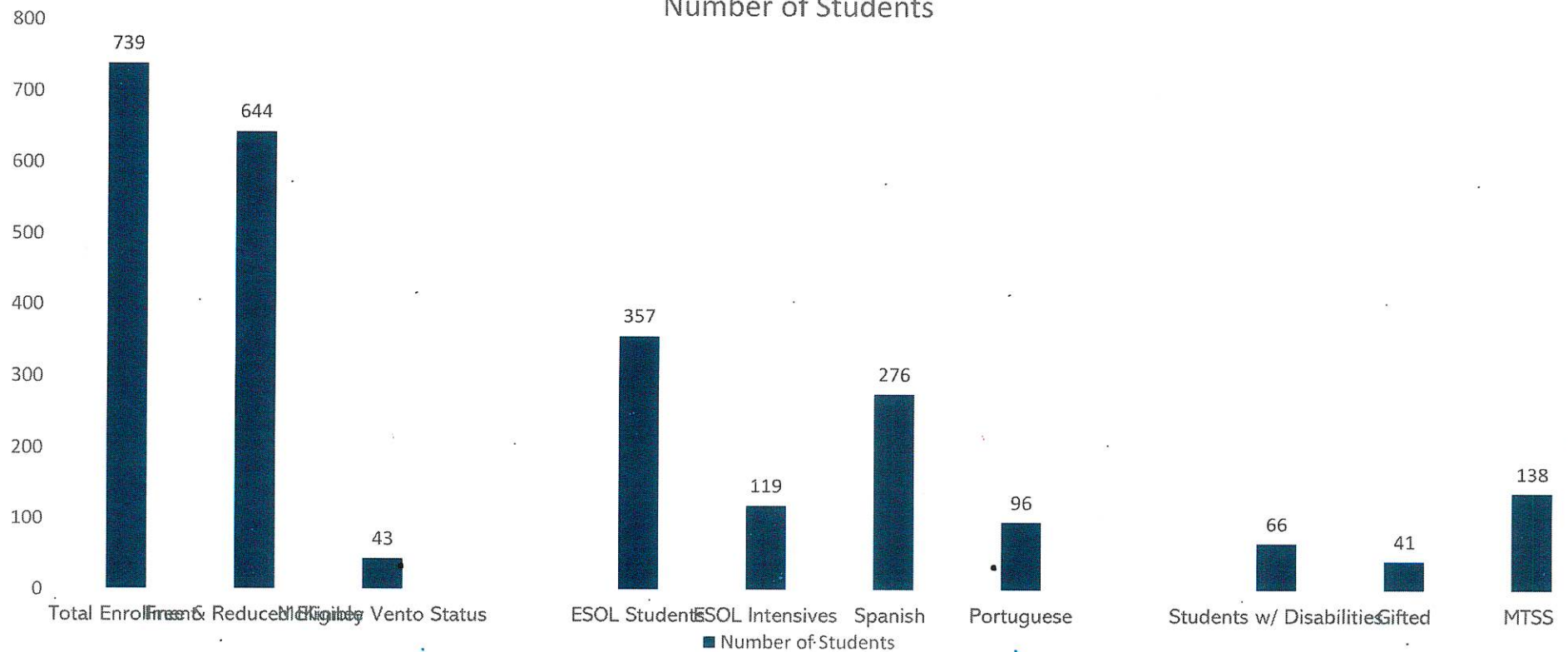
Percentage of Students



Number of Students

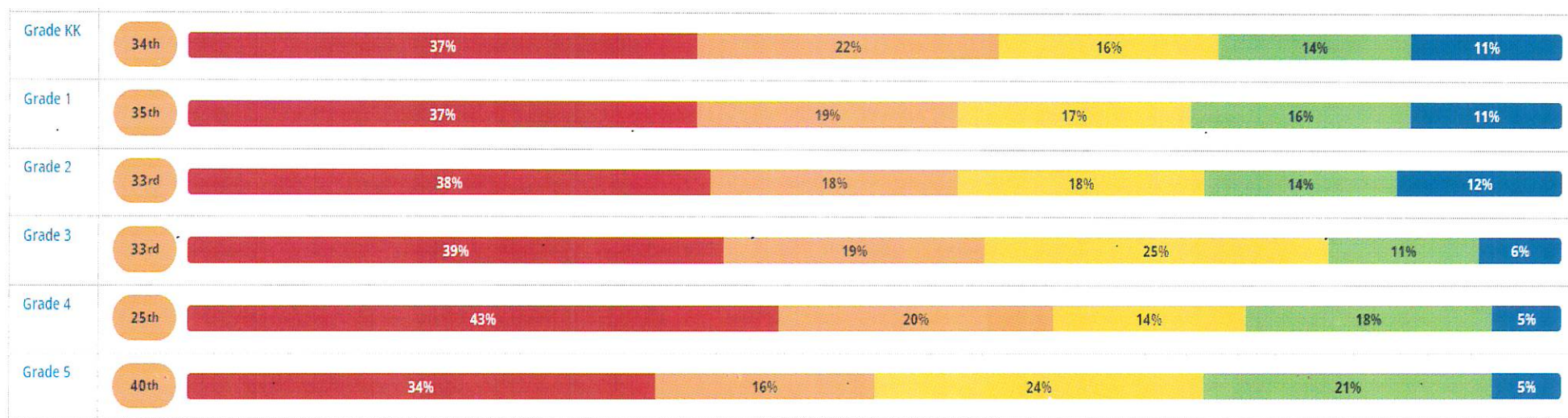
Student Enrollment & Special Programs

Number of Students



Needs Assessment

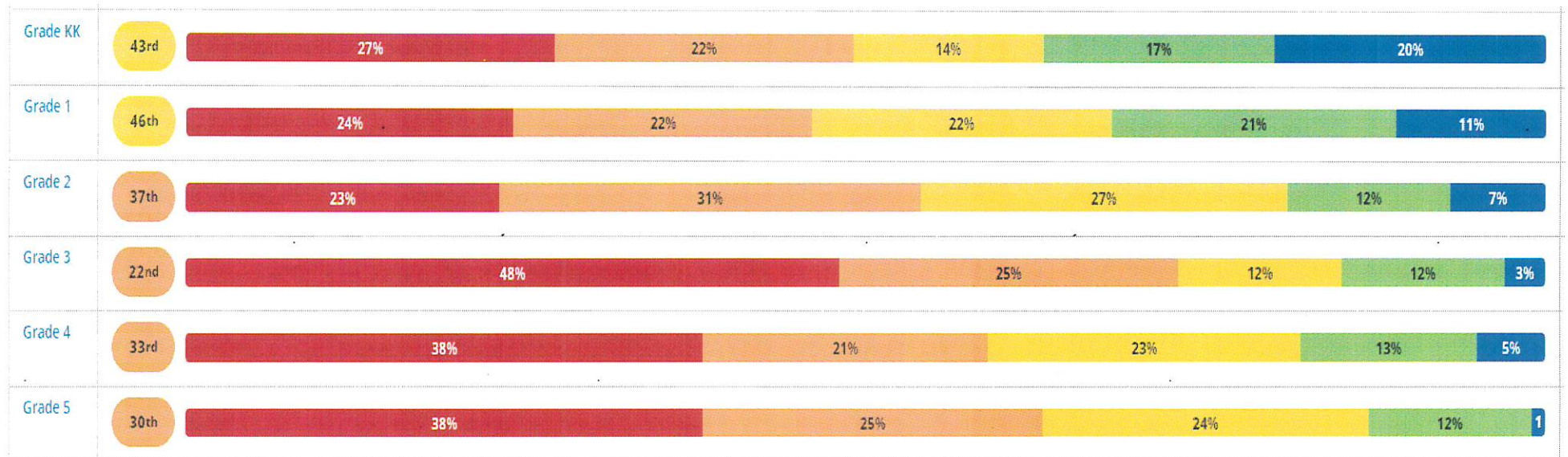
Spring 2024 MAP Assessment Achievement by Grade: Reading



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

Needs Assessment

Spring 2024 MAP Assessment Achievement by Grade: Math



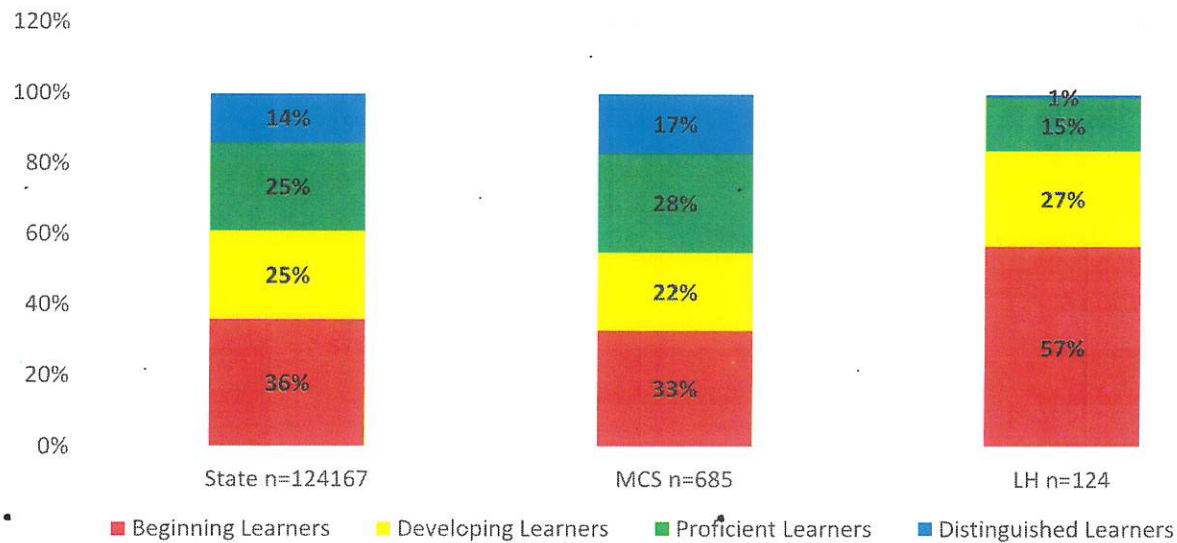
● 1st to 20th Percentile
 ● 21st to 40th Percentile
 ● 41st to 60th Percentile
 ● 61st to 80th Percentile
 ● >80th Percentile

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.

2024 Grade 3 English Language Arts

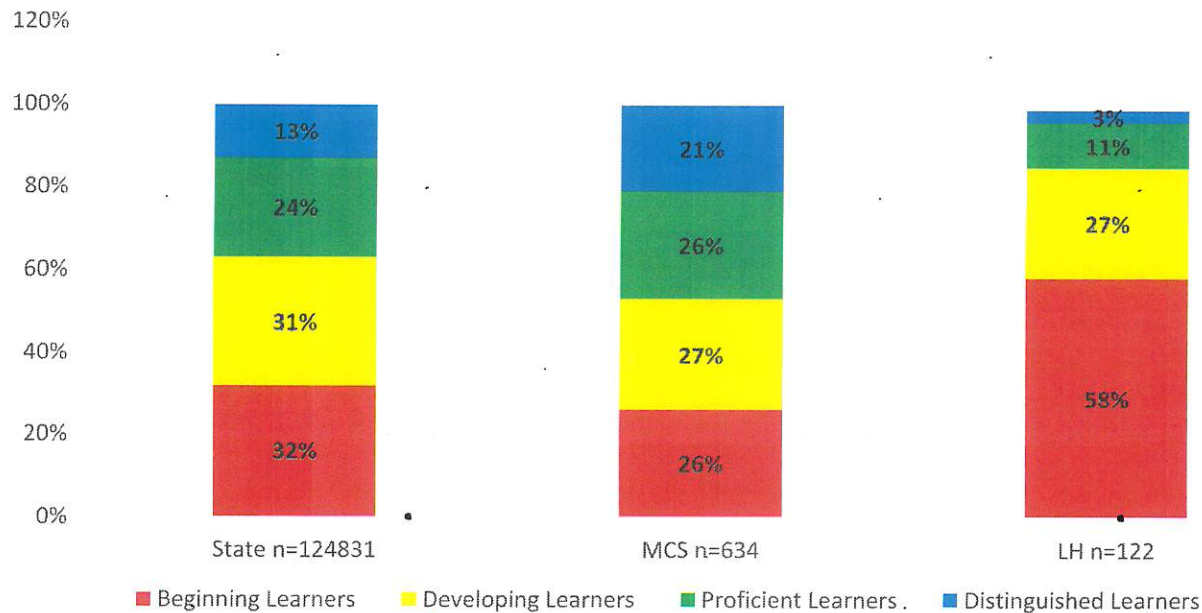


Needs Assessment

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.

2024 Grade 4 English Language Arts

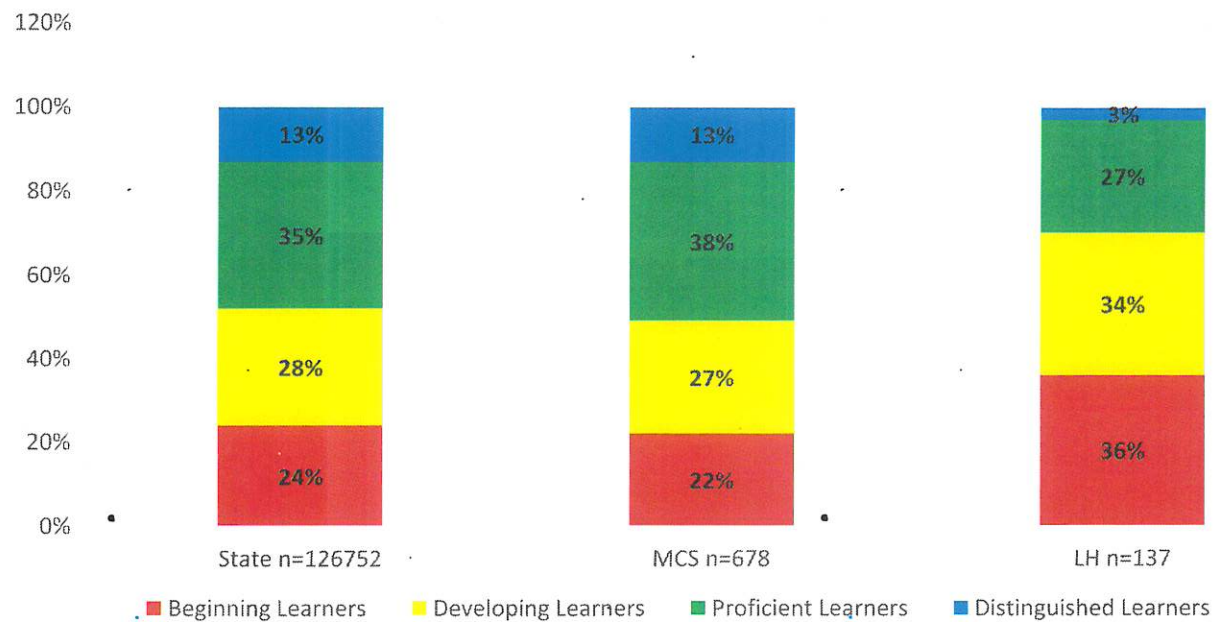


Needs Assessment

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.

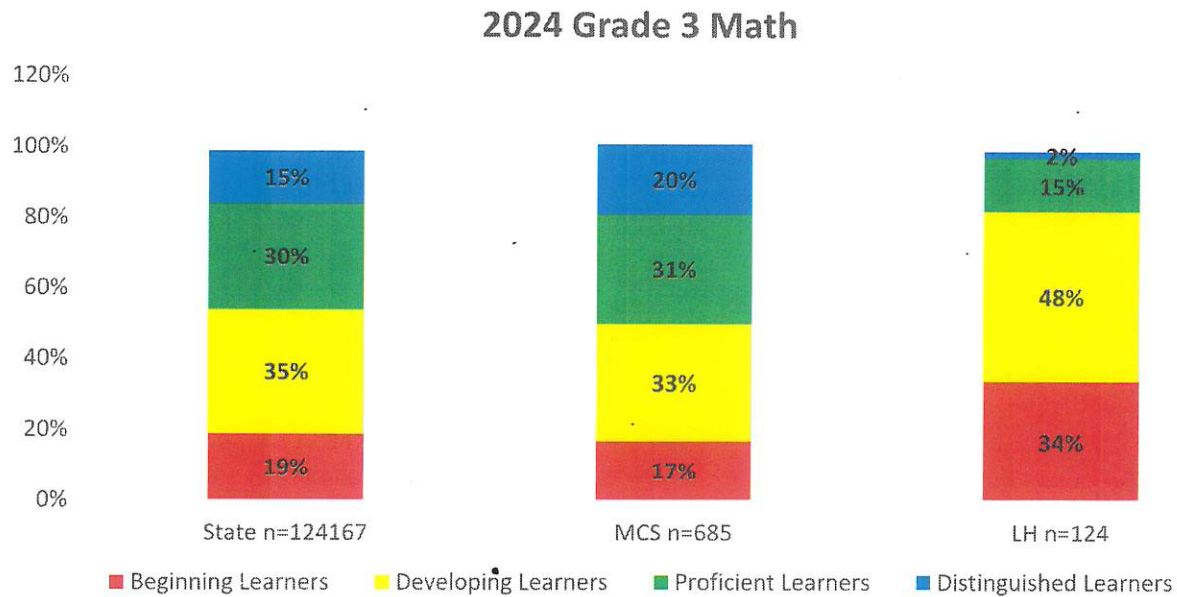
2024 Grade 5 English Language Arts



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.

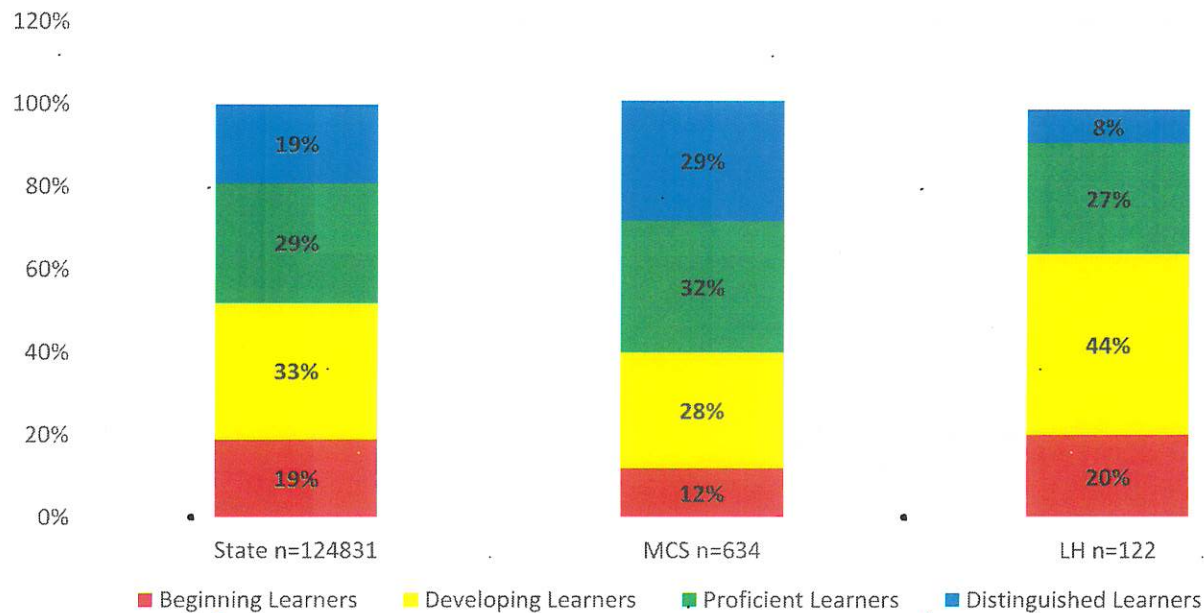


Needs Assessment

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.

2024 Grade 4 Math

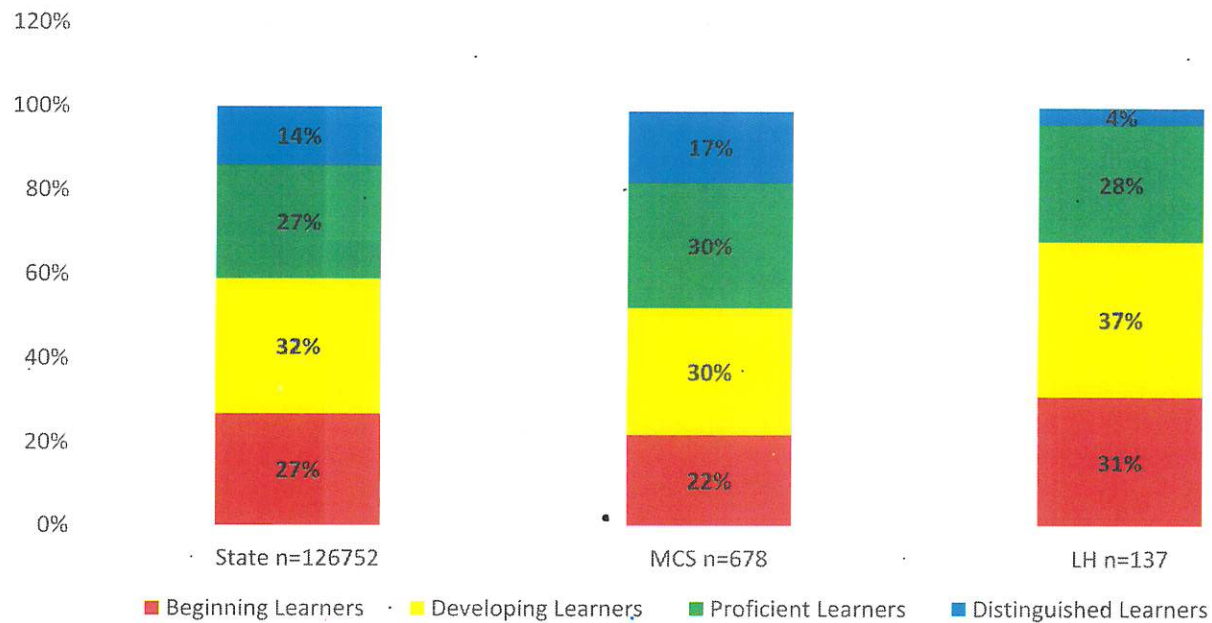


Needs Assessment

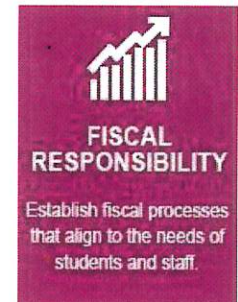
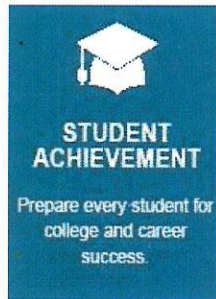
Georgia Milestones Results

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

2024 Grade 5 Math



Strategic Plan:
Lockheed ES



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

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

Increase student growth in ELA and math, while incorporating ESOL strategies through Action Teams and PLC meetings.

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 3rd - 5TH grade students 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 TKES and other informal evaluation.

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 Wit & Wisdom and math.

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 3rd - 5TH grade students 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 3rd - 5TH grade students 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)?

- Continue instructional strategies based on the Science of Reading.
- Provide daily UFLI instruction for all K-2 and Benchmark for 3-5 students.
- Implement 95% for identified K-5 students in Tier 3.
- Continue a variety support with reading specialists, EIP teachers, and ESOL teachers in small groups (5:1).
- Increased range of students for Talent Development.
- Wildly Important Goals (WIGs) will be determined for identified students.

- 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 – Do the Math for Tier 2 & 3 students.
- Continue Advanced Content instruction for above level students.
- Wildly Important Goals (WIGs) will be determined for identified students.

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

- Evidence of the continued 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.
- WIG Goals.

- 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.
- Do the Math progress levels and growth.
- WIG Goals.

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.
- WIG Goals.

- 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.
- WIG Goals.

Initiatives:
What will we
do to achieve
success?

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

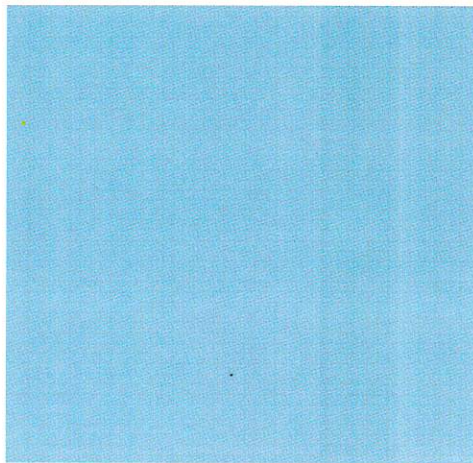


**STUDENT
ACHIEVEMENT**

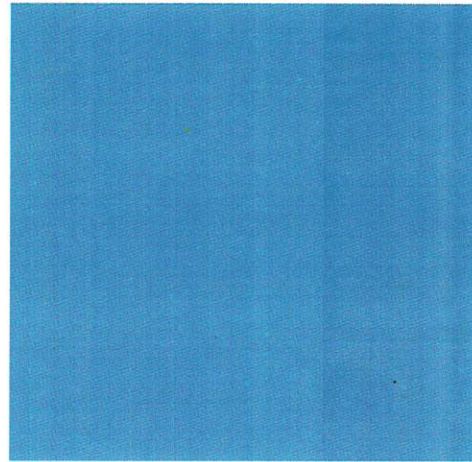
Prepare every student for
college and career
success.

Increase the
percentage of 3rd - 5TH
grade students at or
above grade level
proficiency in Math by
10%+ on the Spring
EOG Assessment.

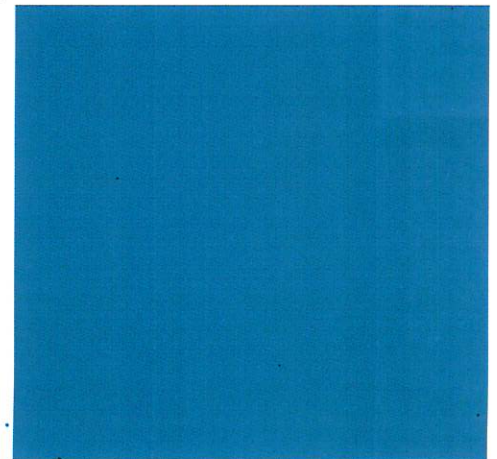
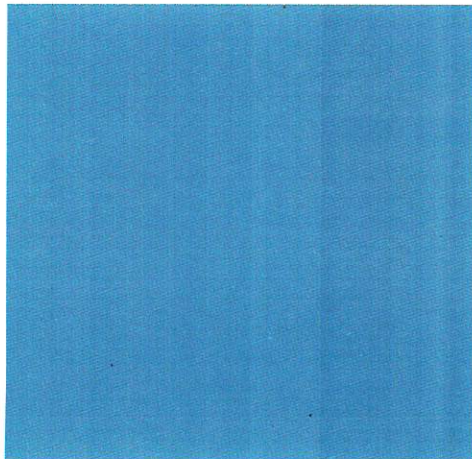
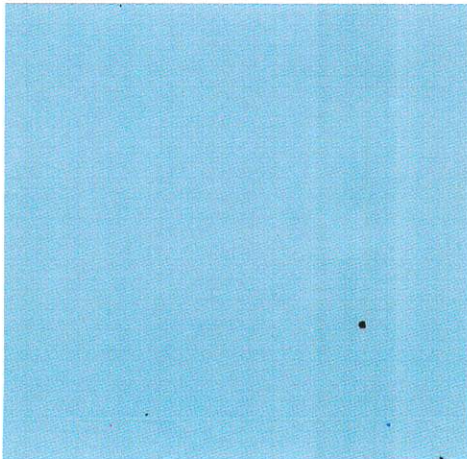
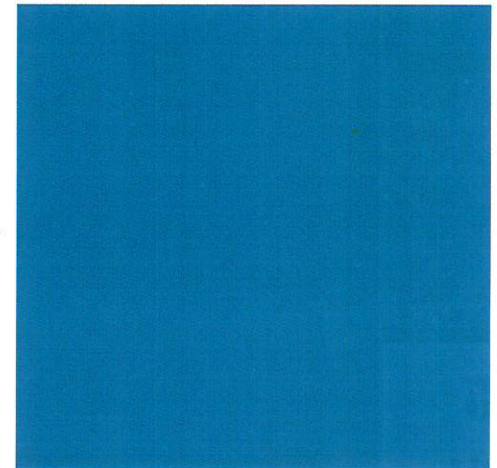
Evidence of Progress:
Impact Check #1- Fall



Evidence of Progress:
Impact Check #2- Winter



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



Initiatives:
What will we
do to achieve
success?

Increase student growth
in ELA and math, while
incorporating ESOL
strategies through Action
Teams and PLC meetings.



**HUMAN
RESOURCES**

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

Retain highly qualified
staff by decreasing
discipline referrals by 5%
and increasing attendance
on CCRPI by 4%.

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

- Intentional PLC calendar with a focus on literacy, math, MTSS and WIGS (Widely Important Goals).
- ESOL training with ESOL lead teachers throughout PLC's.
- PLC's will be Coach-led with a focus on Wit and Wisdom, math and ESOL strategies.
- Math administrator will conduct math observations and feedback without formal observation.
- Literacy Administrator will conduct literacy observations and feedback without formal observation.

- School-wide behavior plan and protocol will be implemented.
- School-wide attendance goal and incentives will be implemented.
- Informal and formal (TKES) observation and feedback will be provided.
- Professional Learning for SEL and Leader in Me to decrease behavior referrals.

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

- PLC scope and sequence and completion of training documentation.
- Continual observation and feedback.
- Growth in student achievement (15% growth for ESOL subgroup, 10% growth in ELA and 10% growth in math).
- Math and Literacy feedback and observation forms.

- TKES summary entries for walks, observations, mid-year and summative conferences.
- Less absences.
- Decrease in behavior referrals.

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

Student growth will increase in ELA
and math by 10% and ESOL
subgroup by 15%.

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

Attendance on CCRPI by +4%.

Discipline referrals by -5%.

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

Increase student growth in ELA and math, while incorporating ESOL strategies through Action Teams and PLC meetings

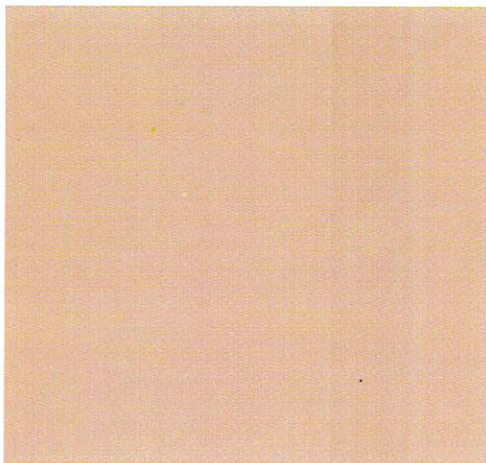


**HUMAN
RESOURCES**

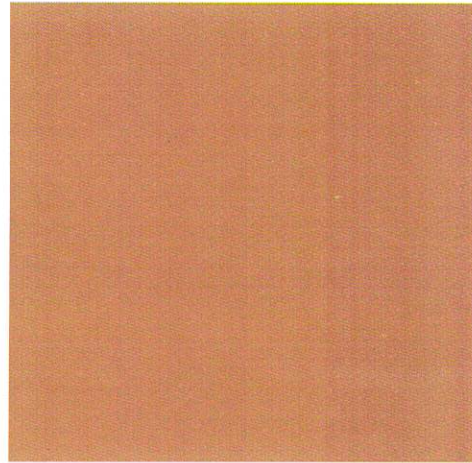
Recruit and retain effective teachers and staff who meet the district's diverse needs.

Increased retention of highly qualified staff and hiring qualified staff for any vacancies by using TKES and other informal evaluation.

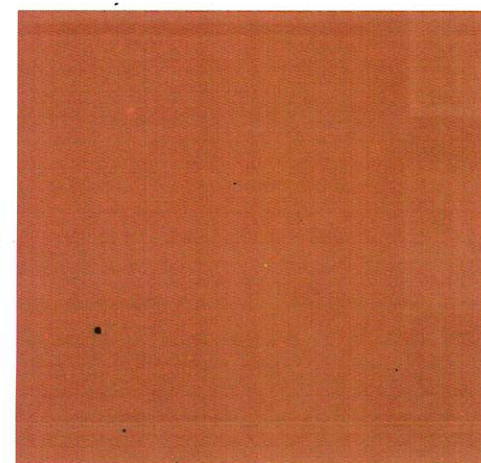
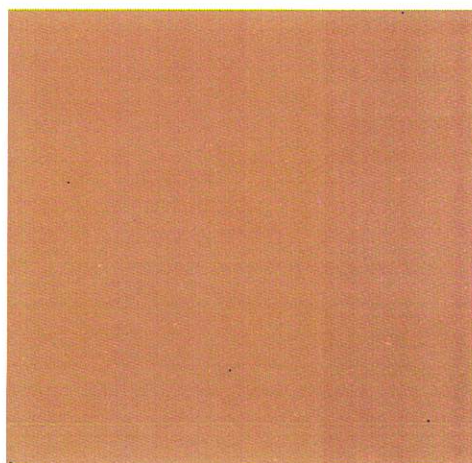
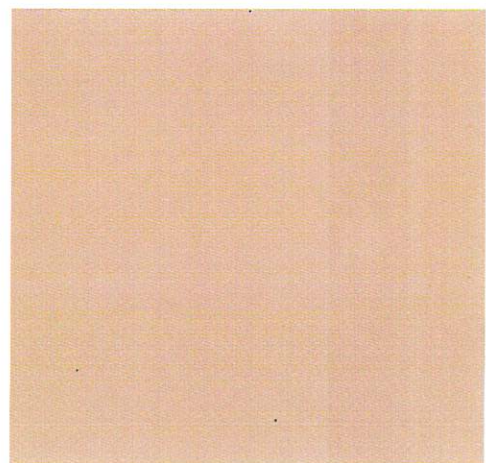
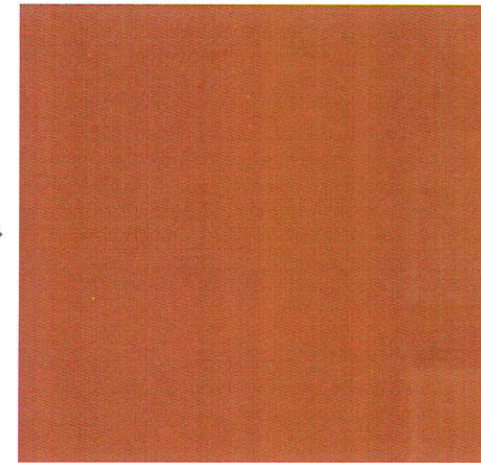
**Evidence of Progress:
Impact Check #1- Fall**



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

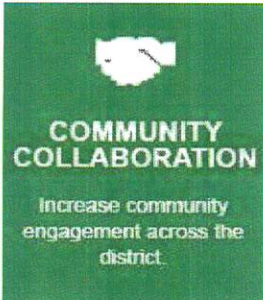


**Evidence of Success:
Impact Check #3- End of Year**



Initiatives:
What will we
do to achieve
success?

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



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

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

- Collaborate with existing partners in education while adding partners that will support Lockheed's students and staff in college and career awareness.
- Extend collaborative activities to accessible times for all families.
- Continue to grow our PTA and Foundation.

- Continue to add a parent liaison to the Lockheed staff.
- Continue an accessible clothes closet and food pantry for parents and students.
- Continue a Flight School class for enrolling students and families in August.
- Continue information meetings with our subgroup populations.

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

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

- Parent engagement will increase.
- Clothes closet and food pantry will be used.
- Documentation from the Flight School class.
- Increase in participation at the information meetings.

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

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

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?**

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

**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 families who
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Inform new families of
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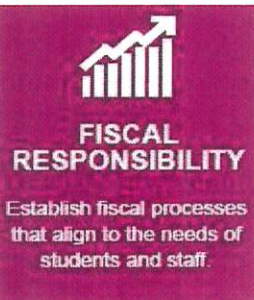
Initiatives:
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Critical actions: What major actions
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Evidence of progress: How will we
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(Timeline)

Outcomes: What will success look if
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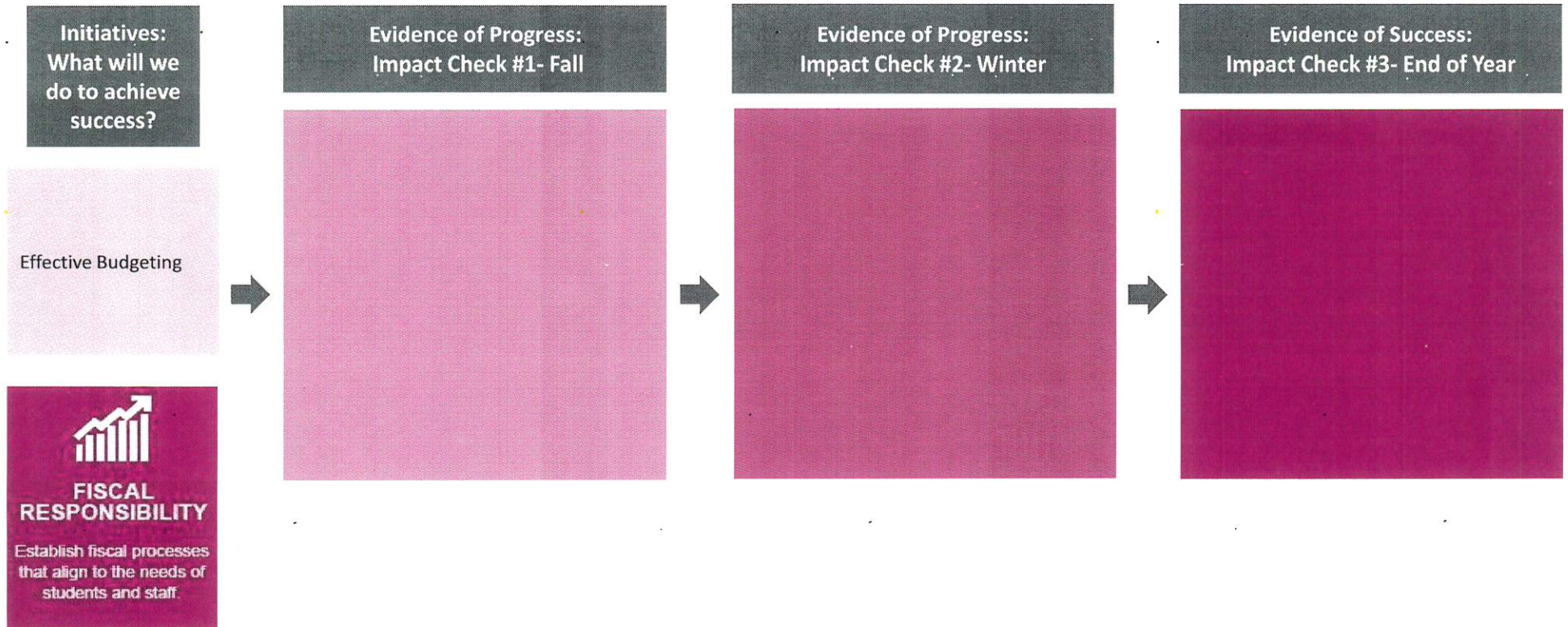
**Effective
Budgeting**



- 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.



Charter Funding - Strategic Support -SGT Request Form-

School: Lockheed Elementary

Amount Requested: \$37, 190.00

Date of SGT Approval/Vote¹:

9/20/2024

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