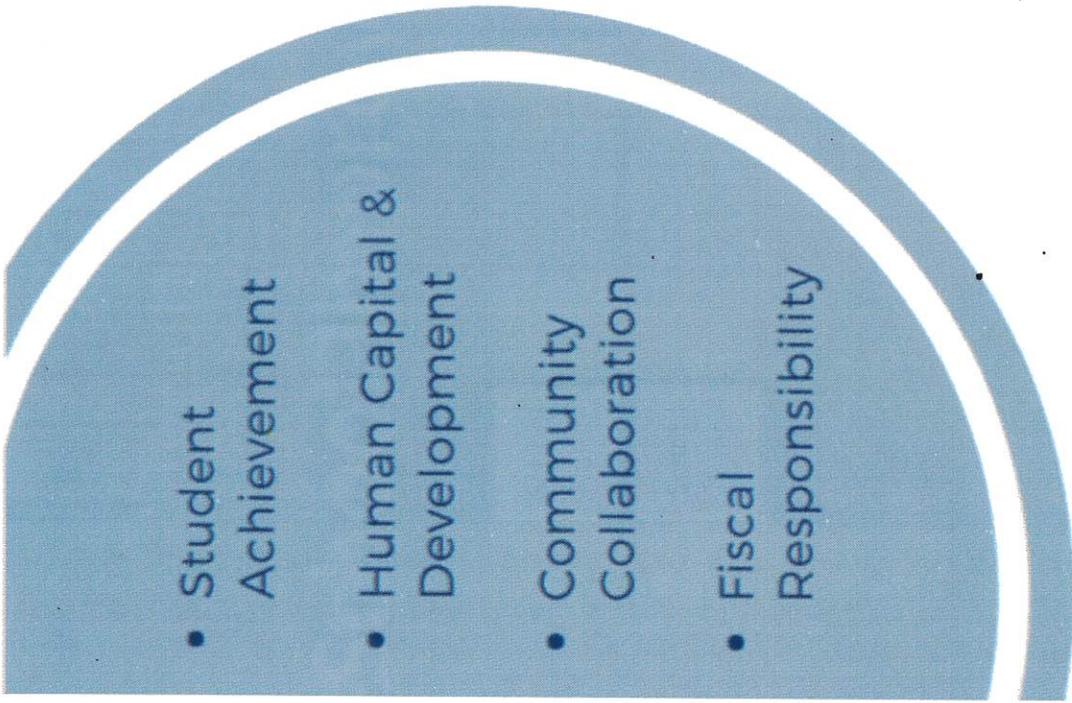




School Improvement Plan



School
Name

Lockheed Elementary

School
Year

2025-2026

Members

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

Mrs. Amy Morris, Administrator
Mrs. Lauren Pittman, TSS
Mrs. Hannah Ruark
Mrs. Beth Dihigo

Mrs. Miranda Jones, Instructional Coach
Mrs. Emily Ovalle, Instructional Coach
Ms. Shenea Haynes, Teacher (Specialists)

Ms. Grayson Coker, Teacher (5th)
Mrs. Jasmine Foster, Teacher (4th)
Mrs. Alicia Pettus-Bilal, Teacher (3rd)
Ms. Evonna Bracy, Teacher (2nd)

Mrs. Jenna Van Riel, Teacher (1st)
Mrs. Haley Greer, Teacher (K)



Dr. Tricia Patterson
Ann Booker
Brianna Mavity
Lindsay McDaniel
Amy Morris
Lauren Pittman
Hannah Ruark
Beth Dihigo
Miranda Jones
Emily Ovalle
Alicia Pettus-Bilal
Jasmine Foster
Grayson Coker
Shenea Haynes
Jenna Van Riel
Haley Greer

Members

Mr. Greg Mavity, SGT Community Member
Ms. Hannah Norton, SGT Appointed Certified Staff
Mrs. Natalie Foster, SGT Elected Certified Staff

Mrs. Alicia Pettus-Bilal, SGT Elected Certified Staff
Mr. Albert McDaniel, SGT Elected Parent



AMV
[Signature]

[Signature]

Alicia N. Pettus Bilal
AMV

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:

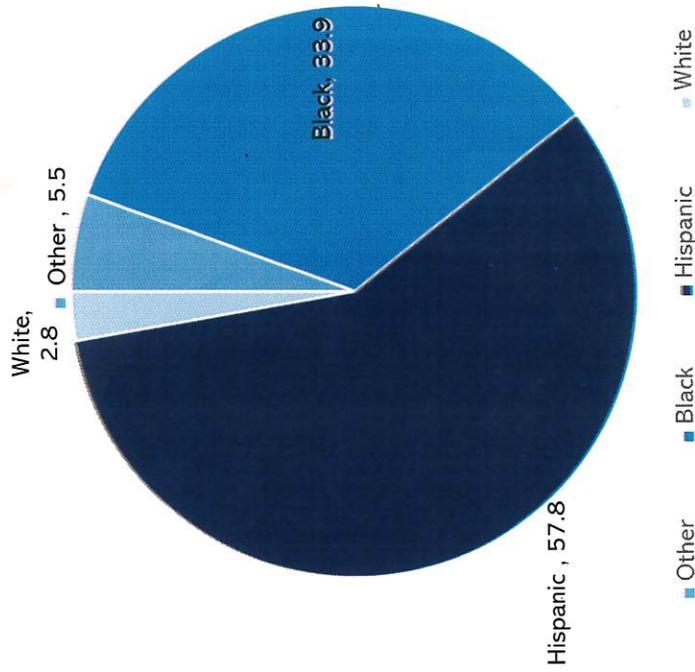
Student Achievement: Lockheed will monitor the progress of students throughout the year, we will use formative assessments, classroom, summative assessments, and, ultimately, ORF, MAP and GMAS scores to monitor the growth and achievement all students. We will increase the percentage of 3rd – 5th grade students at or above grade level proficiency in ELA and Math by 5%+ on the Spring EOG Assessment and increase the percentage of 2nd – 5th grade ESOL students' reading fluently at or above benchmark by 10%.

Human Resources: Lockheed teachers will increase professional knowledge in ESOL, Explicit Instruction and Leader In Me; Lockheed teachers will also use weekly data team meetings to develop and monitor widely important goals (WIGs) for students. The school will continue to retain highly qualified staff by decreasing discipline referrals by 5% and increasing attendance on CCRPI by 4%.

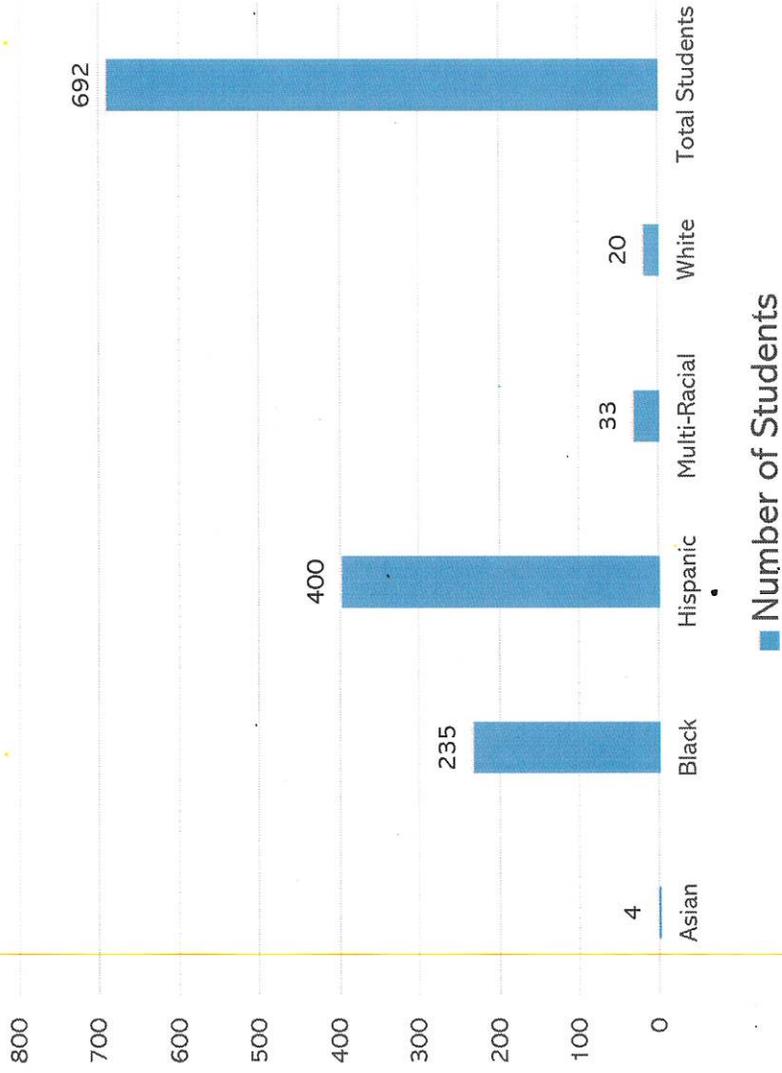
Community & Collaboration: Lockheed will continue to foster relationships with current partners that support our School Improvement Plan. In addition, we will look to develop strategic and intentional partnerships with community churches, companies, and individuals. The school will work to increase volunteer opportunities with our Mentor program and increase membership in our PTA. Lockheed will hold monthly Parent Universities, 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



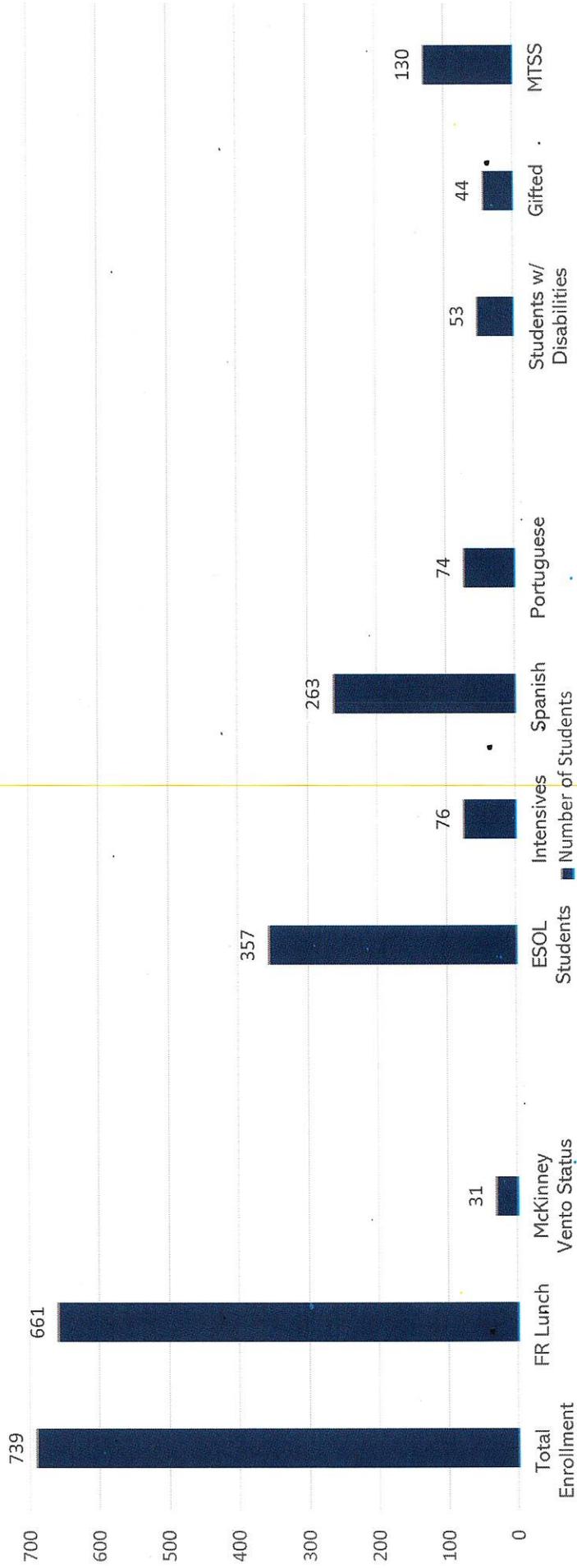
Percentage of Students



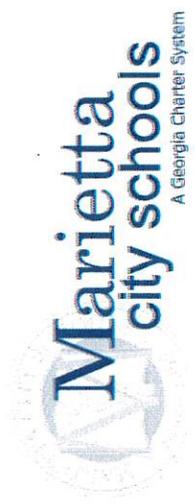
Number of Students

Student Enrollment & Special Programs

Number of Students

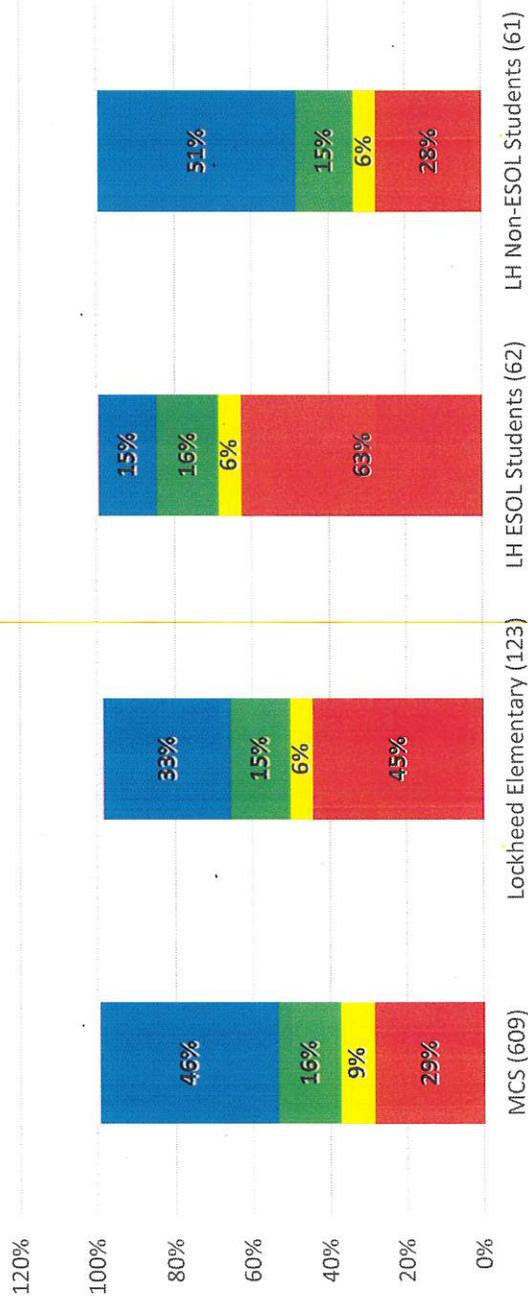


Needs Assessment



Oral Reading Fluency: Words Correct
Fall 2025

2nd Grade

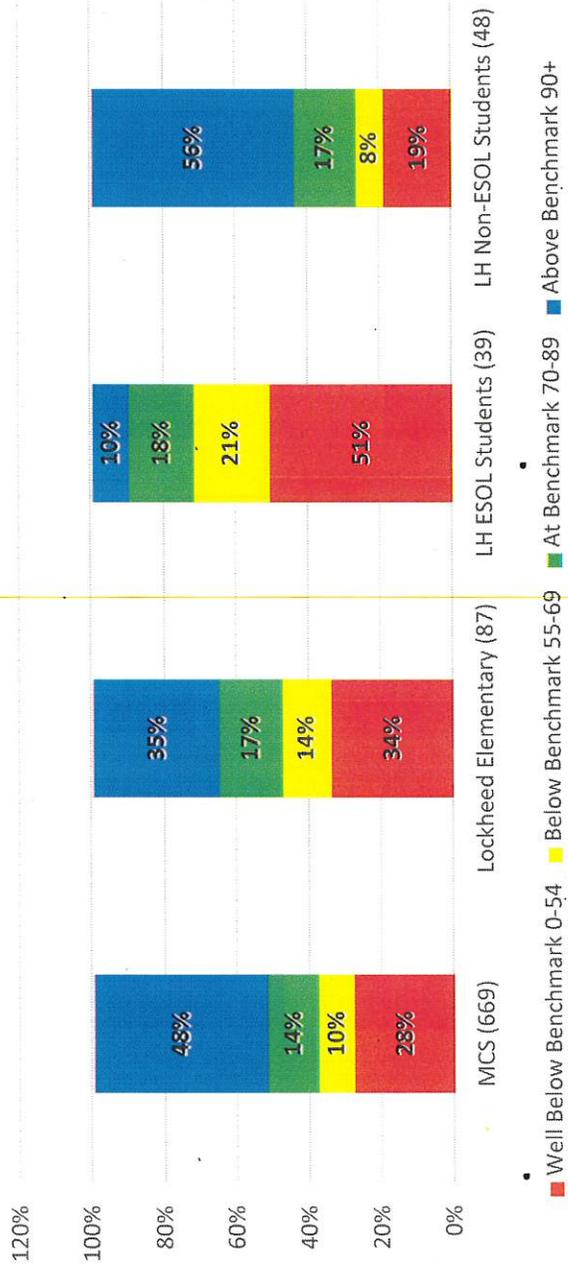


Well Below Benchmark 0-36 WPM Below Benchmark 37-51 At Benchmark 52-67 Above Benchmark 68+ Well Above Benchmark 68+

Needs Assessment

Oral Reading Fluency: Words Correct Fall 2025

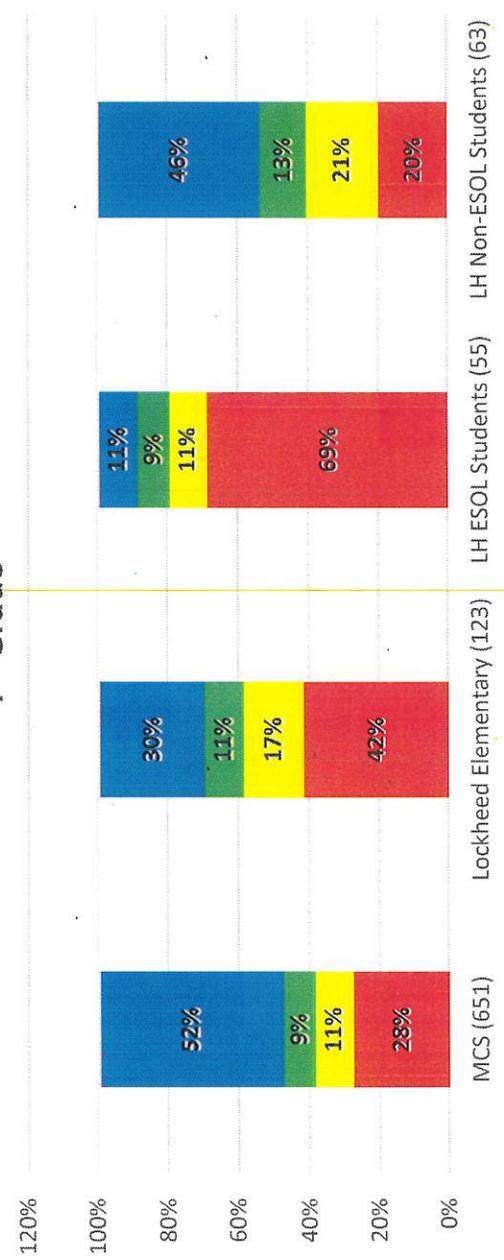
3rd Grade



Needs Assessment

Oral Reading Fluency: Words Correct Fall 2025

4th Grade



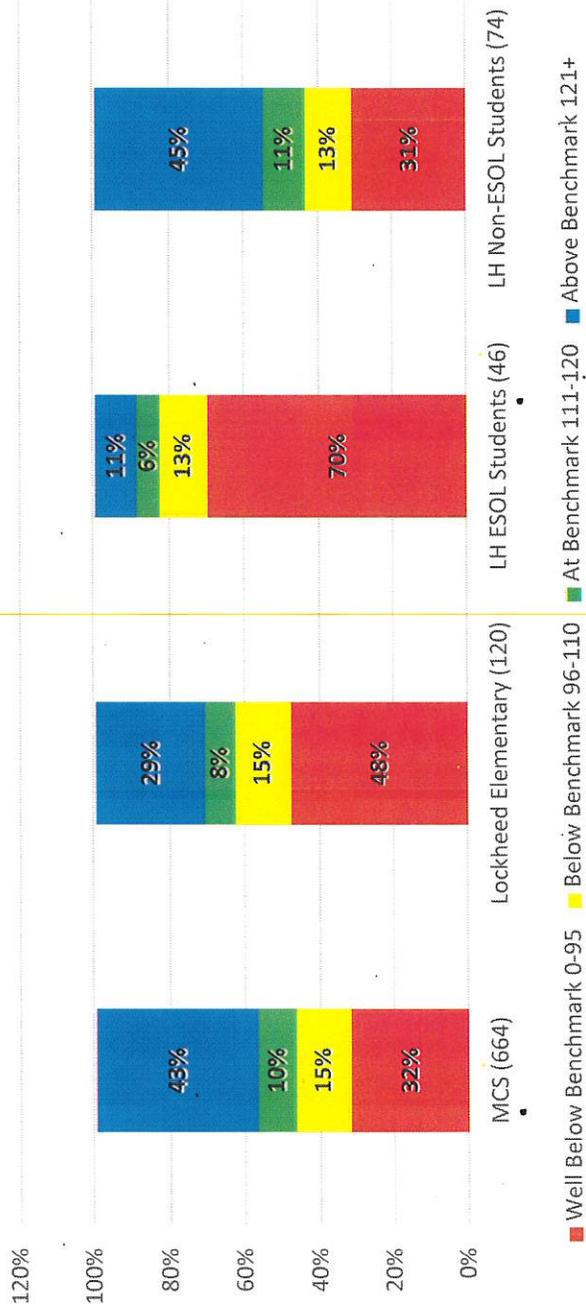
■ Well Below Benchmark 0-69
 ■ Below Benchmark 70-89
 ■ At Benchmark 90-103
 ■ Above Benchmark 104+

Needs Assessment



Oral Reading Fluency: Words Correct Fall 2025

5th Grade

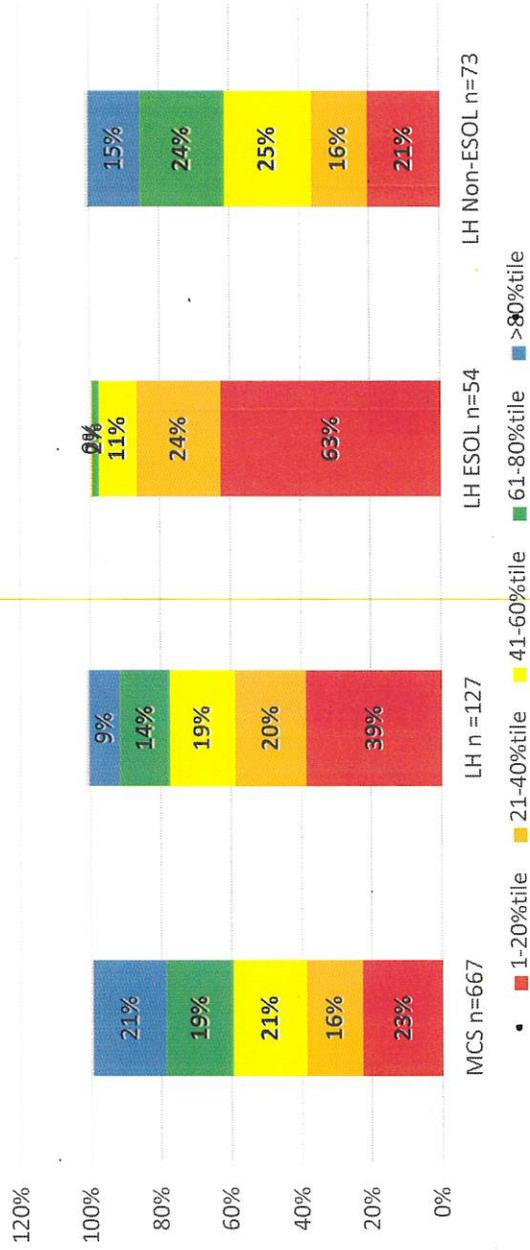


Needs Assessment

NWEA MAP

Fall 2025

Fall 2025 Kindergarten Grade Reading

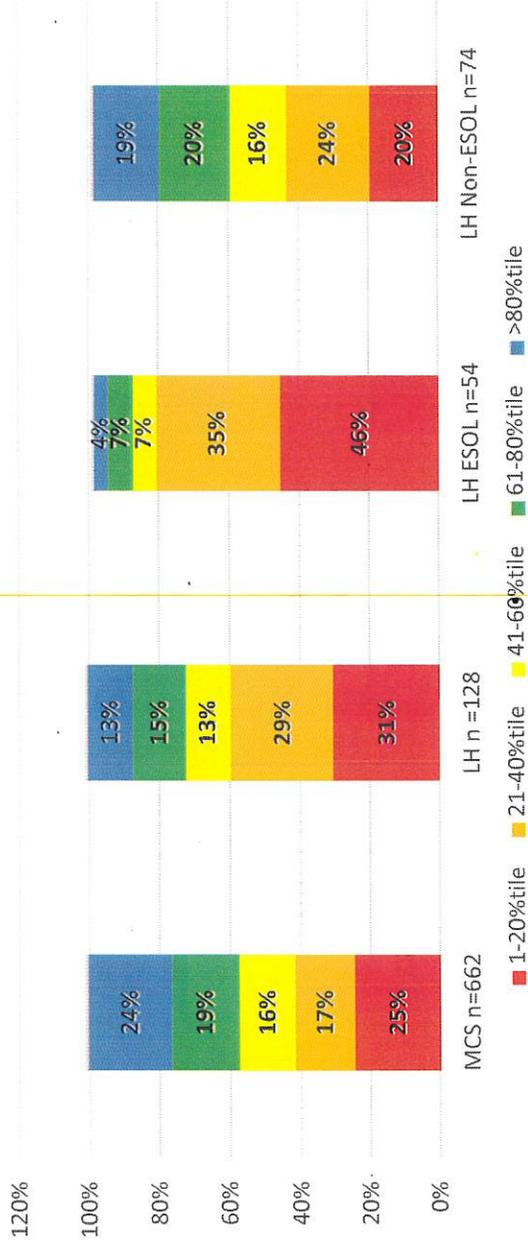


Needs Assessment

NWEA MAP

Fall 2025

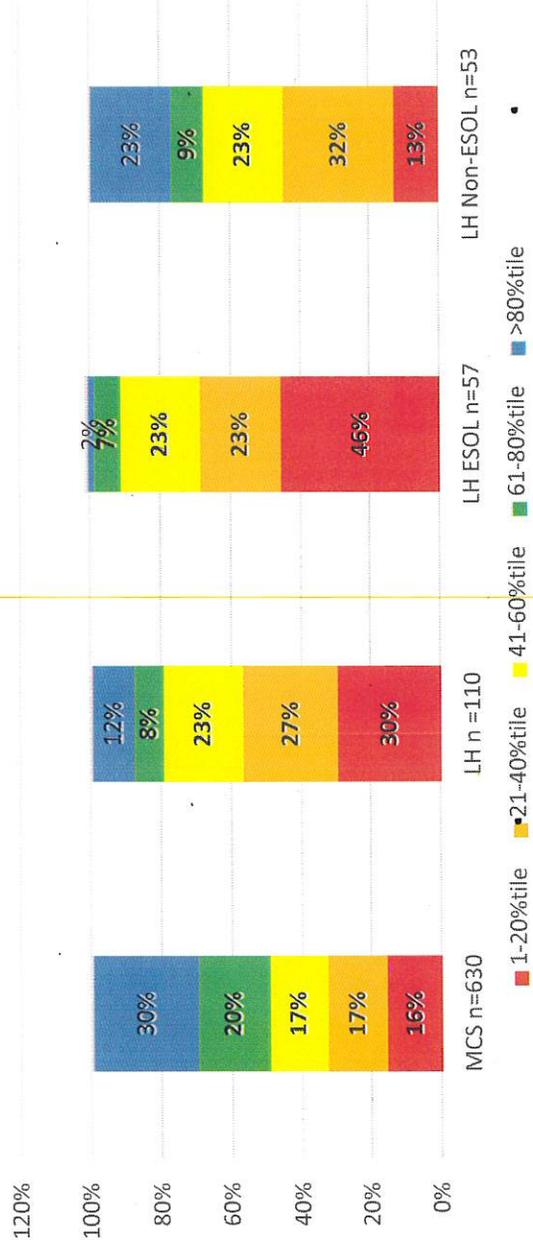
Fall 2025 Kindergarten Grade Math



Needs Assessment

NWEA MAP Fall 2025

Fall 2025 1st Grade Reading

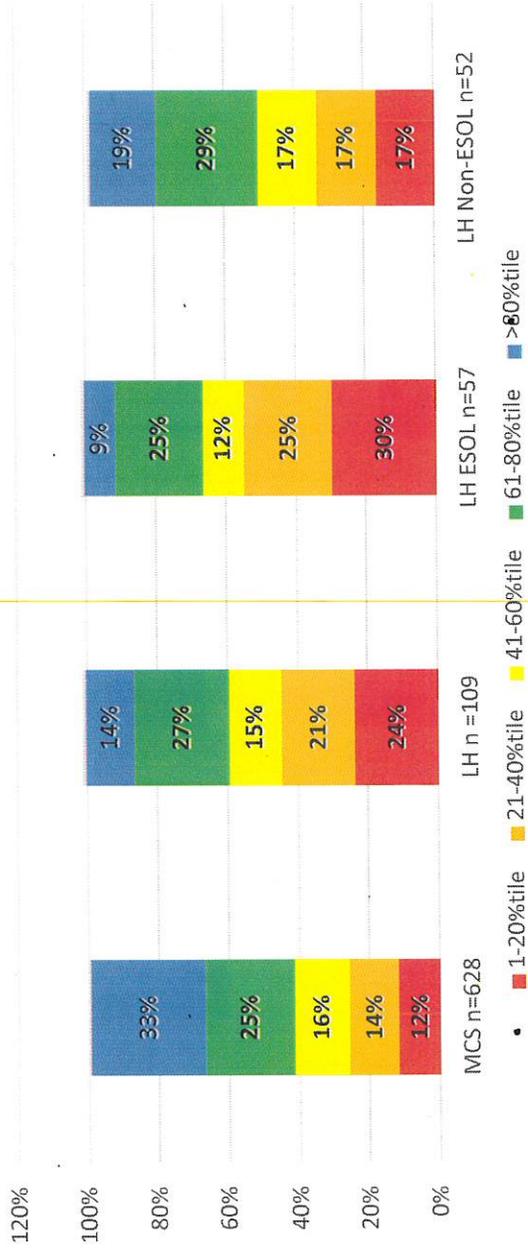


Needs Assessment

NWEA MAP

Fall 2025

Fall 2025 1st Grade Math

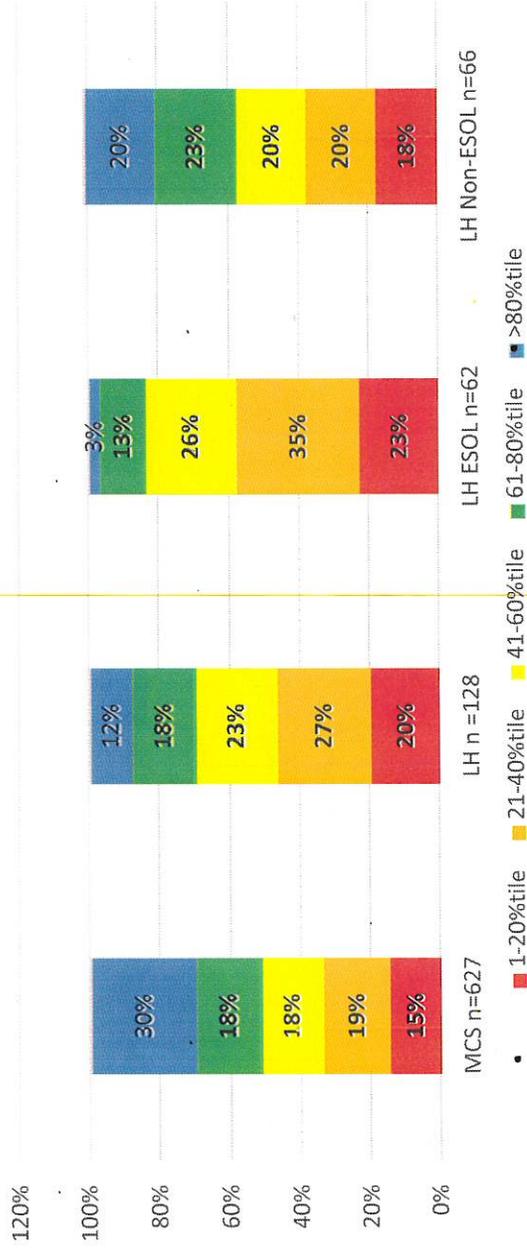


Needs Assessment

NWEA MAP

Fall 2025

Fall 2025 2nd Grade Reading

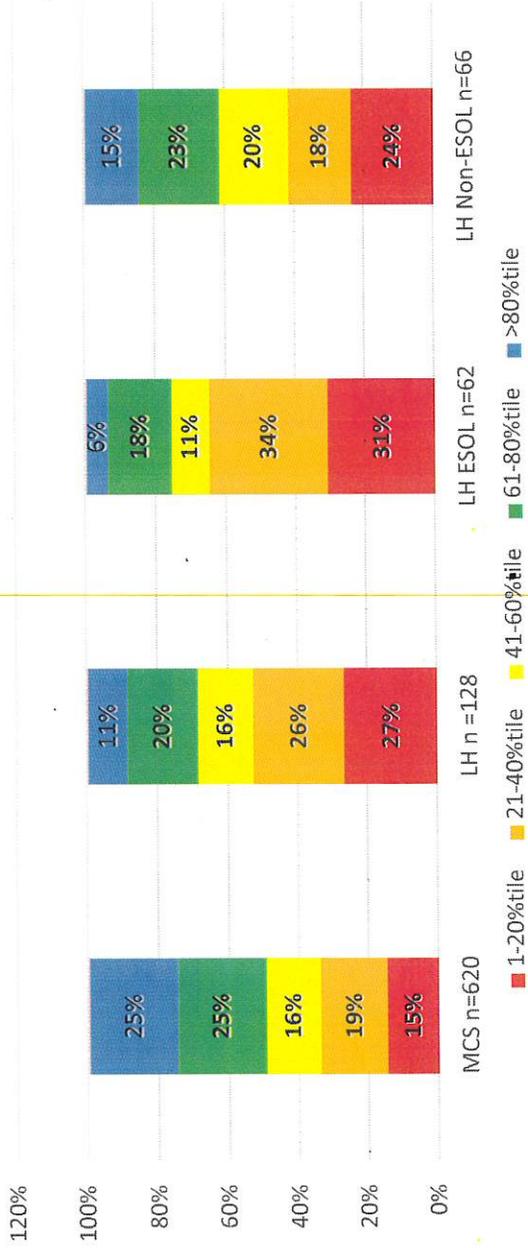


Needs Assessment

NWEA MAP

Fall 2025

Fall 2025 2nd Grade Math



Needs Assessment

NWEA MAP

Fall 2025

Fall 2025 3rd Grade Reading

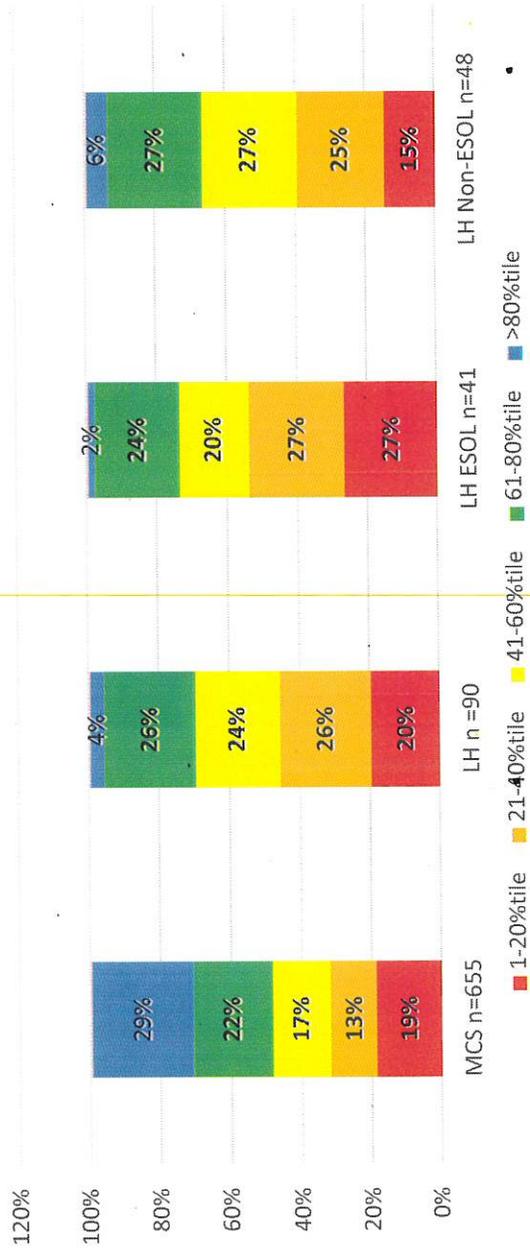


Needs Assessment

NWEA MAP

Fall 2025

Fall 2025 3rd Grade Math

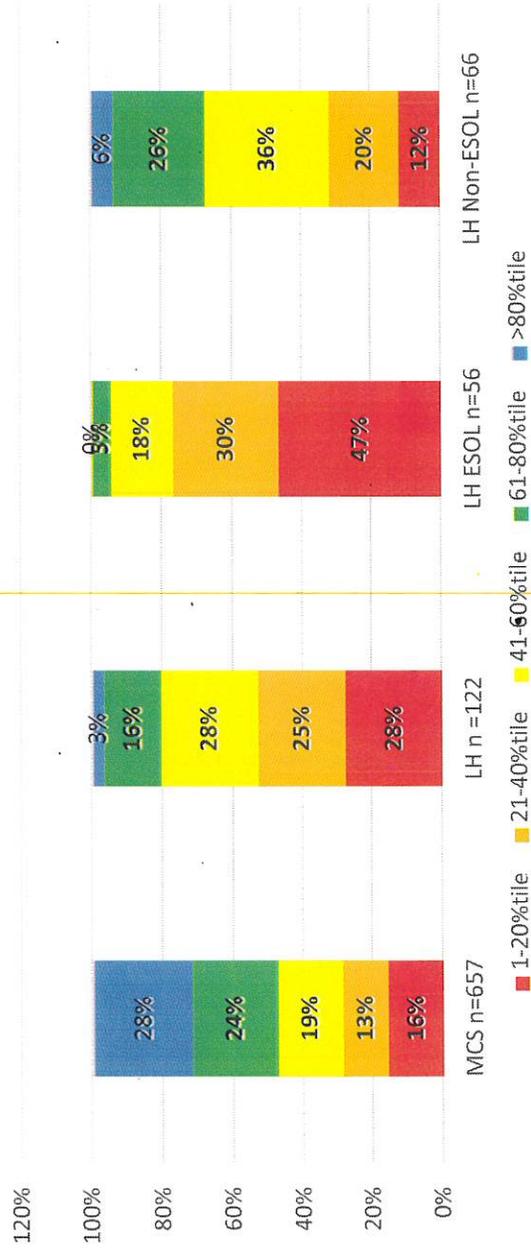


Needs Assessment

NWEA MAP

Fall 2025

Fall 2025 4th Grade Reading



Needs Assessment

NWEA MAP

Fall 2025

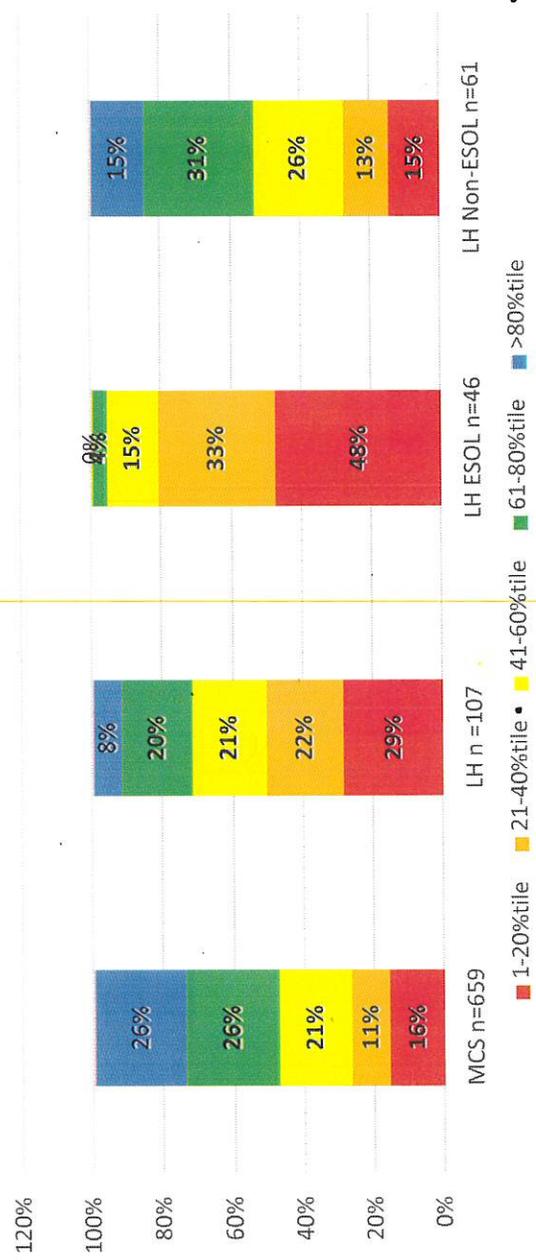
Fall 2025 4th Grade Math



Needs Assessment

NWEA MAP Fall 2025

Fall 2025 5th Grade Reading

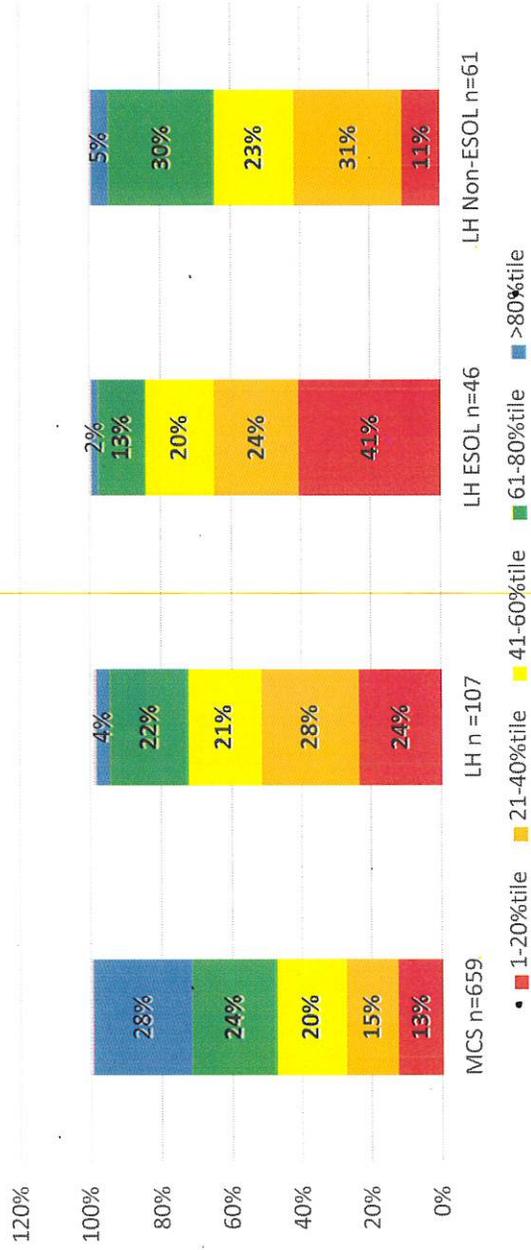


Needs Assessment

NWEA MAP

Fall 2025

Fall 2025 5th Grade Math

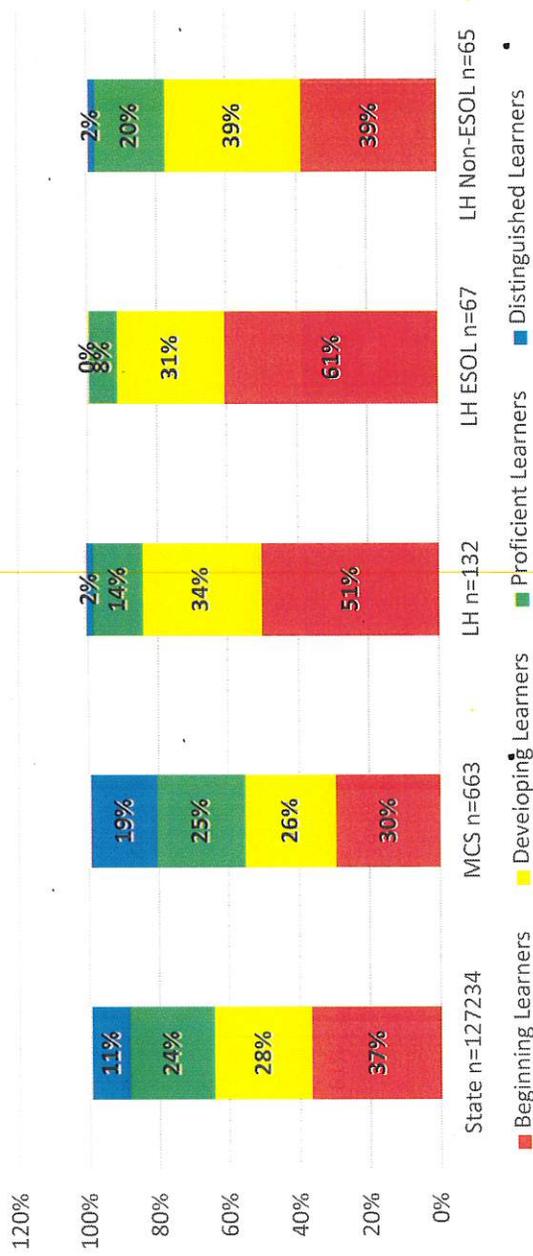


Needs Assessment

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.

2025 Grade 3 English Language Arts

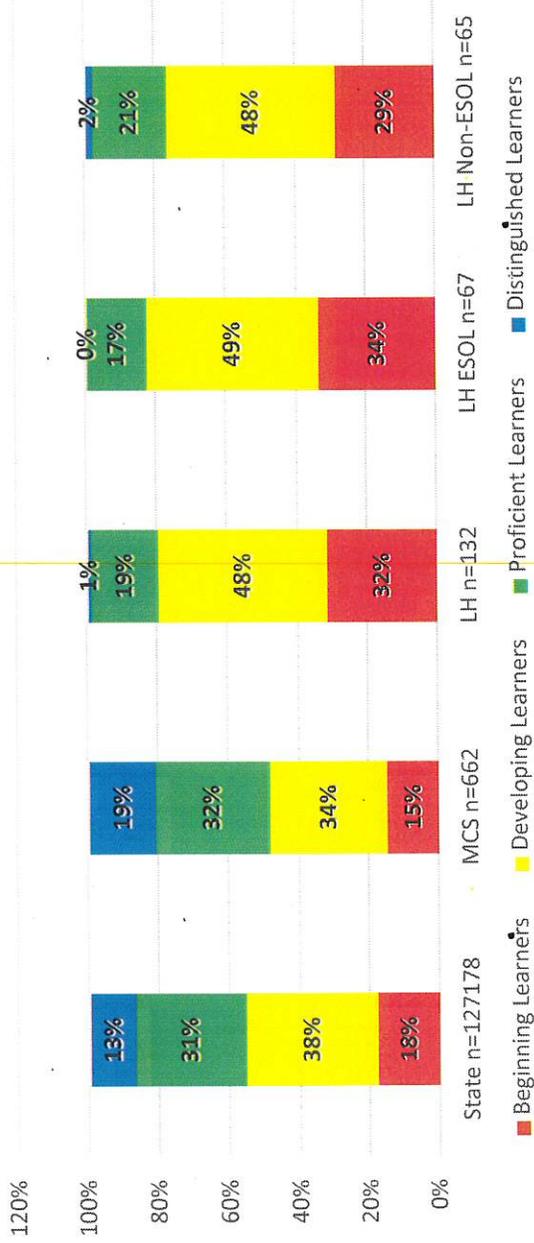


Needs Assessment

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.

2025 Grade 3 Math

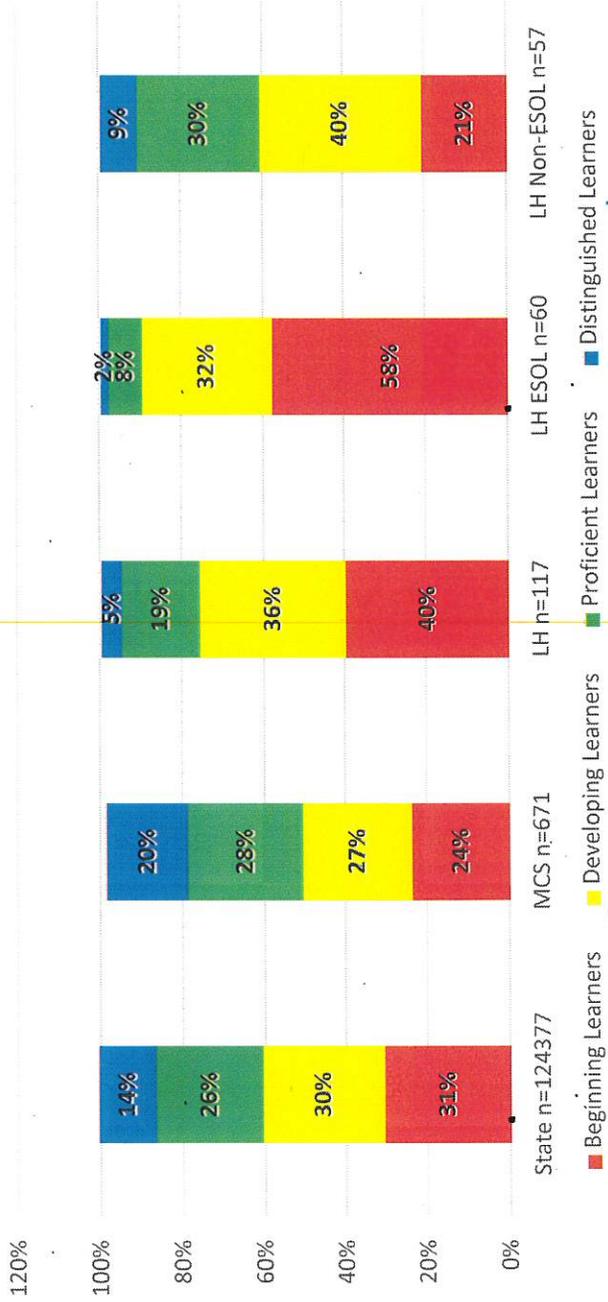


Needs Assessment

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.

2025 Grade 4 English Language Arts

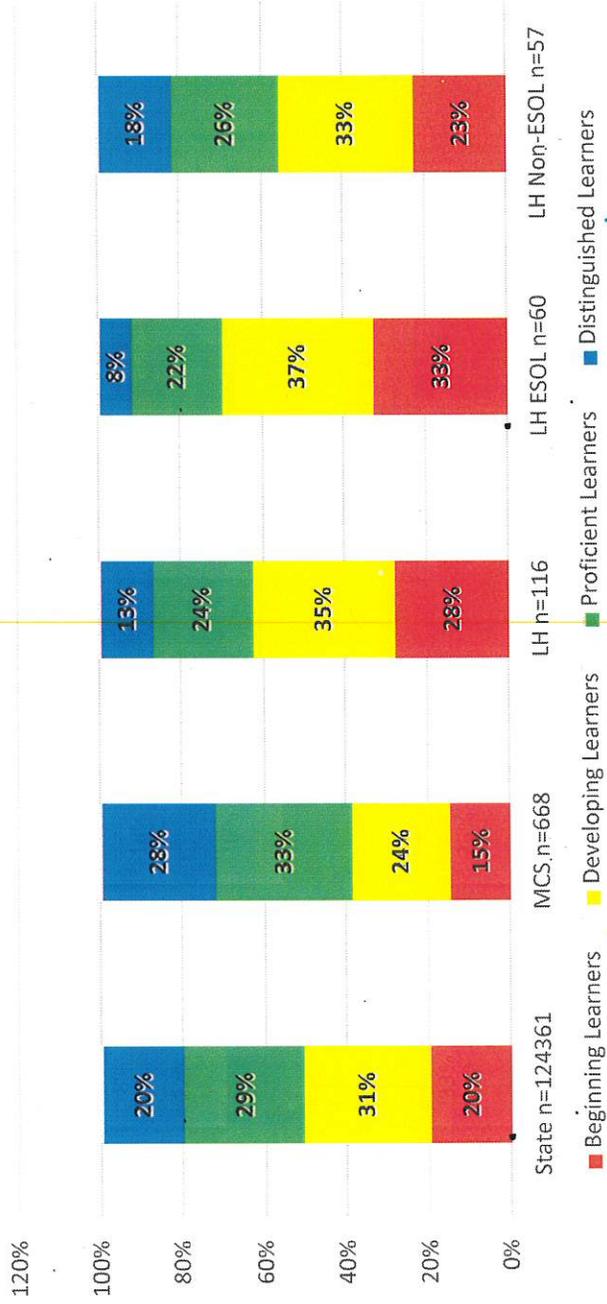


Needs Assessment

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.

2025 Grade 4 Math

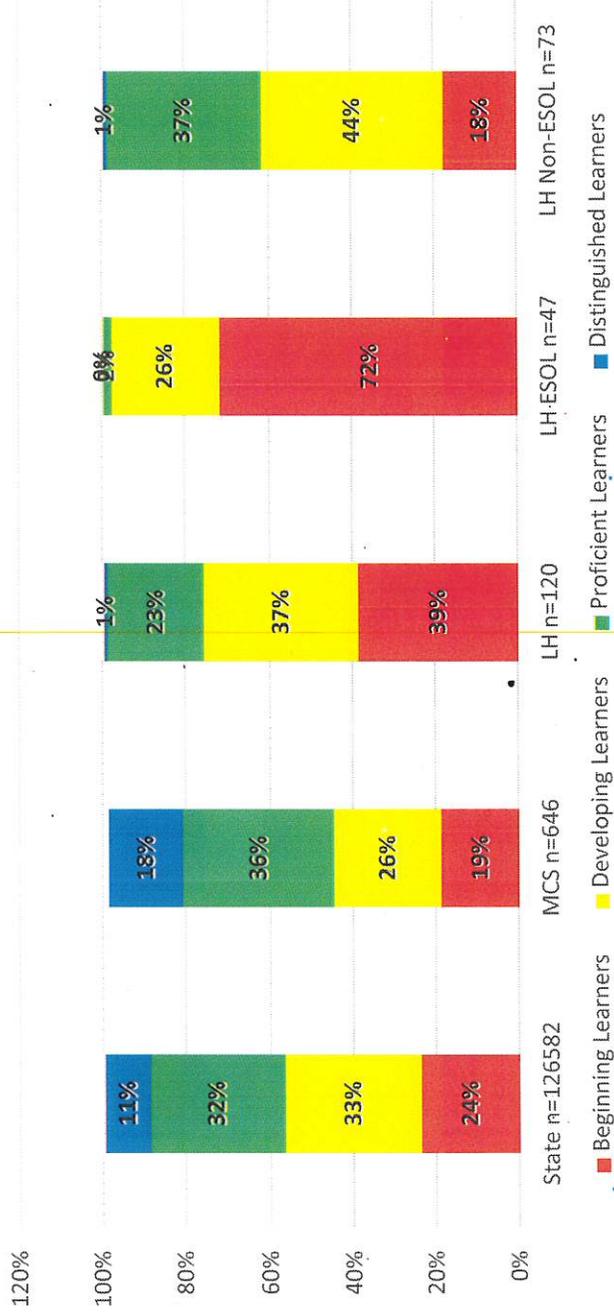


Needs Assessment

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.

2025 Grade 5 English Language Arts

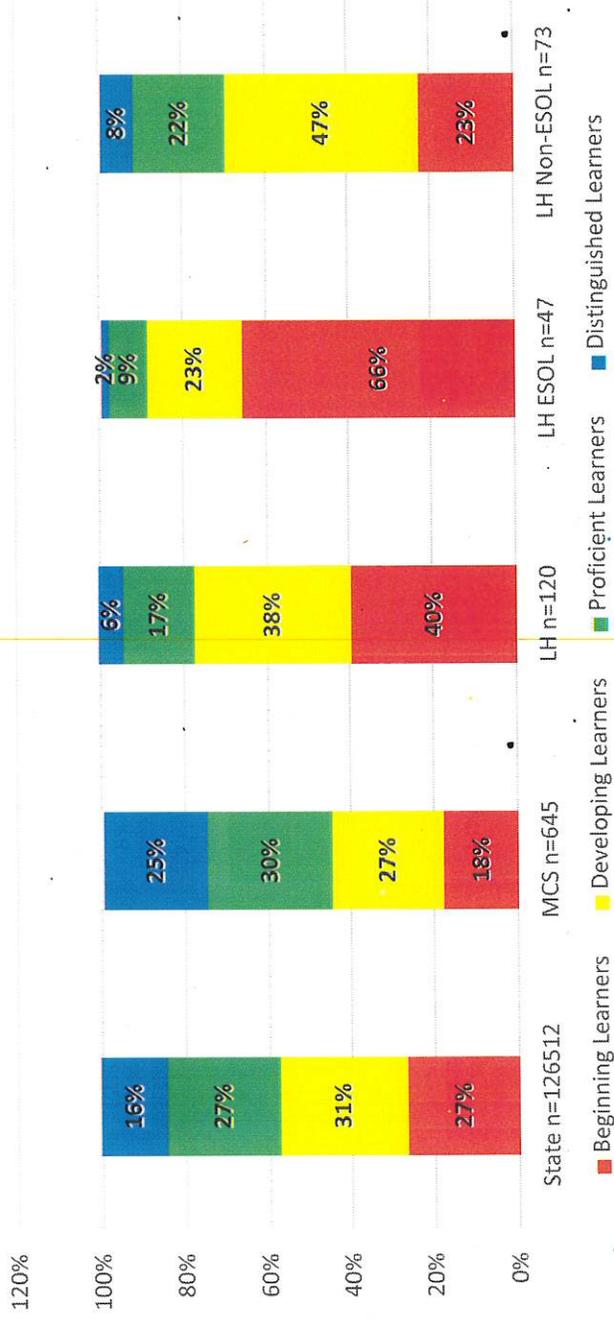


Needs Assessment

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.

2025 Grade 5 Math



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)

Initiatives: What will we do to achieve success?

Increase the percentage of 3rd – 5th grade students at or above grade level proficiency in ELA and Math by 5%+ on the Georgia Milestones.

Increase the percentage of 2nd – 5th grade students reading fluently at or above benchmark by 5%.

Continue implementation of structured literacy with SoR & research-based instructional strategies that address individual student needs through goal setting, data digs, and utilization of support staff.

Implementation of WIDA language charts to track language goals and increase the pace of language acquisition through planned collaboration and the utilization of support staff.

Increased staff awareness through obtaining knowledge and understanding during PLCs in the following areas: Leader in Me, Data Teams, ESOL, and Explicit Instruction.

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

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.

Increased partnerships that support the students, staff and community of Lockheed.

Increased percentage of families who attend and participate in school events and benefit from school outreach for food and supplies.

Engagement of the community to increase the number of partnerships for the school.

Engagement of more families through multiple forms of communication and utilization of parent liaisons to build trust with Lockheed families.

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

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.

Initiatives:
What will we do to achieve success?

Increase the percentage of 3rd – 5th grade students at or above grade level proficiency in ELA and Math by 5%+ on the Georgia Milestones.



Increase the percentage of 2nd – 5th grade ESOL students' reading fluently at or above benchmark by 10%.

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

- Continue use of district provided instructional programs and approved interventions.
- Use of support staff to pull targeted groups M/W/Th/F, based on current levels and bi-weekly data digs.
- Increase the range of students for Talent Development with a targeted PILOT class K-5.
- Wildly Important Goals (WIGs) for literacy and math will be determined for all students based on MAP projections.
- Talk about it Tuesday Intervention Day for bubble student groups and family collaboration to meet WIGs.

- Continue use of district provided instructional programs and approved interventions for fluency.
- Use of support staff to pull targeted groups M/W/Th/F, based on current levels and bi-weekly data digs.
- Wildly Important Goals (WIGs) for fluency based on ORF.
- Talk about it Tuesday Intervention Day for additional small groups focused on speaking and listening.
- Monday collaborative meeting day creating rubrics based on WIDA language goals.

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

- On-Going
- Formative assessments
 - Data digs during PLCs
 - Quarterly assessments
 - LDAs
 - Wildly Important Goals (WIGs) progress
 - MAP Projections (Fall and Winter)

- On-Going
- Formative assessments
 - Data digs during PLCs
 - Quarterly assessments
 - LDAs
 - Wildly Important Goals (WIGs) progress
 - MAP Projections (Fall and Winter)
 - WIDA Rubrics
 - ACCESS scores

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

All Student Subgroups
An 5% increase in the percentage of 3rd – 5th grade students who are at or above grade level proficiency in ELA and math.

ESOL Subgroup
A 10% increase in the percentage of 2nd – 5th grade ESOL students' reading fluently at or above benchmark.

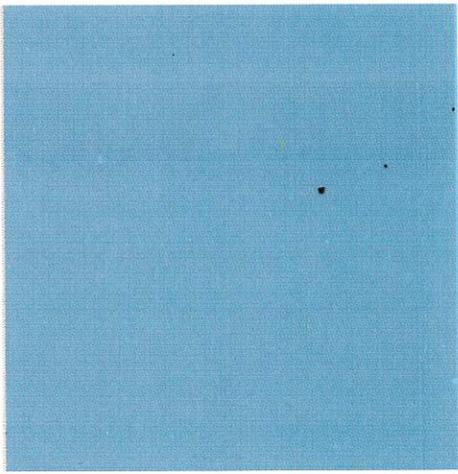
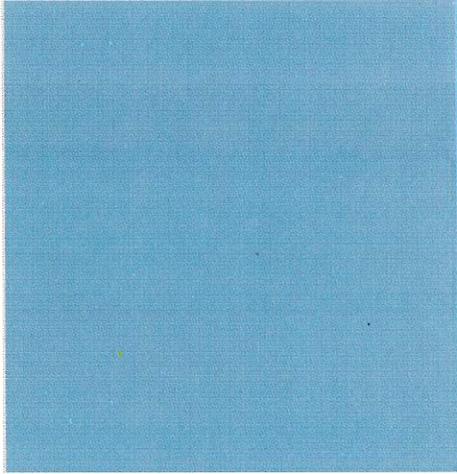
Initiatives:
What will we do to achieve success?

Increase the percentage of 3rd – 5th grade students at or above grade level proficiency in ELA and Math by 5%+ on the Georgia Milestones.

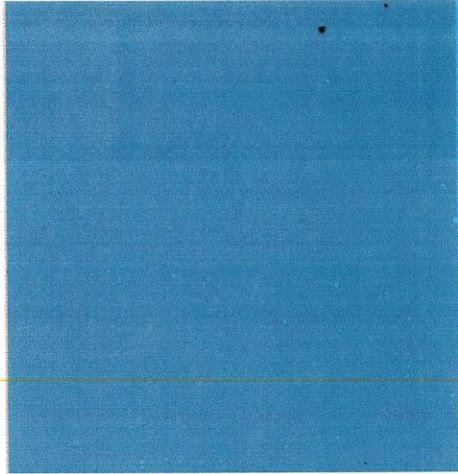
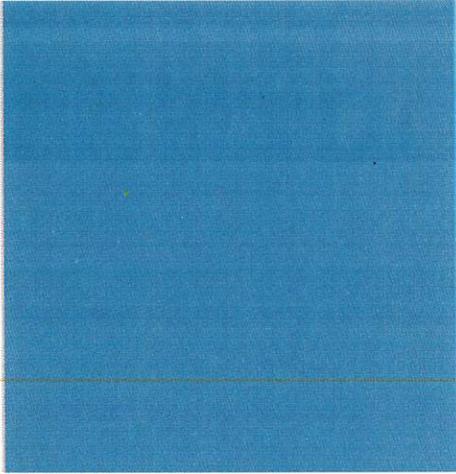


Increase the percentage of 2nd – 5th grade ESOL students' reading fluently at or above benchmark by 10%.

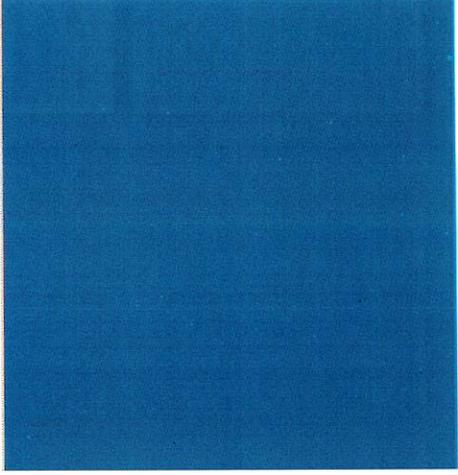
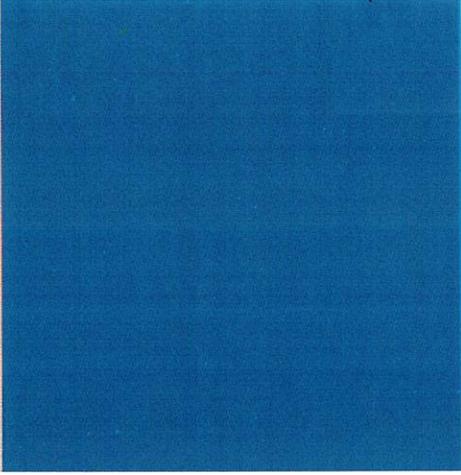
Evidence of Progress:
Impact Check #1- Fall

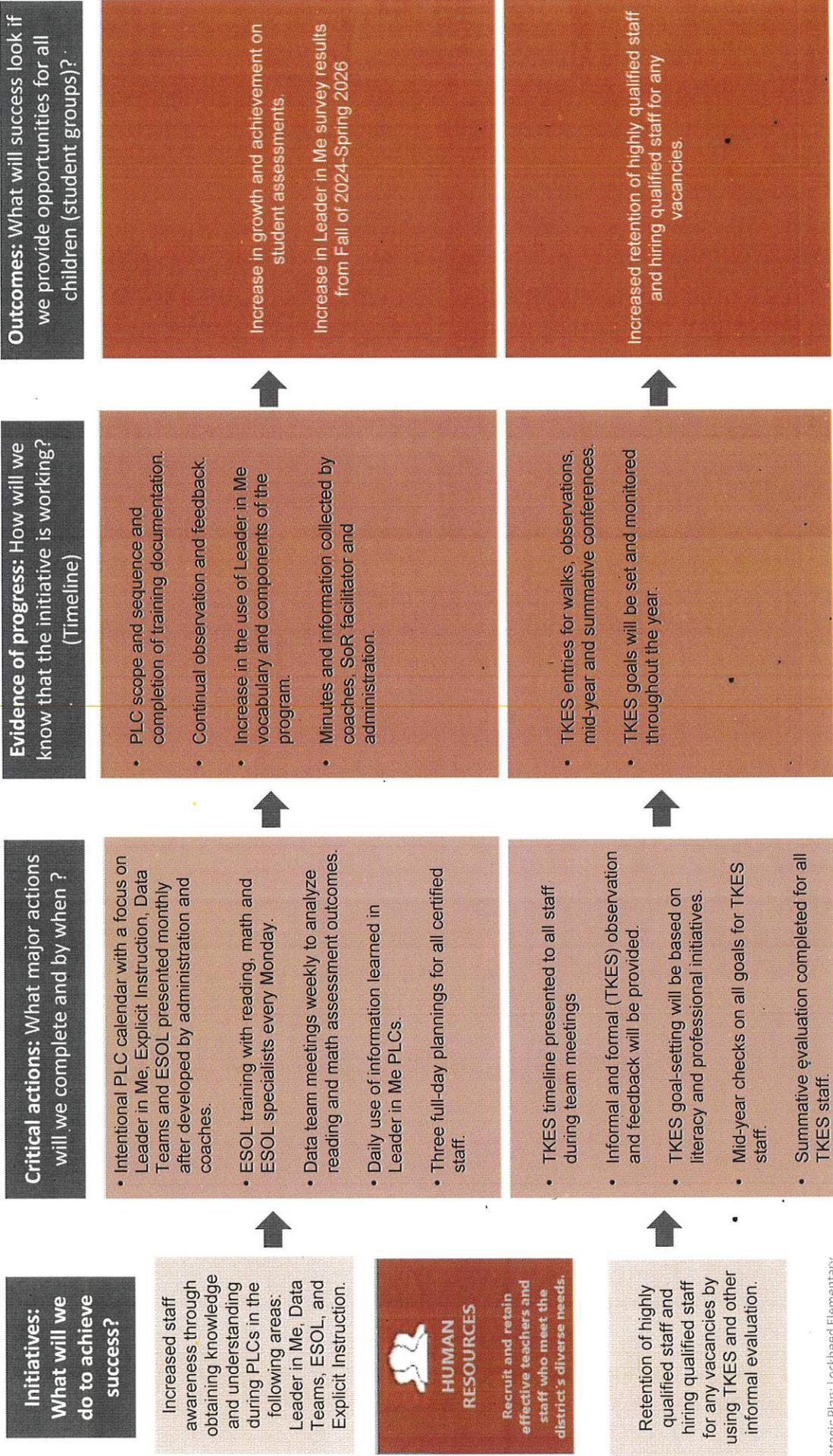


Evidence of Progress:
Impact Check #2- Winter



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





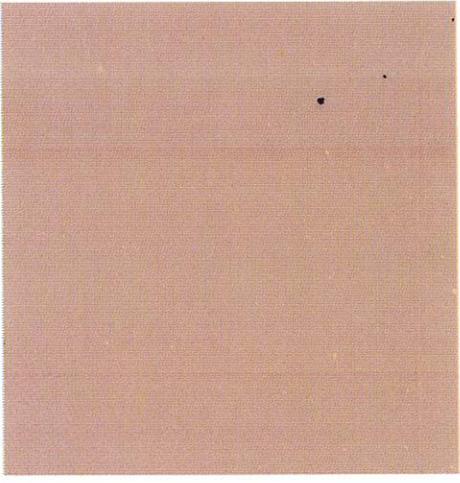
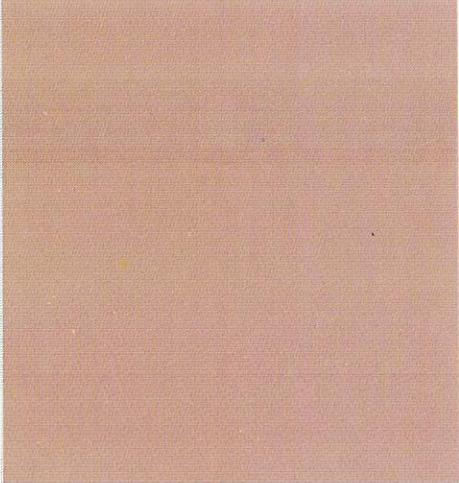
**Initiatives:
What will we
do to achieve
success?**

Increased staff awareness through obtaining knowledge and understanding during PLCs in the following areas: Leader in Me, Data Teams, ESOL, and Explicit Instruction.

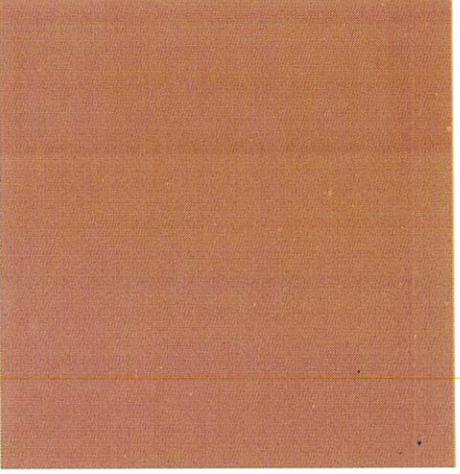
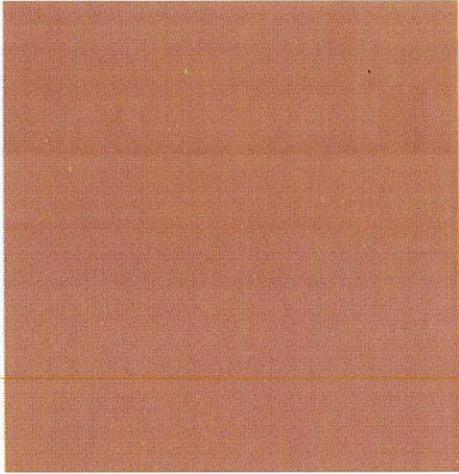


Retention of highly qualified staff and hiring qualified staff for any vacancies by using TKES and other informal evaluation.

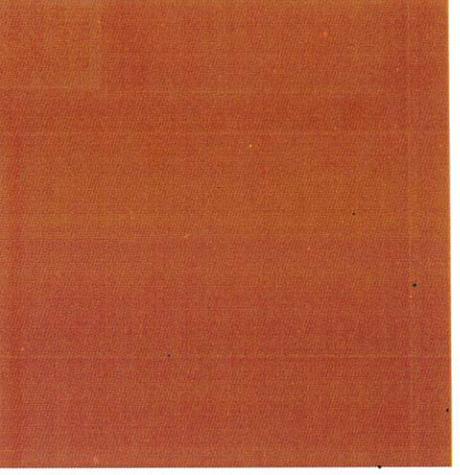
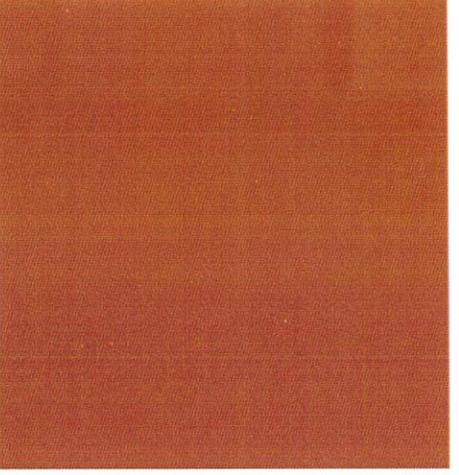
**Evidence of Progress:
Impact Check #1- Fall**



**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 partnerships that support the students, staff and community of Lockheed.



Increase the percentage of families who attend and participate in school events and benefit from school outreach for food and supplies.

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

- Collaborate with existing partners while adding more in the areas of businesses, churches, and professionals that will support Lockheed's students and staff with resources and recognition.
- Collaborate with partners to help with college and career readiness.
- Continue to grow our PTA membership.
- Include career counseling lessons and career fair for students.

- Increase the number of families that receive food bags from the pantry.
- Continue an accessible clothes closet and food pantry for parents and students.
- Increase partnerships with organizations that provide needed resources to our students.
- Continue Operation Registration in July to emphasize registration for new families.

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

- Growth of the number of partners in education.
- Recognition of partners on social media and at staff meetings.
- Planned events and board meetings for the PTA.
- PTA membership numbers will increase.
- Career counseling plans and career fair agenda.

- 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.
- Increased number of rising K students for 2025-2026.

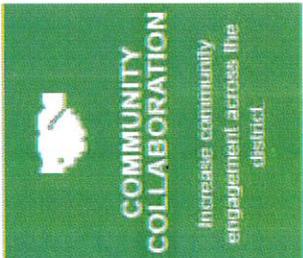
Outcomes: What will success look if we provide opportunities for all children (student groups)?

As increased number of impactful relationships that support the students, staff and community of Lockheed.
Economically Disadvantaged: Increase in students receiving resources.
All student groups:
100% impacted with college and career lessons.
All student groups:
100% impacted with student incentive rewards from PTA.

An increased percentage of families (students) who participate and collaborate in school activities and events.
Economically Disadvantaged: Increase in the number of families provided with food and supplies.
Rising Kindergarten students and new students: Increase in pre-registration and documentation received.

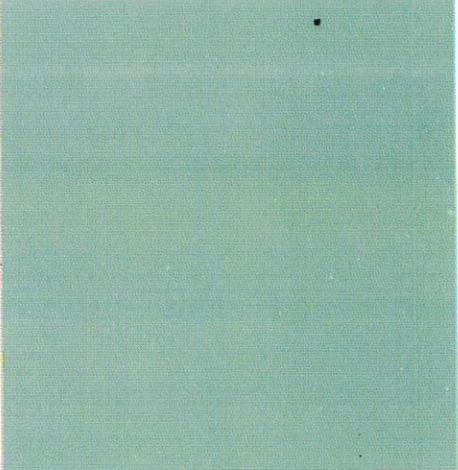
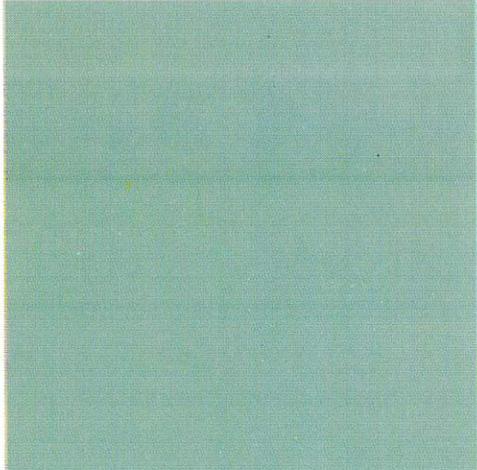
Initiatives:
What will we do to achieve success?

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

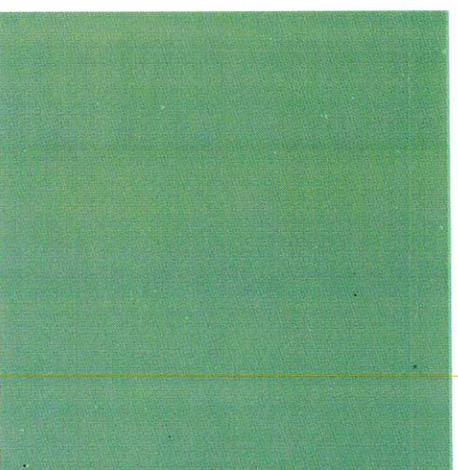
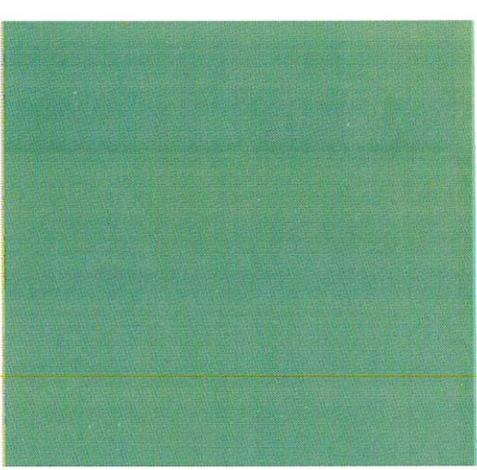


Increase the percentage of families who attend and participate in school events and benefit from school outreach for food and supplies.

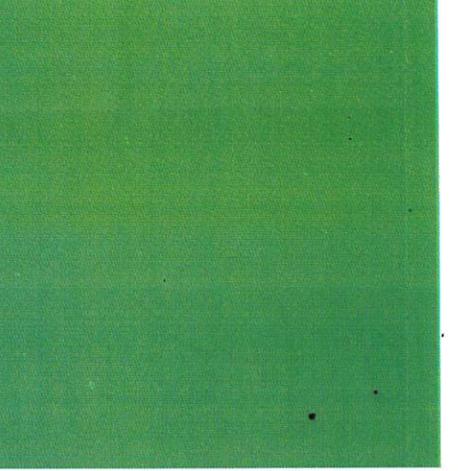
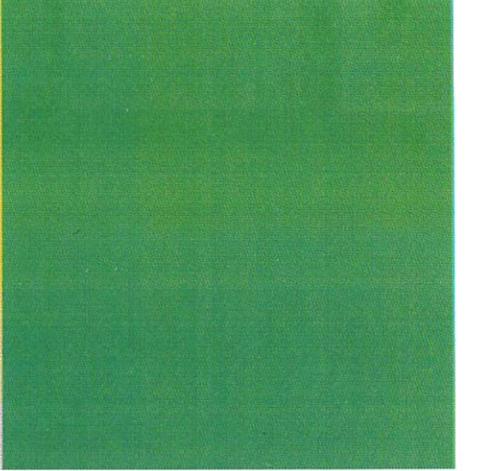
Evidence of Progress:
Impact Check #1- Fall



Evidence of Progress:
Impact Check #2- Winter



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



Initiatives:
What will we
do to achieve
success?

Effective Budgeting



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

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

- 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.

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

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

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

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

Specific focus on spending for students that are economically disadvantaged for field trips, uniforms, and services provided by staff members.

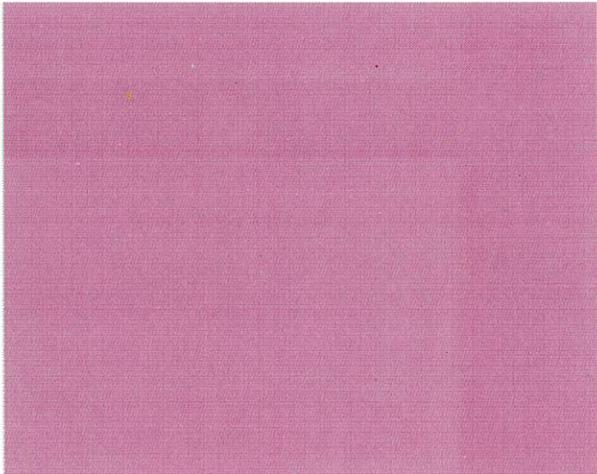
Initiatives:
What will we
do to achieve
success?

Effective Budgeting

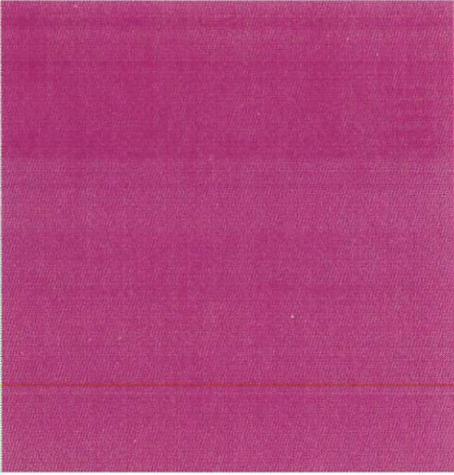


**FISCAL
RESPONSIBILITY**
Establish fiscal processes
that align to the needs of
students and staff.

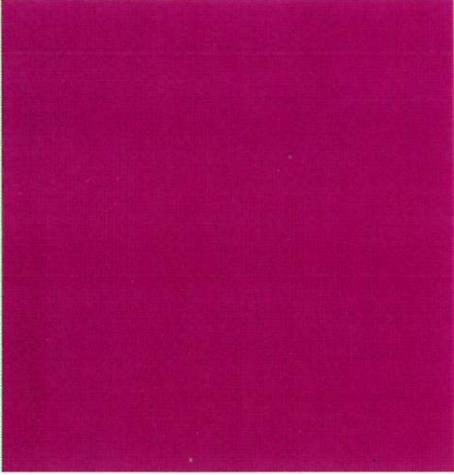
Evidence of Progress:
Impact Check #1- Fall



Evidence of Progress:
Impact Check #2- Winter



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



Charter Funding - Strategic Support -SGT Request Form-

School: Lockheed Elementary

Amount Requested: \$37,340.00

Date of SGT Approval/Vote¹:

9/19/2025

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 Leader in Me program is needed to promote a safe, positive, productive environment that encourages all students to be leaders. In addition, understanding how to instruct our population is challenging and students have many needs. We plan to invest in the Leader in Me program, supplies, recognition resources, and supplements. We also plan to invest in ESOL supports, funding for field trips, field trip uniforms, and field trip resources/supplies. Charter funds will be used to purchase instructional materials, resources, and experiences and to provide professional development for staff as well.

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. In-house and off-campus field trips scheduled and attended.	Increase 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 & Resources for Field Trip Uniforms/supplies
Provide supplies, incentives, and resources for students and staff that align with Leader in Me.				
Supplement funds for student experiences and teacher growth.				

9/10/25