



+SCHOOLWIDE IMPROVEMENT PLAN (SIP) TITLE I SCHOOLWIDE PROGRAM (SWP) PLAN TITLE I TARGETED ASSISTANCE (TA) PLAN

NAME OF SCHOOL/PRINCIPAL:

Lockheed Elementary School/Dr. Devonne Harper

NAME OF DISTRICT/SUPERINTENDENT:

Marietta City Schools/Dr. Grant Rivera

Comprehensive Support School *Targeted Support School* *Schoolwide Title I School* *Targeted Assistance Title I School* *Non-Title I School* *Opportunity School*

DIVISION OF SCHOOL AND DISTRICT EFFECTIVENESS

Advancing Leadership | Transforming Schools

All required components of the Title I Schoolwide and Targeted Assistance are included in this template.

| | |
|----------------------------|------------|
| SIGNATURES: | |
| Superintendent _____ | Date _____ |
| Principal Supervisor _____ | Date _____ |
| Principal _____ | Date _____ |
| Title 1 Director _____ | Date _____ |
| (Title 1 Schools only) | |

Planning Committee Members (SWP 8, 16)

| Name | Position/Role | Signature |
|--------------------|-------------------------------|-----------|
| Dr. Devonne Harper | Principal | |
| Ms. Jill Waldrep | Assistant Principal | |
| Ms. Ann Booker | Assistant Principal | |
| Suzanne Lamb | Instructional Coach | |
| Carrie Rainey | Kindergarten Team Leader | |
| Lisa Stokes | First Grade Team Leader | |
| Elizabeth Sykes | Second Grade Team Leader | |
| Leah Panthier | Third Grade Team Leader | |
| Danielle Laney | Fourth Grade Team Leader | |
| Shenika Hammond | Fifth Grade Team Leader | |
| Ms. Amy Clemons | Special Education Team Leader | |
| Emily Ovalle | ESOL Team Leader | |
| Sandy Wilson | Guidance Counselor | |
| Justin Hughes | PE Teacher | |
| Barbara Udall | Media Specialist | |
| Noura Soued | MILE Team Leader | |
| Megan Buchholz | MTSS Coordinator | |
| Carlene McNabb | SGT Co-chair | |

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|-------------------|----------------------------|--|
| Tonya Hunter | SGT teacher representative | |
| Kappy Kelly | SGT teacher representative | |
| Shaneque Metellus | SGT parent | |
| Alma Calderon | SGT parent | |
| Daneaa Badio | SGT community member | |

Title I only (SWP 10, 15, 19)

The Letter of Intent for Title I Schoolwide was submitted on _____ N/A_____.

Please indicate the programs that are consolidated in this plan: _____

School Designated as a Priority School _____(Yes or No)

School Designated as a Focus School _____ (Yes or No)

Needs Assessment/ Data Review Results (SWP 1, 11, 12, 13, 14, 17, 18)

| Prioritized Needs | Data Source | Participants Involved | Communication to Parents and Stakeholders |
|--|--|---|---|
| By the end of SY 2018, the number of all students reading on or above grade level will increase. | SY 2017 Lockheed student achievement information including Georgia Milestone ELA and Measures of Academic Progress (MAP) reading data. | Lockheed Elementary staff members, School Governance Team (SGT), parents, MCS district instructional support staff. | Email, Parents as Partner sessions, parent/teacher conferences, PTA meetings, social media, school website, school newsletters, family engagement activities. Communication in English and Spanish. |
| By the end of SY 2018, the number of students achieving at or above grade level in math will increase. | SY 2017 Lockheed student achievement information including Georgia Milestone mathematics and Measure of Academic Progress (MAP) mathematics data. | Lockheed Elementary staff members, School Governance Team (SGT), parents, MCS district instructional support staff. | Email, Parents as Partner sessions, parent/teacher conferences, PTA meetings, social media, school website, school newsletters, family engagement activities. Communication in English and Spanish. |
| Establish a culture for collaboration with highly functioning teams implementing the PLC process. | SY 2017 Lockheed student achievement information including Georgia Milestones ELA and math data and Measure of Academic Progress (MAP) data. Common Formative Assessments have not been implemented with fidelity school-wide. PLC pre-assessment results | Lockheed Elementary staff members, School Governance Team (SGT), parents, MCS district instructional support staff. | Email, Parents as Partner sessions, parent/teacher conferences, PTA meetings, social media, school website, school newsletters, family engagement activities. Communication in English and Spanish. |
| | | | |

SMART GOAL #1 By the end of SY 2018, the number of 3rd, 4th and 5th grade students reading on or above grade level will increase by at least 5% as measured by the GA Milestones reading assessment.

| Student Group (All or Subgroup, Parents, Teachers) <i>(SWP 9)</i> | Action /Strategies Include description of SWP 2, 7, 9, 10) | Evaluation of Implementation and Impact on Student Learning | | Monitoring Actions of Implementation | Estimated Cost, Funding Source, and/or Resources |
|---|--|--|---|--|--|
| | | Artifacts | Evidence | | |
| All students SWD ELL MTSS Gifted/advanced | <p>Teachers will participate in the PLC process as members of collaborative teams to:</p> <ol style="list-style-type: none"> unpack ELA standards to determine what students need to learn, develop Common Formative Assessments (CFA) to assess if students learned develop plans of support and intervention for students who are not learning develop plans for enrichment for those who have already learned and need academic enrichment opportunities <p>-co-teaching with resource teachers (EIP, ESOL, special education) to support small group instruction -master schedule structured so resource teachers have planning time with assigned grade levels -differentiation through guided reading and math flexible groups and individual conferences Reading interventions: -full time MTSS coordinator and .5 TSS oversee implementation of instructional interventions, monitor and document progress and ensure new students in need of academic support are identified. -System 44 and Leveled Literacy Intervention in grades 2 - 4 EIP Parent Engagement:</p> | <p>Collaborative team meeting agendas and minutes, assessment results and CFA’s developed, lesson plans based on differentiated student academic needs, reading assessment results</p> | <p>School Leaders Demonstrate: -leading and participating in Leadership Advisory Team (LAT) meetings -leading and participating in the PLC process - Class observations and feedback -master schedule</p> <p>Teachers Demonstrate: -delivering engaging, differentiated daily reading instruction, - participation in and ownership of collaborative teams -participating in PLC process</p> <p>Students Demonstrate: -an increase in reading stamina, fluency,</p> | <p>-regular review of collaborative meeting agendas and minutes -review of lesson plans as needed -review of student achievement data -TKES classroom observations, class visits and conferences - Analysis of MAP reading, F & P and CFA results.</p> | <p>-non-fiction reading resources for K-5 guided reading and classroom libraries-\$10,000 -non-fiction Jr. Great Books for 5th grade-\$5,000 -digital resources to support literacy Keyboarding without Tears- \$10,000 -salary and benefits for full-time instructional coach to lead the PLC process, -salary and benefits for full-time MTSS coordinator and .5 TSS for special education, PLC consultant to support development of shared vision and the first year of PLC</p> |

| Student Group (All or Subgroup, Parents, Teachers) <i>(SWP 9)</i> | Action /Strategies Include description of SWP 2, 7, 9, 10) | Evaluation of Implementation and Impact on Student Learning | | Monitoring Actions of Implementation | Estimated Cost, Funding Source, and/or Resources |
|---|---|---|--|--------------------------------------|---|
| | | Artifacts | Evidence | | |
| | <ul style="list-style-type: none"> -informing parents of student progress during fall and spring conferences -Parents as Partners sessions for 3rd-5th grade parents -PTA reading nights and other events to promote reading at home | | <p>vocabulary and comprehension skills</p> <p>Parents Demonstrate:</p> <ul style="list-style-type: none"> -support of school -encouraging students to read at home -participating in family engagement activities at school -2-way communication with teachers | | <p>implementation-\$3,500</p> <ul style="list-style-type: none"> -Transportation cost for SCANA Homework Center after school program |

SMART GOAL #2 By the end of SY 2018, the number of students performing at proficient or distinguished on the Georgia Milestone ELA EOG Math Assessment will increase at least by:

3rd grade- 29%-->34%, 4th grade- 34%-->39%, 5th grade- 19%-->24%

| Student Group (All or Subgroup, Parents, Teachers) <i>(SIP 9)</i> | Action /Strategies Include description of SWP 2, 7, 9, 10) | Evaluation of Implementation and Impact on Student Learning | | Monitoring Actions of Implementation | Estimated Cost, Funding Source, and/or Resources |
|--|---|---|---|--|---|
| | | Artifacts | Evidence | | |
| All students SWD ELL MTSS Gifted/advanced | <p>Teachers will participate in the PLC process as members of collaborative teams to:</p> <ol style="list-style-type: none"> 5. unpack math standards to determine what students need to learn, 6. develop Common Formative Assessments to assess if students learned math content 7. develop plans of support and intervention for students who are not learning 8. develop plans for enrichment for those who have already learned and need academic enrichment opportunities <p>-differentiation through guided math flexible groups and individual math conferences -increased focus on developing number sense and math fluency using strategies such a number talks -use of math manipulatives during instruction to support concrete understanding of concepts</p> <p>Math interventions: -protected time in daily schedule for math interventions for students in SST process</p> | <p>Collaborative team meeting agendas and minutes, CFA’s developed and results, lesson plans based on differentiated student academic needs, anchor charts and student work displayed that reflect current math instruction</p> | <p>School Leaders Demonstrate: -leading and participating in Leadership Advisory Team (LAT) meetings -leading and participating in the PLC process - Class observations and feedback -master schedule</p> <p>Teachers Demonstrate: -delivering engaging, differentiated daily math instruction, participation in and ownership of the PLC process</p> <p>Students Demonstrate:</p> | <p>-regular review of PLC meeting agendas and minutes -attendance at collaborative meetings -review of lesson plans as needed -review of math assessment data for MAP and CFA’s -TKES classroom observations, class visits and conferences</p> | <p>-Number Talks training by Sherri Parrish for 3 teachers and instructional coach- cost of substitutes and MRESA fees- \$500 -salary and benefits for full-time instructional coach to lead the PLC process, -salary and benefits for full-time MTSS coordinator and .5 TSS for special education, -PLC consultant to support development of shared vision and the first year of</p> |

| Student Group (All or Subgroup, Parents, Teachers) <i>(SIP 9)</i> | Action /Strategies Include description of SWP 2, 7, 9, 10) | Evaluation of Implementation and Impact on Student Learning | | Monitoring Actions of Implementation | Estimated Cost, Funding Source, and/or Resources |
|--|---|---|---|--------------------------------------|---|
| | | Artifacts | Evidence | | |
| | | | -an increase in math fluency, number sense and reasoning skills Parents Demonstrate: -participating in family engagement activities at school -2-way communication with teachers | | implementation-\$3,500 -transportation cost for SCANA Homework Center after school program |
| | | | | | |

Professional Learning Plan to Support School Improvement Plan

(SWP 4)

| Professional Learning Strategy to Support Achievement of SMART Goals | Professional Learning Timeline | Estimated Cost, Funding Source, and/or Resources | Person(s)/ Position Responsible | Monitoring Teacher Implementation of Professional Learning | Artifacts/Evidence of Impact on Student Learning |
|--|--|--|--|--|---|
| <i>Ongoing, job-embedded professional learning through the The PLC process</i> | <i>Throughout the year. Grade levels will meet twice a week in collaborative teams for 30 minutes.</i> | <i>Job-embedded professional learning, federally-funded instructional coach,</i> | <i>Lockheed administrative team and instructional coach, school-based experts, MCS OAAP staff.</i> | <i>The Lockheed A-team will regularly attend collaborative team meetings and review agendas and minutes. Look for <u>Lockheed Essentials</u> during TKES observations and class visits.</i> | <i>-Results of student assessments: CFA's, F & P and MAP -classroom observations to see evidence of Lockheed Essentials -student work displayed -anchor charts referencing current learning</i> |
| <i>Provide half-day grade level planning to align with MAP administration. Grade level teams will have extended time to analyze MAP and other available data, participate in professional learning and team/individual planning.</i> | <i>Fall, winter, spring</i> | <i>The cost of half-day substitutes. Federal grant funds</i> | <i>Lockheed administrative team and instructional coach, school-based experts, MCS OAAP staff.</i> | <i>-Lockheed A-team and instructional coach will work with teams to set the agenda. They will attend half-day planning and lead, as appropriate -meeting minutes -classroom visits</i> | <i>-Results of student assessments: CFA's, F & P and MAP -classroom observations to see evidence of Lockheed Essentials -student work displayed -anchor charts referencing current learning</i> |
| <i>MCS Professional Learning Days focused on reading and math best instructional practices (topics: Number Talks, F&P administration, guided reading, guided math, digital learning</i> | <i>School-based professional learning days: 10/16/2017, 1/2/2018</i> | <i>No cost</i> | <i>Lockheed administrative team and instructional coach, school-based experts, MCS OAAP staff.</i> | <i>The Lockheed A-team will regularly attend collaborative team meetings and review agendas and minutes. Look for Lockheed Essentials during TKES observations and class visits.</i> | <i>-Results of student assessments: CFA's, F & P and MAP -classroom observations to see evidence of Lockheed Essentials -student work displayed -anchor charts referencing current learning</i> |

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| <i>resources, developing effective common formative assessments)</i> | | | | | |
| <i>Leadership Advisory Team (LAT) 1-day Retreat</i> | <i>October 9, 2017</i> | <i>-cost of substitutes for LAT members requiring class coverage, federal funds</i> | <i>Lockheed administrative team and instructional coach, LAT members</i> | <i>-retreat agenda -creation of shared vision for Lockheed</i> | <i>-communication of shared vision with all stakeholders</i> |
| <i>PLC consultant (Ann Ferrell) to work with LAT and staff as they create a shared vision and the PLC process</i> | <i>Ongoing throughout the school year</i> | <i>\$3500 for the year, federal funds</i> | <i>Lockheed administrative team and instructional coach, school staff</i> | <i>-PLC staff pre-assessment analysis to determine next steps and plan for staff ownership of the PLC process - The Lockheed A-team will regularly attend collaborative team meetings and review agendas and minutes. Look for Lockheed Essentials during TKES observations and class visits.</i> | <i>-pre and post staff survey results to evaluate ownership and implementation of the PLC process -increased teacher ownership of the PLC process -increased student achievement in math and reading</i> |

Highly Qualified Staff

(SWP 3, 5)

All course are taught by highly qualified staff. ___yes___ (Yes or no)

If no, explain

List efforts to recruit highly qualified teachers to your school.

District job fairs

Social media and web site

Employee referrals

End of Year Results

| SMART Goal | Professional Learning Implemented | Student Achievement Data Used | Student Data Implications (results of measure) | Next Steps |
|------------|-----------------------------------|-------------------------------|--|------------|
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Resources:

Georgia School Performance Standards – <http://www.gadoe.org/School-Improvement/School-Improvement-Services/Pages/default.aspx>

Professional Learning Plan Template Guidelines - <http://www.gadoe.org/School-Improvement/School-Improvement-Services/Documents/Professional%20Learning/Learning%20Forward%20Professional%20Learning%20Plan%20Template.pdf>

System for Effective School Instruction: <http://www.gadoe.org/School-Improvement/School-Improvement-Services/Documents/System%20for%20Effective%20School%20Instruction/System%20for%20Effective%20School%20Instruction.pdf>

Title 1 - <http://www.gadoe.org/School-Improvement/Federal-Programs/Pages/default.aspx>

QCIS (Indistar) - <http://www.indistar.org/>

Statewide Longitudinal Data System (SLDS) - <http://www.gadoe.org/Technology-Services/SLDS/Pages/SLDS.aspx>