Alice B. Landrum Middle School

2017-18 Schoolwide Improvement Plan

Alice B. Landrum Middle School

230 LANDRUM LN, Ponte Vedra Beach, FL 32082

www.lms.stjohns.k12.fl.us

School Demographics

School Type and Grades Served (per MSID File)	**2016-17 Title I School**	**2016-17 Economically Disadvantaged (FRL) Rate** (as reported on Survey 3)
Middle School 6-8	No	10%

Primary Service Type (per MSID File)	**Charter School**	**2018-19 Minority Rate** (Reported as Non-white on Survey 2)
K-12 General Education	No	15%

School Grades History

Year	2016-17	2015-16	2014-15	2013-14
Grade	A	A	A*	A

Informational Baseline School Grade

Note: *The school grades calculation was revised substantially for the 2014-15 school year to implement statutory changes made by the 2014 Legislature and incorporate the new Florida Standards Assessments. The 2014-15 school grades serve as informational baseline data that schools can use to improve in future years.*

School Board Approval

This plan was approved by the St. Johns County School Board on 9/25/2017.

SIP Authority and Template

Section 1001.42(18), Florida Statutes, requires district school boards to annually approve and require implementation of a school improvement plan (SIP) for each school in the district that has a school grade of D or F.

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F (see page 4). For schools receiving a grade of A, B, or C, the district may opt to require a SIP using a template of its choosing.

This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at https://www.floridaCIMS.org.

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Purpose and Outline of the SIP

The SIP is intended to be the primary artifact used by every school with stakeholders to review data, set goals, create an action plan and monitor progress. A corollary at the district level is the District Improvement and Assistance Plan (DIAP), designed to help district leadership make the necessary connections between school and district goals in order to align resources. The Florida Department of Education encourages schools to use the SIP as a "living document" by continually updating, refining and using the plan to guide their work throughout the year. This printed version represents the SIP as of the "Date Modified" listed in the footer.

Part I: Current School Status

Part I organizes the current status of the school around five domains inspired by the 5Essentials framework: Supportive Environment, Family and Community Involvement, Effective Leadership, Public and Collaborative Teaching, and Ambitious Instruction and Learning. Questions regarding the school's Multi-Tiered System of Supports have been embedded throughout this part to demonstrate how data is used by stakeholders to understand the needs of all students and allocate appropriate resources in proportion to those needs.

Part II: Needs Assessment

Part II requires the school to review performance and early warning systems data in order to develop strategic goals and associated data targets (i.e., "SMART goals") for the coming school year in context of the school's greatest strengths and needs. An online tool was developed, which includes data visualizations and processing questions to support problem identification, problem analysis and strategic goal formulation.

Part III: 8-Step Planning and Problem Solving for Implementation

Part III enables the school to develop implementation plans for its highest-priority goals. With the overview of the current state of the school in mind and the strategic goals identified through the needs assessment, the planning team engages in a facilitated planning and problem-solving process, through which they

- Define strategic goals and establish targets to be reached by successfully achieving the goals (Step 1)
- Identify barriers that could hinder achieving those goals and resources that could be used to eliminate or reduce barriers (Step 2)
- Select high-priority barriers they want to address initially (Step 3)
- Design implementation and monitoring plans for strategies to resolve selected barriers (Steps 4-7)
- Determine how they will monitor progress toward each goal (Step 8)

Appendices

The following appendices, automatically-generated from content entered in Part III, are included in this document:

- Appendix 1 is a timeline of all action steps and monitoring activities
- Appendix 2 is an outline of all professional development opportunities and technical assistance items
- Appendix 3 is a report of the budget needed to implement the strategies

Differentiated Accountability

Florida's Differentiated Accountability (DA) system, established in [section 1008.33, Florida Statutes,](#) is a statewide network of strategic support, differentiated by need according to performance data, provided to districts and schools in order to improve leadership capacity, teacher efficacy, and student outcomes. Through a data-driven planning and problem-solving process, DA field teams collaborate with district leadership to design, implement, and refine strategic goals and action plans that are documented in the SIP.

DA Regions

Florida's DA network is divided into four geographical regions, each served by a field team led by a regional executive director (RED).

DA Categories

At the start of each academic year, traditional schools are classified for DA support in two categories based on the most recent school grades data available. Descriptions of each DA category along with the state support and interventions provided are set forth by [Rule 6A-1.099811, Florida Administrative Code:](#)

- **Not in DA** - A school with a current school grade of A, B, or C; charter schools; and ungraded schools.
- **Targeted Support and Improvement** - A school with a current school grade of an initial D.
- **Comprehensive Support and Improvement** - A school with a current school grade of F or two consecutive grades of D, or a high school with a graduation rate of 67 percent or less in the most recent data release.

DA Turnaround Status

Additionally, Comprehensive Support and Improvement schools have a turnaround status of "Implementing," based on a school's grades history, including the current school grade:

- Implementing - A school with a status of "Implementing" requires the district to submit a turnaround plan to the State Board of Education for approval and implementation. A school remains in "Implementing" status until its school grade improves to a C or higher.

2017-18 DA Category and Statuses for Alice B. Landrum Middle School

DA Region and RED	DA Category and Turnaround Status
Northeast - [Cassandra Brusca](#)	- N/A

I. Part I: Current School Status

A. Supportive Environment

1. School Mission and Vision

a. Provide the school's mission statement.

The mission of Alice B. Landrum Middle School is to prepare students for secondary study while developing learners' critical thinking abilities, encouraging student-centered learning, enhancing their interpersonal relationships and enriching their overall educational experience.

b. Provide the school's vision statement.

Alice B. Landrum Middle School will create an environment that fosters students of high character and individual academic excellence through authentic experiences.

2. School Environment

a. Describe the process by which the school learns about students' cultures and builds relationships between teachers and students.

The faculty at Alice B. Landrum Middle School has various interests and talents as they relate to students. Those interest and talents have been matched with certain grade levels/student ages/ student interest. The extra-curricular connections are the strongest links to the relationships built between students and adults on campus. Whether it be through clubs or after school activities, our teachers learn about the students' interest while building relationship which transcend the classroom thus making students well-rounded in academic and social arenas. Alice B. Landrum has various leadership groups, as well as a service learning class to help enhance both student growth and the common good.

b. Describe how the school creates an environment where students feel safe and respected before, during and after school.

Alice B. Landrum promotes a Positive Behavior System (PBS) in order to manage student behavior. It is a proactive approach to reward good behavior. In addition, the Anti-Bullying Program encourages buy-in from each grade level. All students are encouraged to utilize Landrum's "3 Strikes You're Out" Program which includes empowering steps to encourage solutions/resolutions if conflicts between students should arise. All students will receive guidance on Digital Citizenship through Guidance Department and school Cadres. Our Guidance Department will focus on overcoming obstacles with our 6th grade students, as well as conduct small group sessions based off of data obtained through a needs assessment. They will also implement a Character Counts program, Random Acts of Character that recognizes students monthly.

c. Describe the schoolwide behavioral system in place that aids in minimizing distractions to keep students engaged during instructional time. This may include, but is not limited to, established protocols for disciplinary incidents, clear behavioral expectations, and training for school personnel to ensure the system is fairly and consistently enforced.

The Positive Behavior System (PBS) is utilized to minimize distractions with student behavior. It has a two prong approach providing rewards while encouraging preventative approaches to minimize inappropriate behaviors. Teachers recognize the efforts of students for either: improvement in academic grades, random acts of kindness for others on campus, volunteering after school with a teacher or in the community. Quarterly, students with a particular number of cards are eligible to enter the drawing for big ticket items. Student Government is currently exploring incentives for PBS cards.

In addition to this system another facet of the Anti-Bullying and Character Program includes the "Ride with Pride". Bus riders with no referrals are eligible for a PBS card and for a nomination from the bus driver into a drawing for special prizes.

Round Robin trainings were conducted by administration to the staff at the beginning of the school year to ensure fair and consistent enforcement. We also hold Now You Know Meetings with each grade level to ensure all students are aware of expectations.

d. Describe how the school ensures the social-emotional needs of all students are being met, which may include providing counseling, mentoring and other pupil services.

Alice B. Landrum has students with varying needs.
-Socioeconomic needs are addressed through the 'Blessings in a Backpack' program. The agency partners with the school to provide food and supplies for identified families. The School Counselor works with the agency officials to manage the families in need, while identifying other potentials that may not have come forward.
-Liza White, School Counselor, as been designated as the counselor for students in crisis. With previous background and experience in Mental Health Counseling, she is the first point of contact for students in (non-medical) distress.
-An additional elective class, Engaged Citizenship, will focus on empowering students with peer support and provide student leadership opportunities. 8th grade students enhance their innate leadership abilities by learning to work as a team, while assisting new students with acclamation through activities, after-school functions and mentoring moments during the school day.
-School Counselors facilitate small group sessions that are based on previous year's data collected on our annual needs assessment. They also analyze attendance data as part of this.

3. Early Warning Systems
The school's response to this section may address the requirements of ESSA, P.L. No. 114-95, § 1114(b)(7)(A)(i) and (b)(7)(A)(iii)(III).

a. Describe the school's early warning system and provide a list of the early warning indicators used in the system.

Alice B. Landrum uses a series of early warning indicators to determine if intervention is necessary for students. Students with one or more of the following are referred to the MTSS/RtI Team and Early Warning System (EWS) conferences are established:-
-Attendance below 90 percent, regardless of whether absence is excused or a result of out-of-school suspension
-One or more suspensions, whether in school or out of school
-Course failure in English Language Arts or mathematics
-A Level 1 score on the statewide, 2017 standardized assessments in English Language Arts or mathematics

b. Provide the following data related to the school's early warning system

1. The number of students by grade level that exhibit each early warning indicator:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Attendance below 90 percent	0	0	0	0	0	0	23	22	33	0	0	0	0	78
One or more suspensions	0	0	0	0	0	0	2	21	32	0	0	0	0	55
Course failure in ELA or Math	0	0	0	0	0	0	5	10	4	0	0	0	0	19
Level 1 on statewide assessment	0	0	0	0	0	0	21	19	18	0	0	0	0	58

The number of students identified by the system as exhibiting two or more early warning indicators:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students exhibiting two or more indicators	0	0	0	0	0	0	5	13	12	0	0	0	0	30

c. Describe all intervention strategies employed by the school to improve the academic performance of students identified by the early warning system.

Students with reading scores at level 1 and some level 2 are enrolled in a Making Meaning class with various high yield strategies being taught. This program intentionally combines academics with social and emotional learning to create an environment in which students learn to collaborate, agree and disagree respectfully, and take responsibility for their own learning. Our standard ELA classes will be using Achieve3000 to help our level 1 and 2's.

Students with math scores at level 1 are enrolled in the Intensive Math class. The students have been paired with their regular math teacher to allow for seamless instruction and additional time working on concepts that build number sense/overall math skills.

We have an in-house tutor that can be utilized daily for students in need, as well as time during lunch for remediation and make-up work. Our tutor will also be in charge of our APEX recovery efforts.

School counselors actively pull grade data quarterly to identify students in need.

A system for parent contact is utilized for students with chronic attendance issues. At the 5, 10 and 15 day juncture contact is made via a letter from the Computer Operator's office and a phone call from the office is placed to the parents of those students. Automated calls through our School Messenger system for students missing classes are also used.

B. Family and Community Engagement

The school's response to this section may address the requirements of ESSA, P.L. No. 114-95, § 1114(b)(2) and (b)(7)(A)(iii)(I).

1. Describe how the school works at building positive relationships with families to increase involvement, including efforts to communicate the school's mission and vision, and keep parents informed of their child's progress.

a. Will the school use its Title I Parent and Family Engagement Policy (PFEP) to satisfy this question?
No

1. PFEP Link
The school completes a Parental Involvement Plan (PFEP), which is available at the school site.

2. Description

Landrum's goal is to build upon the well-established partnership with parents and the community, and to help parents feel welcomed at the school. Landrum staff -- including administration, front office personnel, teachers and SAC chair -- work diligently to communicate parent volunteer opportunities, and other opportunities for parents to feel welcome. The focus is on 6 strategies: Discuss parent involvement in the front office PLC; Open House; PTO Coffee Chats with the Principal; SAC Meetings; Volunteer Appreciation Banquet; and the weekly publication of the Landrum newsletter, "The Roar". Landrum also conducts an annual parent feedback survey through SAC.
Landrum is continuing the use of Schoology to increase and enhance parental communication about classroom happenings. We have also started a Landrum Lions Twitter account to help keep families up to date and informed.

2. Describe the process by which the school builds and sustains partnerships with the local community for the purpose of securing and utilizing resources to support the school and student achievement.

The connection with the local community is sustained through an active parental support group. The PTO is comprised of parents, donors, faculty and staff members. In addition the PTO has several sub-committees dedicated to fostering the relationships with community businesses. These relationships bring tangible benefits to the school; while also providing a forum to increase knowledge and awareness of the schools' successes, challenges, and needs throughout the community. There are a myriad of partnerships with local businesses including: Lazarra Orthodontists, the YMCA, Ponte Vedra Plastic Surgery, Ponte Vedra Public Education Foundation, Fishman Pediatric Dentistry, The Players Championship (TPC), Rainbow Pediatric Center, and Re max Realtors. These partners are managed by the PTO-Business Partner Coordinator.

C. Effective Leadership

1. School Leadership Team

a. Membership
Identify the name, email address and position title for each member of the school leadership team.**:**

Name	Title
Player, Ryan	Principal
White, Liza	School Counselor
Gates, Jesse	Assistant Principal
Middaugh, Gina	Assistant Principal
Curran, Bonnie	Instructional Coach
Wood, Amanda	Psychologist
Dean, Crystal	School Counselor
Dobbins, Stacey	School Counselor

b. Duties

1. Describe the roles and responsibilities of the members, including how they serve as instructional leaders and practice shared decision making.

Principal -- Ryan L. Player (Facilitates Admin Team; Oversees roles and responsibilities of MTSS team)
Assistant Principal -- Jesse Gates (LEA; Schoology; MTSS team member)
Assistant Principal-- Gina Middaugh (Oversees testing; Oversees Professional Development; MTSS

team member)
Instructional Literacy Coach -- Bonnie Curran (Facilitates RtI process and MTSS team; Gathers from teachers MTSS progress monitoring student data;Provides Tier 1 universal student data)
Guidance Counselors -- Crystal Dean, Stacey Dobbins, & Liza White (Bring students to team's attention; Provide grades and attendance information; Gather teacher feedback on student behavior, academic performance, and other factors hindering academic performance; Monitor parent contact documentation log; MTSS team members)
School Psychologist -- Amanda Wood (Records notes in database during meetings; Sends follow-up email after meetings with "to-do" list for team members)

2. Describe the process through which school leadership identifies and aligns all available resources (e.g., personnel, instructional, curricular) in order to meet the needs of all students and maximize desired student outcomes. Include the methodology for coordinating and supplementing federal, state and local funds, services and programs. Provide the person(s) responsible, frequency of meetings, how an inventory of resources is maintained and any problem-solving activities used to determine how to apply resources for the highest impact.

At Alice B. Landrum, a four-step problem-solving model is used, which includes:
Step 1, define, in objective and measurable terms, the goal(s) to be attained;
Step 2, identify possible reasons why the desired goal(s) is not being attained;
Step 3, develop and implement a well-supported plan involving evidence-based strategies to attain the goal(s);
Step 4, evaluate the effectiveness of the plan in relation to stated goal.

Landrum has an MTSS core team that meets weekly with an agenda to discuss SIP goals, core instruction, resource allocation, teacher support systems, and small group needs. The MTSS team also meets weekly to discuss individual student needs for those students not meeting grade-level proficiency.

Categorical funds are used to support Landrum's academic program, as well as CTE programs, through the purchasing of software, staffing for after school tutoring and professional development.

Integration occurs when teachers are utilizing the allocated resources within the school day and after school to instruct and monitor student achievement.

At Landrum, we will using Building Leadership Team model. This model is about teacher voice and growing capacity and leaders within your building.

Resources are coordinated by administration, the Instructional Literacy Coach and by Department Chairs. These individuals monitor implementation and progress throughout the year. The Leadership Team sets Smart Goals in the Leadership meeting based on the School Improvement Plan. Grade level teams then use the Smart Goals to refine their own Team Goals within their respective departments. The Faculty Leadership Team meets monthly to discuss continuous progress and necessary adjustments.

2. School Advisory Council (SAC)

a. Membership
Identify the name and stakeholder group for each member of the SAC.**:**

Name	Stakeholder Group
Ardiana Kokoshi	Education Support Employee
Laurie Stanton	Teacher
Donna Soncrant	Business/Community
Erika Carpenter	Teacher
Gwynn Paton	Teacher
Bonnie Curran	Teacher
Michelle Henzey	Teacher
Bob Campbell	Education Support Employee
Susan Kelly	Parent
Nadia Talbot	Parent
Devon Witt	Parent
Nicole Crouch	Business/Community
Greg Doss	Business/Community
Kelly Barrera	Principal
Erika Marino	Student
Hugh Rappa	Student
Marcy Stoudt	Student
Ryan Player	Student

b. Duties

1. Provide a description of the SAC's involvement with the following activities, as required by section 1001.452(2), Florida Statutes
The school's response to this question may address the requirements of ESSA, P.L. No. 114-95, § 1114(b)(2).

a. Evaluation of last year's school improvement plan

SAC worked to review the School Improvement Plan. The committee aligned the goals of the plan with it's funding allocations to completely support the school. The targets identified by stakeholders (parents, teachers and students) regarding the needs assessment are also taken into consideration for funding priorities.

b. Development of this school improvement plan

SAC discusses and reviews all aspects of the School Improvement Plan, then provides feedback on the results of the previous year's achievement. SAC also assists the principal in evaluating Landrum's mission and goals. The plan is shared with each member to solicit feedback from all perspectives represented on the committee. Feedback is taken into consideration for the preliminary revision process. After collaboration, sent and gathered via email due to time constraints, amendments to the SIP draft are submitted.

c. Preparation of the school's annual budget and plan

During the monthly SAC meetings the principal shares the budget with the committee. Justification for decisions as well as support for projects which are not funded through district-generated budget streams are done through SAC allocations (as approved through the official Fund Request procedures).

2. Describe the use of school improvement funds allocated last year, including the amount budgeted for each project.

The SAC budget is increased this school year. Projects, as aligned with school goals, will be outlined as requested throughout the school year.

3. Verify that the school is in compliance with section 1001.452, Florida Statutes, regarding the establishment requirements and duties of the SAC.
Yes

a. If the school is not in compliance, describe the measures being implemented to meet SAC requirements.

3. Literacy Leadership Team (LLT)

a. Membership
Identify the name and position title for each member of the school-based LLT or similar group, if applicable.**:**

Name	Title
Player, Ryan	Principal
Middaugh, Gina	Assistant Principal
Gates, Jesse	Assistant Principal
Curran, Bonnie	Instructional Coach

b. Duties

1. Describe how the LLT or similar group promotes literacy within the school, if applicable.

The LLT will continue to promote Capitalization, Punctuation, Restate the Question, Elaborate or Cite Evidence from the text, and Use Academic Language (no texting abbreviations) -- with classroom posters and the display of student exemplars. In addition, teaching the writing assessment format (computer-based responses with cited sources from various text) will be practiced across the curriculum.

Landrum will also incorporate high yield reading strategies to our Critical Thinking classes.

D. Public and Collaborative Teaching
The school's responses to this section may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(7)(A)(iii)(IV).

1. Describe the school's strategies to encourage positive working relationships between teachers, including collaborative planning and instruction.

All teachers work in PLC groups to collaborate on student data and instructional strategies as it either relates to the core subject and grade level. The groups meet at the same time (Wednesdays) with a different weekly focus. The weekly cycle includes collaboration on the data, devising a plan, teaching the plan, debriefing to analyze students' achievement.

This year we are focusing on the 4 C's: Caring, Communication, Critical Thinking, Collaboration to build a culture of academic excellence.

We are also transforming our media center into a 21st Century Learning Center, where the Media Specialist will work closely with our teachers and staff by collaborative planning and teaching.

2. Describe the school's strategies to recruit, develop and retain highly qualified, certified-in-field, effective teachers to the school.

The principal uses the district AppliTracks program to screen potential candidates. With the support of SJCSD, the principal only hires teachers who meet NCLB's Highly Qualified requirements. To retain highly qualified teachers, the administration team and the ILC have implemented Professional Learning Communities, complete with protected team planning time. Teachers are encouraged to attend district PD opportunities, and the administrative team provides monthly school-developed professional development. The Instructional Literacy Coach and Teacher Leaders model lessons. The District CAST Team leads curriculum mapping and training upon request.

The Instructional Literacy Coach (ILC) facilitates the New Teacher Mentor Program; new teachers are partnered with "veteran" mentors and the pairs are provided structured meeting time.

3. Describe the school's teacher mentoring program, including the rationale for pairings and planned mentoring activities.

The Instructional Literacy Coach (ILC) coordinates the New Teacher Mentor Program. All teachers new to the profession must participate. A special 'Mentor Matching Meeting' occurred during pre planning and monthly meeting will subsequently be scheduled after that. In addition, dates for monthly district PD meetings have also been established.

The new teachers attended a pre-planning workshop that included such procedural information as entering grades for interims and report cards, student discipline, parent conferencing, calendar of events and teacher evaluations. The new teachers were given a tour of the building and guidance about curriculum maps and other district resources.

E. Ambitious Instruction and Learning

1. Instructional Programs and Strategies

a. Instructional Programs

1. Describe how the school ensures its core instructional programs and materials are aligned to Florida's standards.

Teacher representatives from each course and or grade level meet twice a year with district Subject Area Specialists to develop/review curriculum maps, formative assessments and teacher resources to include instructional materials. These District Professional Learning Communities work to ensure that curriculum, instruction and assessment are based on applicable state standards. This process is in addition to a standards based instructional materials review program that is used when the district adopts the primary instructional materials for a course. The teacher representatives work with instructors and administrators at the school level to ensure that the results of the District Professional Learning Communities are implemented at the school level. The curriculum maps which include links to vetted instructional materials and lesson plans are the basis for school level standards based planning and instruction.

In addition to what each teacher is doing to promote learning and measure student performance, District midterms (6-12) assessments and progress monitoring assessments (K-5) are given in the core instructional programs to assess student mastery of standards, guide instructional practice and inform district planning. Detailed data reports are available to all teachers and administrators. These reports are used by teachers, administrators and district staff to ensure that instruction and assessment are designed to produce student mastery of the Florida Standards. The reports are also used with individual students and parents as needed to assist them in understanding the standards and learning expectations.

Administrators meet with teachers in grade level / content area Professional Learning Communities to review data reports and analyze results with the intent of planning instruction to differentiate, intervene, re-teaching, and innovate to improve student mastery of the standards. The same information is used to review curriculum maps and instructional materials/resources as to their effectiveness in promoting standards based instruction and learning. This process is repeated twice a year and serves as the foundation for a standards based continuous improvement model that uses student performance data to evaluate and improve curriculum, instruction and assessment in a manner designed to promote the highest level student mastery of the Florida Standards.

b. Instructional Strategies

1. Describe how the school uses data to provide and differentiate instruction to meet the diverse needs of students. Provide examples of how instruction is modified or supplemented to assist students having difficulty attaining the proficient or advanced level on state assessments.

Data-driven decisions include: 1) Intensive Math course that instructs students in math. 2) grade-specific Making Meaning classes, sections designated for 6th, 7th and 8th graders; 3) elective teachers creating a "bank" of lessons throughout the department with the focus on literacy; 4) social studies classes decided to incorporate reading strategies that focus on citing textual evidence; and 5) the science teams designed monthly reading assignments on non-fiction, science content passages or books for remedial help/reading achievement improvement. 6) the critical thinking classes are incorporating high yield reading strategies to help achievement levels.

2. Provide the following information for each strategy the school uses to increase the amount and quality of learning time and help enrich and accelerate the curriculum:

Strategy: Extended School Day
Minutes added to school year:

Morning or After School Tutoring has a two-prong approach (homework/assignment-focused and skill remediation). Certified teachers will be used during office hours. This will allow the team to be completely aware of the the academic needs of students while providing additional support of their efforts in the classroom. A Learning Lunch session will also be implemented for those students who need this time as well.

Strategy Rationale

Students that struggle to attain proficiency on State Assessment and/or who have difficult organizing themselves for learning need additional time with the material. The small group setting has proved highly effective with reluctant learners.

Strategy Purpose(s)

- Core Academic Instruction

Person(s) responsible for monitoring implementation of the strategy
Curran, Bonnie, bonnie.curran@stjohns.k12.fl.us

Data that is or will be collected and how it is analyzed to determine effectiveness of the strategy

Specific homework or project assessment marks will be tracked to determine effectiveness. In addition learning plans which outline specific concepts students are working on will be recorded. After quarterly assessment progress made on those concepts, via checking the standard as measured by the aligned test questions, will also be noted.

Strategy: Extended School Day
Minutes added to school year:

Landrum has implemented true Professional Learning Communities. Team groups were established into a group by grade and then by subject area. Teachers are given protected team planning time to collaborate on assessment design and progress monitoring.

Strategy Rationale

PLC collaboration that occurs in the following cycle: collaboration on data, lesson planning, plan implementation, debrief of instructional strategies and data will yield increased student achievement. Having protected PLC time ensures collaboration, provides an opportunity for the analysis of data, and affords the opportunity to monitor student progress.

Strategy Purpose(s)

- Teacher collaboration, planning and professional development

Person(s) responsible for monitoring implementation of the strategy
Middaugh, Gina, gina.middaugh@stjohns.k12.fl.us

Data that is or will be collected and how it is analyzed to determine effectiveness of the strategy

SMART goals established by each team in September -- aligned with district, school and department SMART goals -- will be monitored by the gathering of student evidence each month at PLC Meetings.

2. Student Transition and Readiness

a. PreK-12 Transition
The school's response to this question may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(7)(A)(iii)(V).

1. Describe the strategies the school employs to support incoming and outgoing cohorts of students in transition from one school level to another.

We have a Start Fast, Finish Strong transition program that allows the rising 6th graders to partake in activities that will help them acclimate to the middle school. We also have them visit during the school day in the Spring.

Our newly formed Student Government held new student orientation over the summer and will hold new student luncheons as well.

Nease and Ponte Vedra High Schools will spend several days at Landrum in the winter to inform students of possible courses, including Career Academies. The school district hosts Career Academy Nights at all the high schools for students and parents to attend and learn about available choices. Curriculum Meetings are scheduled each spring for incoming and rising Landrum cohorts.

b. College and Career Readiness

1. Describe the strategies the school uses to advance college and career awareness, which may include establishing partnerships with business, industry or community organizations.

n/a

2. Identify the career and technical education programs available to students and industry certifications that may be earned through those respective programs.

We offer ICT 1, 2, and 3 to our students so that are able to receive certificates in those programs. We also offer DIT, which is a high school credit course.

3. Describe efforts the school has taken to integrate career and technical education with academic courses (e.g., industrial biotechnology) to support student achievement.

n/a

4. Describe strategies for improving student readiness for the public postsecondary level based on annual analysis of the [High School Feedback Report](#), as required by section 1008.37(4), Florida Statutes.

n/a

II. Needs Assessment

The school's completion of this part may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(6).

A. Problem Identification

1. Data to Support Problem Identification

b. Data Uploads
Data uploads are not required by the Florida Department of Education but are offered as a tool for the needs assessment. In this section, the school may upload files of locally available data charts and graphs being used as evidence of need.
The following documents were submitted as evidence for this section:

No files were uploaded

2. Problem Identification Summary
This section is not required by the Florida Department of Education but is provided as an opportunity for the school to summarize the points of strength and areas of need that have been identified in the data.

N/A

B. Problem Analysis Summary
This section is not required by the Florida Department of Education but is provided as an opportunity for the school to summarize the underlying "why"Â? or root causes for the areas of need identified in the data, as determined by situational awareness of, and research conducted by, the stakeholders involved in the needs assessment.

C. Strategic Goals

School Improvement Goals

The following key is intended to help readers understand how the sections of this document correspond to the steps of the 8-step planning and problem-solving framework used in the School Improvement Plan. The Quick Key numbers can help registered users go directly to the point of entry for any given goal, barrier and strategy within the online survey.

Problem Solving Key

G = Goal   **B =** Barrier   **S** = Strategy

`1` = Problem Solving Step   🔍 S123456 = Quick Key

Strategic Goals Summary

G1. Develop students' textual awareness, to draw inferences and connect evidences, across the curriculum to increase school-wide reading gains for the lowest quartile of students and for students at each grade level. Also using Making Meaning to combine academics with social and emotional learning to create an environment in which students learn to collaborate, agree and disagree respectfully, and take responsibility for their own learning.

G2. Improve statistics by having specific math teachers teach students in both their math class and the Intensive Math class.

G3. Increase student achievement by engaging in relevant collaboration in the Professional Learning Community that is infused with analysis, strategic planning and instructional implementation.

Strategic Goals Detail

For each strategic goal, this section lists the associated targets (i.e., "SMART goals"), targeted barriers to achieving the goal, resources available to help reduce or eliminate the barriers, and the plan for monitoring progress toward the goal.

G1. Develop students' textual awareness, to draw inferences and connect evidences, across the curriculum to increase school-wide reading gains for the lowest quartile of students and for students at each grade level. Also using Making Meaning to combine academics with social and emotional learning to create an environment in which students learn to collaborate, agree and disagree respectfully, and take responsibility for their own learning. 1a

🔑 G096425

Targets Supported 1b

Indicator	Annual Target
ELA/Reading Lowest 25% Gains	80.0

Targeted Barriers to Achieving the Goal 3

- Teaching reading strategies and content area standards; splitting the focus on both areas for the non-reading certified instructors will be an added responsibility.

Resources Available to Help Reduce or Eliminate the Barriers 2

- Making Meaning Curriculum, ELA, Science, Social Studies and Elective department teachers.

Plan to Monitor Progress Toward G1. 8

Data from teacher-made assessments across the curriculum (from Science, Social Studies and Elective classes) will be collected and reviewed to show improvement in textual awareness.

Person Responsible
Ryan Player

Schedule
Quarterly, from 8/10/2017 to 5/18/2018

Evidence of Completion
Data as it aligns with questions that actually assess textual awareness and reading application skills will be used.

G2. Improve statistics by having specific math teachers teach students in both their math class and the Intensive Math class. `1a`

🔍 G096426

Targets Supported `1b`

Indicator	Annual Target
Math Gains	90.0

Targeted Barriers to Achieving the Goal `3`

- Aligning grades to growth in the Intensive Math class; establishing how growth is actually measured.

Resources Available to Help Reduce or Eliminate the Barriers `2`

- Think Through Math online program for additional reinforcement and practice opportunities.

- Send teachers to the SJCSD Statistics Institute

Plan to Monitor Progress Toward G2. `8`

Math exemplars and sample work from students will be collected. In addition, iReady data from questions aligned with specific concepts as they relate to 6/7/8th grade standards will also be reviewed.

Person Responsible

Ryan Player

Schedule

Monthly, from 8/10/2017 to 5/18/2018

Evidence of Completion

Student sample work from math class and data analysis information will be used/collected as evidence of progress toward meeting the goal.

G3. Increase student achievement by engaging in relevant collaboration in the Professional Learning Community that is infused with analysis, strategic planning and instructional implementation. `1a`

🔍 G096427

Targets Supported `1b`

Indicator	Annual Target
Math Gains	90.0
ELA/Reading Gains	80.0

Targeted Barriers to Achieving the Goal `3`

- Enough time to drill down on data and make relevant suggestions before the next weekly meeting.

Resources Available to Help Reduce or Eliminate the Barriers `2`

- PLC Work material from DuFour & DuFour.

- Funds for TDEs for teams to have time during the school day to work on common assessments and planning.

- Visit an exemplary school to highlight effective learning strategies and PLC's

Plan to Monitor Progress Toward G3. `8`

Analyze test data for increased student performance.

Person Responsible
Ryan Player

Schedule
Monthly, from 8/10/2017 to 5/15/2018

Evidence of Completion
Student formative assessment data will be used as evidences of progress toward meeting the goal.

Action Plan for Improvement

For each strategy selected in the plan to reduce a targeted barrier to a strategic goal, this section lists the rationale for that strategy (i.e., why the school believes it will reduce the barrier) and the action steps that have been identified as necessary to implementing the strategy, including details such as the point person, timing and duration, and evidence of completion. At the end of each set of action steps is the plan for monitoring the implementation and effectiveness of the respective strategy.

Problem Solving Key

G = Goal   **B =** Barrier   **S** = Strategy

1 = Problem Solving Step   🔑 S123456 = Quick Key

G1. Develop students' textual awareness, to draw inferences and connect evidences, across the curriculum to increase school-wide reading gains for the lowest quartile of students and for students at each grade level. Also using Making Meaning to combine academics with social and emotional learning to create an environment in which students learn to collaborate, agree and disagree respectfully, and take responsibility for their own learning. 1

🔑 G096425

G1.B1 Teaching reading strategies and content area standards; splitting the focus on both areas for the non-reading certified instructors will be an added responsibility. 2

🔑 B259488

G1.B1.S1 Provide research on best practices in reading strategies 4

🔑 S274834

Strategy Rationale

To give non-reading certified instructors the actual reading strategies reduces the addition preparation needed in order to incorporate those techniques into their content focused lessons.

Action Step 1 5

The Instructional Literacy Coach will assist teachers in science, social studies and elective classes by providing reading strategies that work (a series of featured reading techniques to be used in their classroom).

Person Responsible

Ryan Player

Schedule

Weekly, from 8/10/2017 to 5/18/2018

Evidence of Completion

Lesson plans of teachers as to how the strategies will be incorporated.

Action Step 2 5

Provide professional development specific to reading strategies and include non-ELA teachers.

Person Responsible

Gina Middaugh

Schedule

Weekly, from 8/10/2017 to 5/18/2018

Evidence of Completion

PD attendance logs and department implementation schedule.

Plan to Monitor Fidelity of Implementation of G1.B1.S1 `6`

Reading Walk through sessions will take place in order to ensure that the reading strategies are being utilized.

Person Responsible

Ryan Player

Schedule

Biweekly, from 8/10/2017 to 5/18/2018

Evidence of Completion

DE data along with lesson plan content will be checked as evidence that the reading strategies are being taught in the designated classes.

Plan to Monitor Effectiveness of Implementation of G1.B1.S1 `7`

Aligning the proper type of reading strategy(-ies) will support effective implementation. Conducting monthly walk through sessions will ensure that the strategy(-ies) is taught.

Person Responsible

Ryan Player

Schedule

Quarterly, from 8/10/2017 to 5/18/2018

Evidence of Completion

Lesson plans and iReady data with a particular emphasis on certain questions which align to reading application skill development will be collected to further prove effectiveness. A comparative analysis will be done between individual class data and district averages.

G2. Improve statistics by having specific math teachers teach students in both their math class and the Intensive Math class. 1

🔍 G096426

G2.B1 Aligning grades to growth in the Intensive Math class; establishing how growth is actually measured. 2

🔍 B259490

G2.B1.S1 Math classes are scheduled within the master so that non-proficient math students have math class and intensive math class with same teacher. 4

🔍 S274835

Strategy Rationale

Having the same teacher allows for seamless progress monitoring daily.

Action Step 1 5

Master schedule was built with the Intensive Math class added to each participating math department members' teaching assignment.

Person Responsible

Gina Middaugh

Schedule

On 5/18/2018

Evidence of Completion

Master schedule.

Action Step 2 5

Math teachers across the department teach the Intensive Math course.

Person Responsible

Ryan Player

Schedule

Monthly, from 8/10/2017 to 5/18/2018

Evidence of Completion

iObservation logs, teacher lesson plans, and student work samples will be monitored by the Principal (Admin lead contact for the math department).

Action Step 3 `5`

Math teachers across the department get trained in the Think Thru Math Program.

Person Responsible

Bonnie Curran

Schedule

On 5/18/2018

Evidence of Completion

The amount of time students log onto Think Thru Math and level of proficiency math students demonstrate.

Plan to Monitor Fidelity of Implementation of G2.B1.S1 `6`

Teacher lesson plans will be reviewed to ensure that math concepts from math class are reinforced in the Intensive Math class as well.

Person Responsible

Ryan Player

Schedule

Monthly, from 8/10/2017 to 5/18/2018

Evidence of Completion

Lesson plans.

Plan to Monitor Effectiveness of Implementation of G2.B1.S1 `7`

The math teachers will be observed and will engage in feedback discussions as to the effectiveness of the class set-up/schedule format.

Person Responsible

Ryan Player

Schedule

Quarterly, from 8/10/2017 to 5/18/2018

Evidence of Completion

Data as aligned with specific concepts and skills related to math standards for 6th, 7th and 8th grades.

G3. Increase student achievement by engaging in relevant collaboration in the Professional Learning Community that is infused with analysis, strategic planning and instructional implementation. 1

🔍 G096427

G3.B2 Enough time to drill down on data and make relevant suggestions before the next weekly meeting. 2

🔍 B259494

G3.B2.S1 Provide TDEs to give teams additional time to work together during the work day. 4

🔍 S274837

Strategy Rationale

Protected time ensures that the necessary tasks get accomplished.

Action Step 1 5

Establish the total amount of monies allocated for Professional Development; set aside 50% to be used for the PLC teams.

Person Responsible

Gina Middaugh

Schedule

On 5/18/2018

Evidence of Completion

Completed budget; substitute coverage

Plan to Monitor Fidelity of Implementation of G3.B2.S1 6

Submission of work products at the end of scheduled PLC meetings.

Person Responsible

Gina Middaugh

Schedule

Every 3 Weeks, from 8/10/2017 to 5/18/2018

Evidence of Completion

The PLC Documentation Tracking Form submitted at the end of each weekly meeting.

Plan to Monitor Effectiveness of Implementation of G3.B2.S1 `7`

Providing necessary resources, protected team time, and establish accountability through submission/review of PLC work products.

Person Responsible

Gina Middaugh

Schedule

Every 3 Weeks, from 8/10/2017 to 5/18/2018

Evidence of Completion

Completed PLC work products

IV. Implementation Timeline

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
2018					
G3.MA1 🔍 M396831	Analyze test data for increased student performance.	Player, Ryan	8/10/2017	Student formative assessment data will be used as evidences of progress toward meeting the goal.	5/15/2018 monthly
G1.MA1 🔍 M396823	Data from teacher-made assessments across the curriculum (from Science, Social Studies and...	Player, Ryan	8/10/2017	Data as it aligns with questions that actually assess textual awareness and reading application skills will be used.	5/18/2018 quarterly
G2.MA1 🔍 M396826	Math exemplars and sample work from students will be collected. In addition, iReady data from...	Player, Ryan	8/10/2017	Student sample work from math class and data analysis information will be used/collected as evidence of progress toward meeting the goal.	5/18/2018 monthly
G1.B1.S1.MA1 🔍 M396821	Aligning the proper type of reading strategy(-ies) will support effective implementation....	Player, Ryan	8/10/2017	Lesson plans and iReady data with a particular emphasis on certain questions which align to reading application skill development will be collected to further prove effectiveness. A comparative analysis will be done between individual class data and district averages.	5/18/2018 quarterly
G1.B1.S1.MA1 🔍 M396822	Reading Walk through sessions will take place in order to ensure that the reading strategies are...	Player, Ryan	8/10/2017	DE data along with lesson plan content will be checked as evidence that the reading strategies are being taught in the designated classes.	5/18/2018 biweekly
G1.B1.S1.A1 🔍 A368972	The Instructional Literacy Coach will assist teachers in science, social studies and elective...	Player, Ryan	8/10/2017	Lesson plans of teachers as to how the strategies will be incorporated.	5/18/2018 weekly
G1.B1.S1.A2 🔍 A368973	Provide professional development specific to reading strategies and include non-ELA teachers.	Middaugh, Gina	8/10/2017	PD attendance logs and department implementation schedule.	5/18/2018 weekly
G2.B1.S1.MA1 🔍 M396824	The math teachers will be observed and will engage in feedback discussions as to the effectiveness...	Player, Ryan	8/10/2017	Data as aligned with specific concepts and skills related to math standards for 6th, 7th and 8th grades.	5/18/2018 quarterly
G2.B1.S1.MA1 🔍 M396825	Teacher lesson plans will be reviewed to ensure that math concepts from math class are reinforced...	Player, Ryan	8/10/2017	Lesson plans.	5/18/2018 monthly
G2.B1.S1.A1 🔍 A368974	Master schedule was built with the Intensive Math class added to each participating math department...	Middaugh, Gina	8/10/2017	Master schedule.	5/18/2018 one-time
G2.B1.S1.A2 🔍 A368975	Math teachers across the department teach the Intensive Math course.	Player, Ryan	8/10/2017	iObservation logs, teacher lesson plans, and student work samples will be monitored by the Principal (Admin lead contact for the math department).	5/18/2018 monthly
G2.B1.S1.A3 🔍 A368976	Math teachers across the department get trained in the Think Thru Math Program.	Curran, Bonnie	8/10/2017	The amount of time students log onto Think Thru Math and level of proficiency math students demonstrate.	5/18/2018 one-time
G3.B2.S1.MA1 🔍 M396827	Providing necessary resources, protected team time, and establish accountability through...	Middaugh, Gina	8/10/2017	Completed PLC work products	5/18/2018 every-3-weeks
G3.B2.S1.MA1 🔍 M396828	Submission of work products at the end of scheduled PLC meetings.	Middaugh, Gina	8/10/2017	The PLC Documentation Tracking Form submitted at the end of each weekly meeting.	5/18/2018 every-3-weeks
G3.B2.S1.A1 🔍 A368977	Establish the total amount of monies allocated for Professional Development; set aside 50% to be...	Middaugh, Gina	8/10/2017	Completed budget; substitute coverage	5/18/2018 one-time

V. Professional Development Opportunities

Professional development opportunities identified in the SIP as action steps to achieve the school's goals.

G1. Develop students' textual awareness, to draw inferences and connect evidences, across the curriculum to increase school-wide reading gains for the lowest quartile of students and for students at each grade level. Also using Making Meaning to combine academics with social and emotional learning to create an environment in which students learn to collaborate, agree and disagree respectfully, and take responsibility for their own learning.

G1.B1 Teaching reading strategies and content area standards; splitting the focus on both areas for the non-reading certified instructors will be an added responsibility.

G1.B1.S1 Provide research on best practices in reading strategies

PD Opportunity 1

The Instructional Literacy Coach will assist teachers in science, social studies and elective classes by providing reading strategies that work (a series of featured reading techniques to be used in their classroom).

Facilitator

Bonnie Curran (Instructional Literacy Coach) and Gina Middaugh (Assistant Principal)

Participants

Science, Social Studies and Elective classes.

Schedule

Weekly, from 8/10/2017 to 5/18/2018

PD Opportunity 2

Provide professional development specific to reading strategies and include non-ELA teachers.

Facilitator

Bonnie Curran (Instructional Literacy Coach), Cadre Team Members, and invited CAST Team Leaders.

Participants

All teachers.

Schedule

Weekly, from 8/10/2017 to 5/18/2018

VI. Technical Assistance Items

Technical Assistance opportunities identified in the SIP as action steps to achieve the school's goals.

G2. Improve statistics by having specific math teachers teach students in both their math class and the Intensive Math class.

G2.B1 Aligning grades to growth in the Intensive Math class; establishing how growth is actually measured.

G2.B1.S1 Math classes are scheduled within the master so that non-proficient math students have math class and intensive math class with same teacher.

TA Opportunity 1

Math teachers across the department get trained in the Think Thru Math Program.

Facilitator

Think Thru Math, Incorporated (Trainers) and Math District Supervisors.

Participants

All Math Teachers.

Schedule

On 5/18/2018

VII. Budget

1	G1.B1.S1.A1	The Instructional Literacy Coach will assist teachers in science, social studies and elective classes by providing reading strategies that work (a series of featured reading techniques to be used in their classroom).	$0.00
2	G1.B1.S1.A2	Provide professional development specific to reading strategies and include non-ELA teachers.	$0.00
3	G2.B1.S1.A1	Master schedule was built with the Intensive Math class added to each participating math department members' teaching assignment.	$0.00
4	G2.B1.S1.A2	Math teachers across the department teach the Intensive Math course.	$0.00
5	G2.B1.S1.A3	Math teachers across the department get trained in the Think Thru Math Program.	$2,000.00

	Function	Object	Budget Focus	Funding Source	FTE	2017-18
	5100	360-Rentals	0311 - Alice B. Landrum Middle School	Other		$2,000.00
			Notes: Funds from SAI (Program 801) were used to pay for the software.			

6	G3.B2.S1.A1	Establish the total amount of monies allocated for Professional Development; set aside 50% to be used for the PLC teams.	$0.00
		Total:	$2,000.00