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



School Improvement Plan





Lockheed Elementary

2024-2025

Members

Marietta city schools

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 Cauca British

Ms. Tasha Bowen, DA Boure

Mrs. Julianna Morelock, Instructional Coach This Mrs. Emily Ovalle, Instructional Coach Mrs. Megan Mull, Instructional Coach Mrs. Megan Mull, Instructional Coach Man della Mrs. Shenea Haynes, Teacher (Specialists)

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

Ki Qra Sup

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

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 Sabrina Hood-Lyles, Elected Parent Kayla Jakes, Elected Parent Marietta city schools

Alicia Pettus Bilal Sabera Hood Yels Salm Ferla Nataliif. Fort



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:

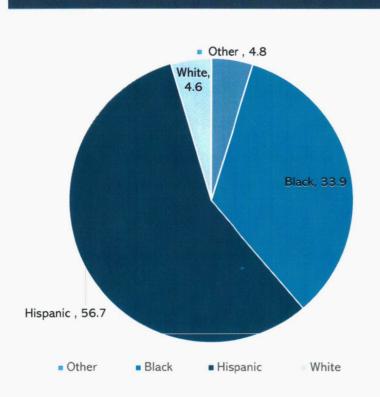
Student Achievement: Lockheed will monitor the progress of students throughout the year, we will use formative assessments, classwork, summative assessments, and, ultimately, MAP and Milestones scores to monitor growth of all students. We will Increase the percentage of 3rd -5TH grade students at or 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%.

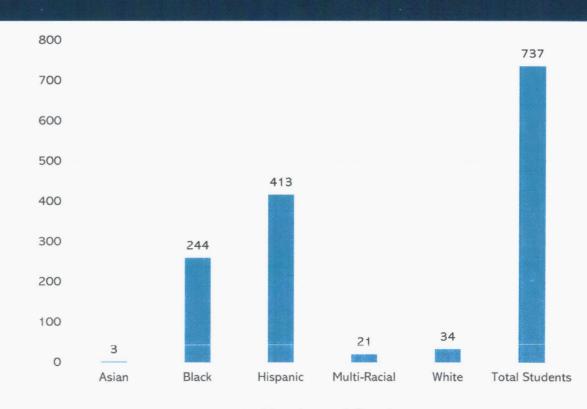
Community & Collaboration: Lockheed will continue to foster relationships with current partners that support our School Improvement Plan. In addition, we will look to develop strategic and intentional partnerships with community churches, companies, and individuals. The school will work to increase volunteer 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

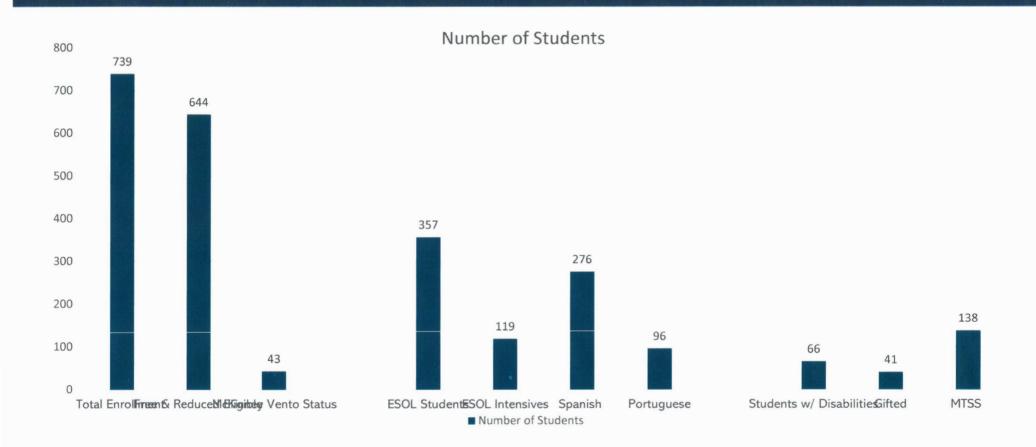


Percentage of Students



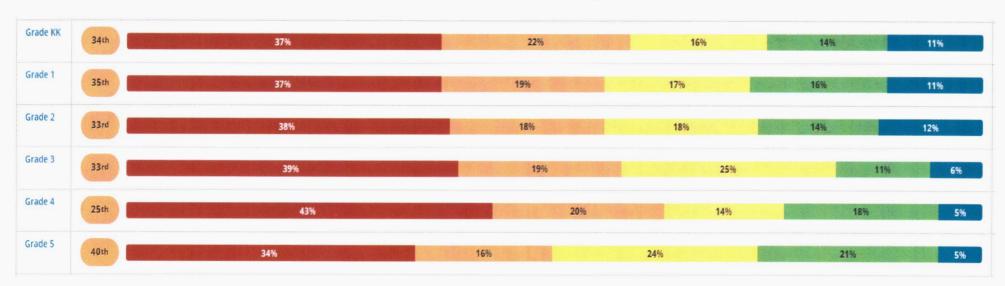
■ Number of Students

Student Enrollment & Special Programs





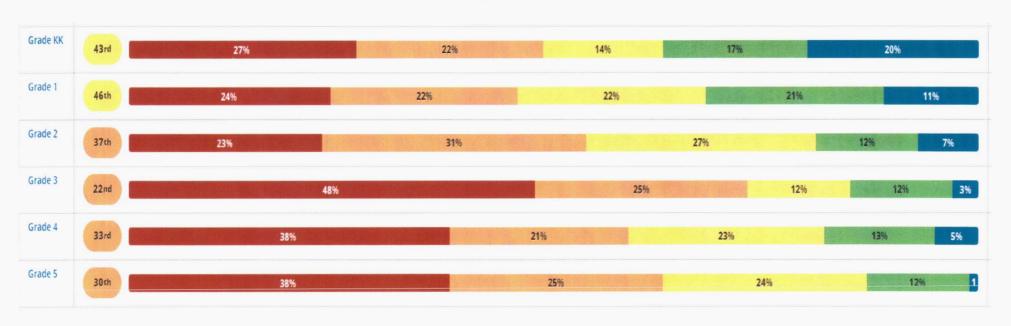
Spring 2024 MAP Assessment Achievement by Grade: Reading







Spring 2024 MAP Assessment Achievement by Grade: Math



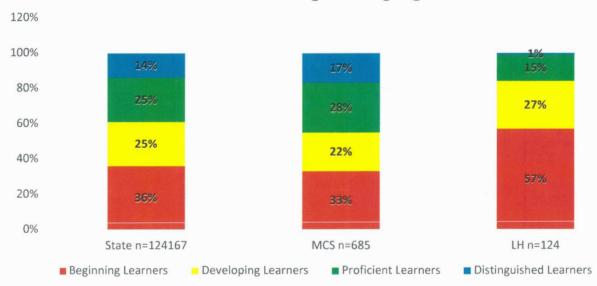
1st to 20th Percentile
21st to 40th Percentile

41st to 60th Percentile 61st to 80th Percentile

>80th Percentile

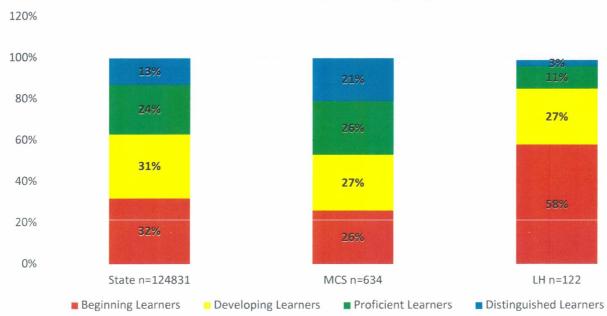
Georgia Milestones Results





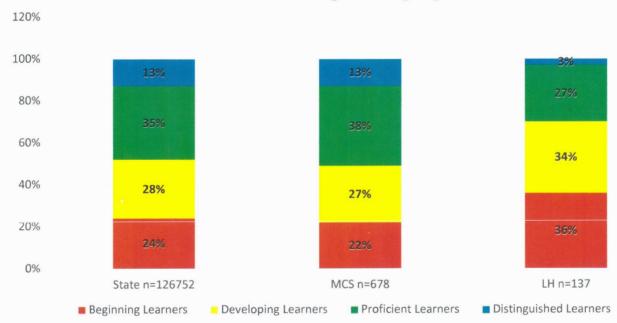
Georgia Milestones Results



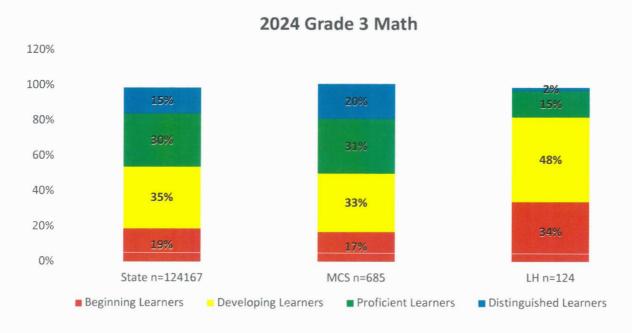


Georgia Milestones Results



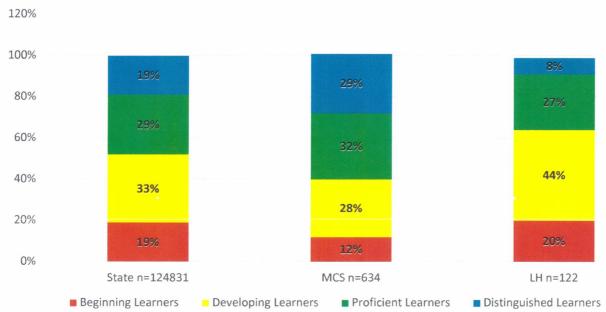


Georgia Milestones Results

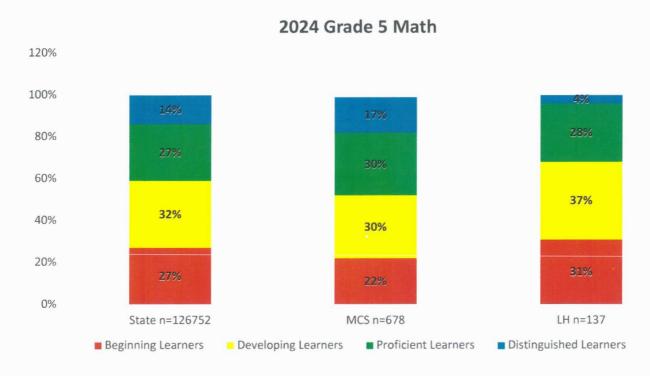


Georgia Milestones Results





Georgia Milestones Results

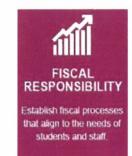


Strategic Plan: Lockheed ES



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

COMMUNITY COLLABORATION Increase community engagement across the district



Outcomes/Goals: What will success look like for our school? (Smart 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%+ (from, on average 20%-40%) 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.

Increase the percentage of 3rd - 5TH grade students at or above grade level proficiency in Math by 10%+ (from, on average 20%-40%) on the Spring EOG

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.

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

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

Assessment.

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

Provide professional learning throughout the year with PLC's focused on Wit & Wisdom and math.

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

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

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

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.

Increase the percentage of 3rd - 5TH grade students at or above grade level proficiency in ELA by 10%+ (from, on average 20%-40%) 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%+ (from, on average 20%-40%) on the Spring EOG Assessment.

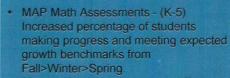
Strategic Plan: Lockheed Elementary

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)

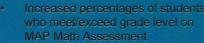
- Evidence of the continued SOR strategies in classroom observations
- MAP Reading Assessments K-5 Increased percentage of students making progress and meeting expected growth benchmarks from Fall>Winter>Spring.
- · Spring ACCESS data.
- Teachers, coaches and administrators actively participate in PLC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



- · 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 score proficient and distinguished on Georgia Milestones Math Assessment.
- WIG Goals





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



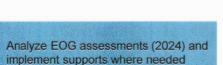
STUDENT ACHIEVEMENT

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

- Analyze EOG assessments (2024) and implement supports where needed with personnel and interventions (UFLI, 95%, progress monitoring).
 *See Needs Assessment.
- Strategize professional learning with a dedicated administrator and instructional coach for ELA.



 Strategize professional learning with a dedicated administrator and instructional coach for math.

with personnel and interventions (Do

the Math). *See Needs Assessment.

Evidence of Progress: Impact Check #2- Winter

- Analyze Winter MAP results and adjust Reading Specialist support.
- Analyze Mid-Year SoR Assessment Data and adjust small group instruction.

	Fall Prof. + Dist. Projection	Winter Prof. + Dist. Projection	+/-
3 rd	17%	23%	+6
4 th	21%	19%	-2
5 th	24%	25%	+1

- Analyze Winter MAP results and adjust MATH Specialist support.
- Continue to monitor progress of Tier 2/3 students participating in Do the Math and adjust instruction as needed.

	Fall Prof. + Dist.	Winter Prof. + Dist.	+/-
	Projection	Projection	
3 rd	25%	30%	+5
4 th	19%	27%	+8
5 th	19%	19%	+0

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







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.

math by 10% and ESOL subgroup by 15%.

Student growth will increase in ELA and

Outcomes: What will success look if

we provide opportunities for all

children (student groups)?

 TKES summary entries for walks, observations, mid-year and summative conferences.

- Less absences.
- Decrease in behavior referrals.

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

Attendance on CCRPI will increase by +4%.

Discipline referrals will decrease by -5%.

Strategic Plan: Lockheed Elementary

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



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

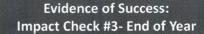
- · Intentional PLC calendar with a focus on literacy, math. MTSS and WIGS (Widely Important Goals) shared with staff.
- ESOL training for ESOL certified teachers to enhance the implementation of strategies planned for the year.
- · PLCs started, led by coaches and admin, for Wit and Wisdom and Math data/Do the Math
- · Literacy and Math informal walks by the Administrators assigned to each implemented.
- School-wide behavior plan and protocol implemented during pre-planning.
- · School-wide attendance goal and incentives implemented (WIGS) with counselors.
- · Pre-conferences and goals set.
- · Leader in Me strategies increased to decrease behavior referrals.

Evidence of Progress: Impact Check #2- Winter

- Implementing intentional PLC calendar with a focus on literacy, math. MTSS, and WIGS (Widely Important Goals, Leader in Me).
- Providing scaffolding for ESOL during PLCs.
- Weekly planning for Wit and Wisdom.
- Math and Literacy administrators consistently conduct non-evaluative observations and provide feedback to teachers for Tier 1 growth.
- Discipline referrals this year August

2024 to December 2024: 124

- Discipline referrals last year, August 2023 to December 2023: 161
- Decrease in discipline referrals by: 22.9%









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



Increase community engagement across the district

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

Inform new families of Lockheed and MCS processes and procedures.

Strategic Plan: Lockheed Elementary

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

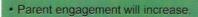
- · Collaborate with existing partners in education while adding partners that will support Lockheed's students and staff in college and career awareness.
- · Extend collaborative activities to accessible times for all families.
- Continue to grow our PTA and Foundation.
- · Include career counseling lessons and career fair for students.
- · 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.
- · Operation Registration to emphasize registration of pre-school students.
- · 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.
- · Career counseling plans and career fair agenda.

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.



- Clothes closet and food pantry will be
- Documentation from the Flight School
- · Increase in participation at the information meetings.
- Increased number of rising K students for 2025-2026.

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

Inform new families of Lockheed and MCS









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



Increase community engagement across the district.

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

Inform new families of Lockheed and MCS processes and procedures.

Evidence of Progress: Impact Check #1- Fall

- Survey sent and beginning of the year luncheon held for all current partners.
- Soliciting of new partners to support Lockheed's students and staff in college and career awareness implemented by counselors.
- Calendar of events set for accessible times for all families.
- PTA and SGT boards elected and yearlong goals set.
- Career counseling lessons and career fair dates submitted to administration.
- Two parent liaisons on staff to support the students and staff at Lockheed.
- Clothes closet and food pantry continued.
- · Flight School continued.
- Operation Registration held in the summer at family residences.
- Dates for Coffee Talks established and communicated.

Evidence of Progress: Impact Check #2- Winter

Community Collaboration

 Partnerships with 6+ local churches and community organizations to address students' needs and educate for college and career awareness.

Ongoing Parent and Community Engagement

 Parent conferences; SGT monthly meetings with an emphasis in helping all parents understand Leader in Me; PTA growth through committees and board meetings.

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



Family Engagement Events

- Coffee Talks for Hispanic population (4 total).
- · Back to School Bash
- · Fall Halls & WIGs Curriculum Night
- Student of the Month Lunches with parents.
- Thanksgiving lunches

Translated Policies for Accessibility

 Social media for school information and weekly email translated in all languages.



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

allocations that align to school initiatives,

to review account balances and monthly

· Principal & bookkeeper will meet weekly

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)?

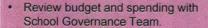
Effective Budgeting



 Implement revised procedures for budgeting process for staff based on previous year's audit findings.

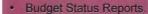
· Develop a budget with spending

budget report.



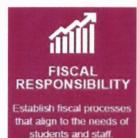
Purposeful scheduling and assignments of allotments to maximize staffing.

· Monthly reconciliation 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,



Strategic Plan: Lockheed Elementary

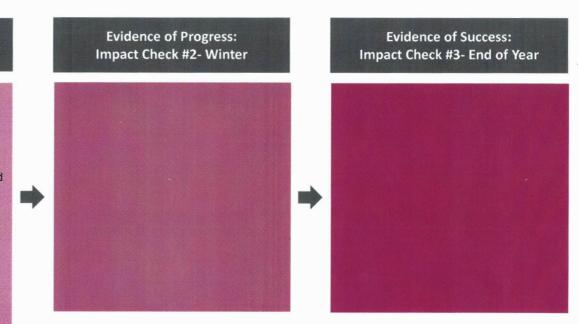
Effective Budgeting



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

Evidence of Progress: Impact Check #1- Fall

- 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.



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