



**Pam Stewart, Commissioner**

## **2013-2014 SCHOOL IMPROVEMENT PLAN**

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**Alice B. Landrum Middle School**

230 LANDRUM LN

Ponte Vedra Beach, FL 32082

904-547-8410

[www.lms.stjohns.k12.fl.us](http://www.lms.stjohns.k12.fl.us)

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## School Demographics

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**School Type**  
Middle School

**Title I**  
No

**Free and Reduced Lunch Rate**  
9%

**Alternative/ESE Center**  
No

**Charter School**  
No

**Minority Rate**  
13%

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## School Grades History

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**2013-14**  
A

**2012-13**  
A

**2011-12**  
A

**2010-11**  
A

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## SIP Authority and Template

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

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, as marked by citations to the No Child Left Behind (NCLB) Act of 2001. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code (F.A.C.), for all non-charter schools with a current grade of D or F, or with a grade of F within the prior two years. For all other schools, the district may use a template of its choosing. All districts must submit annual assurances that their plans meet statutory requirements.

This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at <https://www.floridacims.org>. Sections marked "N/A" by the user and any performance data representing fewer than 10 students or educators have been excluded from this document.

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## **Purpose and Outline of the SIP**

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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**

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Part I summarizes school leadership, staff qualifications and strategies for recruiting, mentoring and retaining strong teachers. The school’s Multi-Tiered System of Supports (MTSS) is described in detail to show how data is used by stakeholders to understand the needs of all students and allocate appropriate resources in proportion to those needs. The school also summarizes its efforts in a few specific areas, such as its use of increased learning time and strategies to support literacy, preschool transition and college and career readiness.

### **Part II: Expected Improvements**

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Part II outlines school performance data in the prior year and sets numeric targets for the coming year in ten areas:

1. Reading
2. Writing
3. Mathematics
4. Science
5. Science, Technology, Engineering and Mathematics (STEM)
6. Career and Technical Education (CTE)
7. Social Studies
8. Early Warning Systems (EWS)
9. Parental Involvement
10. Other areas of concern to the school

With this overview of the current state of the school in mind and the outcomes they hope to achieve, the planning team engages in an 8-Step Planning and Problem-Solving Process, through which they define and refine their goals (Step 1), identify and prioritize problems (barriers) keeping them from reaching those goals (Steps 2-3), design a plan to help them implement strategies to resolve those barriers (Steps 4-7), and determine how they will monitor progress toward each goal (Step 8).

### **Part III: Coordination and Integration**

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Part III is required for Title I schools and describes how federal, state and local funds are coordinated and integrated to ensure student needs are met.

### **Appendix 1: Professional Development Plan to Support Goals**

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Appendix 1 is the professional development plan, which outlines any training or support needed for stakeholders to meet the goals.

### **Appendix 2: Budget to Support Goals**

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Appendix 2 is the budget needed to implement the strategies identified in the plan.

## Differentiated Accountability

Florida's Differentiated Accountability (DA) system is a statewide network of strategic support, differentiated by need according to performance data, and provided to schools and districts in order to improve leadership capacity, teacher efficacy and student outcomes. DA field teams collaborate with district and school leadership to design, implement and refine school improvement plans, as well as provide instructional coaching, as needed.

### DA Regions

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

### DA Categories

Traditional public schools are classified at the start of each school year, based upon the most recently released school grades (A-F), into one of the following categories:

- Not in DA – currently A or B with no F in prior two years; all charter schools; all ungraded schools
- Monitoring Only – currently A or B with at least one F in the prior two years
- Prevent – currently C
- Focus – currently D
  - Year 1 – declined to D, or first-time graded schools receiving a D
  - Year 2 – second consecutive D, or F followed by a D
  - Year 3 or more – third or more consecutive D, or F followed by second consecutive D
- Priority – currently F
  - Year 1 – declined to F, or first-time graded schools receiving an F
  - Year 2 or more – second or more consecutive F

### DA Turnaround and Monitoring Statuses

Additionally, schools in DA are subject to one or more of the following Turnaround and Monitoring Statuses:

- Former F – currently A-D with at least one F in the prior two years. SIP is monitored by FDOE.
- Post-Priority Planning – currently A-D with an F in the prior year. District is planning for possible turnaround.
- Planning – Focus Year 2 and Priority Year 1. District is planning for possible turnaround.
- Implementing – Focus Year 3 or more and Priority Year 2 or more. District is implementing the Turnaround Option Plan (TOP).

### 2013-14 DA Category and Statuses

| DA Category | Region | RED |
|-------------|--------|-----|
| Not in DA   | N/A    | N/A |

  

| Former F | Post-Priority Planning | Planning | Implementing TOP |
|----------|------------------------|----------|------------------|
| No       | No                     | No       | No               |

## Current School Status

### School Information

#### School-Level Information

##### School

Alice B. Landrum Middle School

##### Principal

Emily Harrison

##### School Advisory Council chair

Laurie Stanton

#### Names and position titles of the School-Based Leadership Team (SBLT)

| Name            | Title                           |
|-----------------|---------------------------------|
| Emily Harrison  | Principal                       |
| Debra Allred    | Assistant Principal             |
| Cindy Leeber    | Curriculum Resource Coordinator |
| Caty Van Housen | Instructional Literacy Coach    |

#### District-Level Information

##### District

St. Johns

##### Superintendent

Dr. Joseph G Joyner

##### Date of school board approval of SIP

10/15/2013

### School Advisory Council (SAC)

This section meets the requirements of Section 1114(b)(1), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

#### Membership of the SAC

Landrum's SAC consists of 13 parents, including the budget officer and business partner, elected by their peers, plus educational support staff and 7 teachers, including the chair and co-chair, also elected by their peers. The principal attends as a voting member.

#### Involvement of the SAC in the development of the SIP

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.

#### Activities of the SAC for the upcoming school year

Landrum allocates funds to be used by SAC for resources that are directly related to SIP goals. SAC collects and analyzes information about the community and school. It also solicits public input regarding

needs. SAC provides ongoing review and feedback of the progress being made as the SIP is implemented.

**Projected use of school improvement funds, including the amount allocated to each project**

SAC has determined that its current budget of \$4,574.30 will be allocated for technology goals and professional development. If monies are earned and allocated to SAC this school year, it will be used to pursue Landrum's technology goals and to continue to support professional development related to the SIP.

**Compliance with section 1001.452, F.S., regarding the establishment duties of the SAC**

In Compliance

**If not in compliance, describe the measures being taken to comply with SAC requirements**

n/a

**Highly Qualified Staff**

This section meets the requirements of Sections 1114(b)(1)(C) and 1115(c)(1)(E), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

**Administrators**

**# of administrators**

3

**# receiving effective rating or higher**

(not entered because basis is < 10)

**Administrator Information:**

**Emily Harrison**

Principal

Years as Administrator: 8

Years at Current School: 3

**Credentials**

B.A. Elementary Education, Minor in Spanish from Florida Atlantic University, M.A. Educational Leadership from University of North Florida, Professional Certification in elementary Education 1-6, Middle Grade Integrated Curriculum 5-9, Educational Leadership (all levels), Principal Certification, Gifted Endorsement, and ESOL Endorsement

**Performance Record**

Ms. Harrison is a highly qualified administrator. She has been a Florida certified teacher since 1998. Ms. Harrison holds a Bachelor of Arts Degree in Education with a minor in Spanish. She holds professional certification in Elementary Education grades 1-6, Middle Grades Integrated Curriculum, Educational Leadership (all levels), Principal Certification, and holds endorsements in both Gifted and ESOL Education. Ms. Harrison earned a Master’s Degree in Educational Leadership in 2004 from the University of North Florida. In 2009 she completed St. Johns County’s 4-year Leadership Training Program and was granted Principal Certification from the Florida Department of Education. Ms. Harrison was an elementary school teacher for seven years in Florida and Georgia. She served as an assistant principal at Fruit Cove Middle School for five years. While at Fruit Cove Middle School, the school maintained an “A” status. In 2011 she was honored with Florida’s Outstanding Assistant Principal Award for the 2010-2011 school year. The 2011-2012 school year was her first year as principal of Alice B. Landrum Middle School. Currently, Alice B. Landrum maintains an "A" status under Florida's grading system. For the 2012-2013 school year, 81% of students met high standards in reading, 82% met high standards in math, 72% met high standards in writing, and 81% met high standards in science.



| <b>Cindy Leeber</b>       |  |                            |
|---------------------------|--|----------------------------|
| Asst Principal            | Years as Administrator: 2  | Years at Current School: 2 |
| <b>Credentials</b>        | B.A. Elementary Education and M.A. in Elementary Education - Marshall University, M.E. Educational Leadership and Policy Studies – Florida State University, ESOL Endorsement  |                            |
| <b>Performance Record</b> | Mrs. Leeber has 12 years of teaching experience in grades K-5. She holds a Bachelor of Arts degree in Elementary Education from Marshall University, a Master of Arts degree in Elementary Education from Marshall University and a Master of Education degree in Educational Leadership and Policy Studies from Florida State University. She is certified in Elementary Education K-6, Educational Leadership (all levels), as well as ESOL endorsed. Mrs. Leeber was a teacher at Wards Creek Elementary from 2007 to 2012. During her tenure the school maintained an “A” status all five years with over 90% of students achieving high standards in reading, math and writing. |                            |

| <b>Debra Allred</b>       |   |                            |
|---------------------------|---|----------------------------|
| Asst Principal            | Years as Administrator: 6   | Years at Current School: 2 |
| <b>Credentials</b>        | B.S. in Business Administration from Western Carolina University, M.E. in Educational Leadership from University of North Florida, M.S. in Foundation of Education from Troy State University, Educational Leadership Certification (all levels), Clinical Educators Training, ESOL Endorsement, English Certification 5-9 and Business Education Certification 6-12.   |                            |
| <b>Performance Record</b> | Ms. Allred has been an educator in St. Johns County School District for 23 years. She holds an Associates of Arts in Business from Brevard College, a Bachelor of Science in Business Administration from Western Carolina, a Master of Science in Foundation of Education from Troy State University and a Master of Education in Educational Leadership from the University of North Florida. Ms. Allred served as a language arts teacher at R. J. Murray Middle School from 1990-94 and as a language arts teacher at Gamble Rogers Middle School from 1994-2000. Ms. Allred became the Activities Director/Volunteer Coordinator at Bartram Trail High School in 2001, while continuing to teach English I honors, Standard English I and ESE co-teach classes. Ms. Allred taught business classes at Bartram and served as the supervising teacher for the Vystar Bear Branch Credit Union on campus. At the start of 2008-09, she served as the Bartram Trail Career Specialist and Vocational/Career Department Head before transferring to Sebastian Middle School where she served as assistant principal and LEA from 2008-2012. |                            |

**Instructional Coaches**

**# of instructional coaches**

1

**# receiving effective rating or higher**

(not entered because basis is < 10)

**Instructional Coach Information:**

**Caty Van Housen**

Full-time / School-based

Years as Coach: 2

Years at Current School: 6

**Areas**

Reading/Literacy, Mathematics, Science, Data, RtI/MTSS

**Credentials**

BAs in Political Science and Literature/Writing from the University of California at San Diego; Professional Educator Certification from St. Johns River State College; certified in English 6-12, Social Studies 6-12, Middle Grades Integrated 5-9, Journalism 6-12, Gifted Endorsement, ESOL Endorsement, Reading Endorsement.

**Performance Record**

Ms. Van Housen is an experienced Language Arts and Teacher of Gifted students. She was a teacher at Alice B. Landrum Middle School for 4 years before moving into the Instructional Literacy Coach position. Currently, Alice B. Landrum maintains an "A" status under Florida's grading system. For the 2012-2013 school year, 81% of students met high standards in reading, 82% met high standards in math, 72% met high standards in writing, and 81% met high standards in science.

Ms. Van Housen has passed the FELE exam and will be completed with her Masters Degree in Educational Leadership at the University of North Florida by the summer of 2014.

**Classroom Teachers**

**# of classroom teachers**

64

**# receiving effective rating or higher**

64, 100%

**# Highly Qualified Teachers**

100%

**# certified in-field**

63, 98%

**# ESOL endorsed**

42, 66%

**# reading endorsed**

6, 9%

**# with advanced degrees**

24, 38%

**# National Board Certified**

4, 6%

**# first-year teachers**

4, 6%

**# with 1-5 years of experience**

8, 13%

**# with 6-14 years of experience**

32, 50%

**# with 15 or more years of experience**

19, 30%

**Education Paraprofessionals****# of paraprofessionals**

7

**# Highly Qualified**

7, 100%

**Other Instructional Personnel****# of instructional personnel not captured in the sections above**

0

**# receiving effective rating or higher**

(not entered because basis is &lt; 10)

**Teacher Recruitment and Retention Strategies**

This section meets the requirements of Section 1114(b)(1)(E), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

**Strategies to recruit and retain highly qualified, certified-in-field, effective teachers to the school, including the person responsible**

The principal uses the district PATS 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 ILC provides monthly school-developed PD and book studies. In the Teacher Mentor Program, new teachers are partnered with "veteran" mentors and the pairs are provided structured meeting time. The Instructional Literacy Coach and Teacher Leaders model lessons. The District CAST Team leads curriculum mapping and training.

**Teacher Mentoring Program/Plan**

This section meets the requirements of Sections 1114(b)(1)(D) and 1115(c)(1)(F), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

**Teacher mentoring program/plan, including the rationale for pairings and the planned mentoring activities**

Laura Loyd -- mentoring 7th-grade ELA teacher Allyson Jordan -- has extensive language arts experience, having taught language arts for 18 years, 7 of them at Landrum.  
Jen Smith -- mentoring both new Intensive Reading teachers, Bonnie Curran and Christine McCall -- has been an Intensive Reading teacher at Landrum for two years. She is Reading Endorsed and is

working on her masters degree in Educational Leadership.

Bobby Baggett -- mentoring math teacher Michele Meyer -- is an experienced math teacher who has been at Landrum for six years, currently teaching 7th-grade math and Algebra I Honors. He also sponsors the National Junior Honors Society.

Mike Ostlund -- mentoring Intensive Math teacher Becky Dykstra -- is an experienced math teacher, teaching 6th grade standard and advanced math. He will work closely with Ms. Dykstra in providing guidance for the remediation needs of the Intensive Math students.

Diane Ousley -- mentoring Intensive Math teacher Janice Rausch -- is a math teacher with 23 years of experience. She is also the Math Department Chair.

Michaela Durnin -- mentoring science teacher Nancy Hutton -- has been a science teacher at Landrum for three years, teaching 6th grade, 8th grade, and gifted.

Gwynn Paton -- mentoring 6th-grade teacher Cindy Benfield -- is an experienced social studies teacher.

Sara Kaufman-Zeilman -- mentoring 8th-grade gifted social studies teacher Kelly Vaughn -- is in her third year at Landrum, with experience teaching Journalism and gifted language arts.

Patty Raines -- mentoring social studies teacher Kevin Ryan -- is an experienced social studies teacher with 24 years experience and is Landrum's Social Studies Department chair.

Michael Peck -- mentoring Carrie Schwindt, Computers for College & Careers teacher -- is an experienced technology and teen leadership teacher, having taught for 18 years.

Kristin Westberry -- mentoring TV production teacher Susan Archer -- is an experienced math and STEM teacher working on her master's degree in Educational Leadership.

Milka Rocha -- mentoring Spanish teacher Elizabeth King -- is an experienced Spanish teacher, who has taught middle junior Spanish and Spanish 1 for high school credit.

Rebecca Williams -- mentoring art teacher Susan Painter -- is a National Board Certified teacher with more than 30 years teaching experience.

Linda Bard -- mentoring engaged citizenship teacher Debra Truitt -- is a former math teacher with 25 years of experience who has served as Landrum's Media Specialist for 16 years.

Trisha Kee -- mentoring ESE teacher Sandy Wallace -- is an experienced ESE teacher with three years at Landrum.

All mentors and mentees attended a pre-planning workshop together that included such procedural information as entering grades for interims and report cards, student discipline, parent conferencing, calendar of events and teacher evaluations. Mentors also gave guidance about curriculum maps and other district resources. Mentors and mentees have also been invited to attend monthly PD meetings together by the district throughout the school year.

### Multi-Tiered System of Supports (MTSS) / Response to Intervention (RtI)

This section meets the requirements of Sections 1114(b)(1)(B)(i)-(iv) and 1115(c)(1)(A)-(C), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

#### **Data-based problem-solving processes for the implementation and monitoring of MTSS and SIP structures to address effectiveness of core instruction, resource allocation (funding and staffing), teacher support systems, and small group and individual student needs**

At 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.

## **Function and responsibility of each school-based leadership team member as related to MTSS and the SIP**

Principal -- Emily Harrison (Oversees roles and responsibilities of MTSS team)

Assistant Principal -- Debra Allred (LEA; Back-up facilitator if Ms. Leeber is not present)

Curriculum Resource Coordinator -- Cindy Leeber (Creates, distributes agendas in timely manner; facilitates meetings; oversees check-out system for locked folders)

Instructional Literacy Coach -- Caty Van Housen (Provides Tier 1 universal student data; Gathers from teachers MTSS progress monitoring student data)

Guidance Counselors -- Valerie Golden & 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)

School Psychologist -- Lauren Hicks (Records notes in database during meetings; Sends follow-up email after meetings with "to-do" list for team members)

Behavior Specialist -- Josie Bokowski

Speech/Language Pathologist -- Radie Armstrong

## **Systems in place that the leadership team uses to monitor the fidelity of the school's MTSS and SIP**

The MTSS core team meets weekly.

The MTSS core team systematically evaluates the school infrastructure, scheduling, personnel and curriculum resources, staff development and procedures.

MTSS is implemented as a schoolwide method of raising student achievement outcomes through data review and problem-solving.

The MTSS core team plans, implements and monitors the progress of school improvement goals.

## **Data source(s) and management system(s) used to access and analyze data to monitor the effectiveness of core, supplemental, and intensive supports in reading, mathematics, science, writing, and engagement**

Baseline Data:

Reading and Math -- FCAT

Reading -- FAIR

Reading, Math, Science -- Discovery Education Assessments

Writing -- Writing Prompts

Behavior -- Daily behavior charts, ABC data, referrals

Attendance -- List of students missing 3, 5, or 10 days

Midyear Data:

Reading and Math -- FCAT

Reading -- FAIR

Reading, Math, Science -- Discovery Education

Writing -- Writing Prompts

Behavior -- Daily behavior charts, ABC data, referrals

Attendance -- List of students missing 3, 5, or 10 days

End-of-year Data:

Reading and Math -- FCAT

Reading -- FAIR

Reading, Math, Science -- Discovery Education Assessments

Writing -- Writing Prompts

Behavior -- Daily behavior charts, ABC data, referrals

## **Plan to support understanding of MTSS and build capacity in data-based problem solving for staff and parents**

The school-based leadership team received training on MTSS in August, 2013. Landrum's team will receive additional monthly virtual meetings and face-to-face meetings. Professional Development on MTSS will be conducted for the staff at Oct. 23rd, 2013 Faculty Meeting.

### Increased Learning Time/Extended Learning Opportunities

This section meets the requirements of Sections 1114(b)(1)(B)(ii)(II)-(III), 1114(b)(1)(I), and 1115(c)(1)(C)(i) and 1115(c)(2), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

**Research-based strategies the school uses to increase the amount and quality of learning time and help provide an enriched and accelerated curriculum:**

**Strategy:** Before or After School Program

**Minutes added to school year:**

After-school writing workshops -- Landrum Writes! -- led by 8th-grade ELA teachers Laura Loyd and Sara Zeilman will begin November 18th and be held every Monday until after the winter break, when they will be held twice a week until FCAT Writes. Students will receive focused, extended instruction on pre-writing, organizational strategies, drafting and revising expository and persuasive essays. Bus transportation will be provided to encourage attendance. All 8th-grade students will be invited.

#### **Strategy Purpose(s)**

- Instruction in core academic subjects

#### **How is data collected and analyzed to determine the effectiveness of this strategy?**

Writing samples are scored according to the same school-developed rubric each week, with writing samples and rubrics gathered in student interactive notebooks for tracking of student progress.

#### **Who is responsible for monitoring implementation of this strategy?**

Instructional Literacy Coach Caty Van Housen

**Strategy:** Before or After School Program

**Minutes added to school year:**

Landrum has implemented Professional Learning Communities called TPLGs -- Team Planning & Learning Groups -- assembled by grade and subject area. Teachers are given protected team planning time to collaborate on assessment design and progress monitoring.

**Strategy Purpose(s)**

- Teacher collaboration, planning and professional development

**How is data collected and analyzed to determine the effectiveness of this 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 Department Meetings.

**Who is responsible for monitoring implementation of this strategy?**

Principal Emily Harrison and Instructional Literacy Coach Caty Van Housen

**Strategy:** Before or After School Program

**Minutes added to school year:**

Botball is a STEM-oriented after-school club that meets every week to design robotics for entry in regional competitions. Math and STEM teacher Kristin Westberry heads up the club, which provides enrichment in mechanical and computer technology.

**Strategy Purpose(s)**

- Enrichment activities that contribute to a well-rounded education

**How is data collected and analyzed to determine the effectiveness of this strategy?**

The effectiveness of the group is measured by steadily increasing attendance every year and by higher placement in competitions against high school-aged Botball entries.

**Who is responsible for monitoring implementation of this strategy?**

Principal Emily Harrison, Kristin Westberry

**Strategy:** Before or After School Program

**Minutes added to school year:**

FCAT skills tutoring will be held every Tuesday and Thursday for two hours after school beginning Jan. 14, 2014. All lower quartile students will be encouraged to attend. Instruction in reading comprehension, math skills, and critical thinking will be provided by core subject-area Landrum teachers. Buses will be provided to encourage attendance.

**Strategy Purpose(s)**

- Instruction in core academic subjects

**How is data collected and analyzed to determine the effectiveness of this strategy?**

Pre-tests and post-tests will be conducted in both math and reading to determine groupings of students by grade-level and ability. Progress will be monitored throughout the three-month program by student grades and completion of tutoring assignments.

**Who is responsible for monitoring implementation of this strategy?**

Curriculum Resource Coordinator Cindy Leeber

**Strategy:** Before or After School Program

**Minutes added to school year:**

After-school science tutoring sessions will be led by 8th-grade science teachers Tom Barrett and Tara Van Kouteren, beginning Dec. 2nd. Students will gain extended, focused instruction on science to better prepare them for FCAT 2.0 and to deepen their scientific knowledge. Bus transportation will be provided to encourage attendance.

**Strategy Purpose(s)**

- Instruction in core academic subjects

**How is data collected and analyzed to determine the effectiveness of this strategy?**

Mr. Barrett and Ms. Van Kouteren will design Discovery Education probes to remediate individual student deficiencies. This will enable them to collect data and analyze the effectiveness of their classroom instruction.

**Who is responsible for monitoring implementation of this strategy?**

Curriculum Resource Coordinator Cindy Leeber

**Literacy Leadership Team (LLT)**

**Names and position titles of the members of the school-based LLT**

| Name           | Title     |
|----------------|-----------|
| Emily Harrison | Principal |



| Name                 | Title                                   |
|----------------------|---|
| Caty Van Housen      | Instructional Literacy Coach            |
| Laura Loyd           | Teacher/ELA Dept. Chair                 |
| Jen Smith            | Intensive Reading Teacher               |
| Bonnie Curran        | Intensive Reading Teacher               |
| Christine McCall     | Intensive Reading Teacher               |
| Carrie Schwindt      | Teacher, Computers for College & Career |
| Tom Barrett          | Science Teacher                         |
| Michaela Durnin      | Science Teacher                         |
| Susan Woepfel        | Teacher, Interactive Literacy           |
| Debbie O'Donnell     | Math Teacher                            |
| Sara Kaufman-Zeilman | ELA/Gifted Teacher                      |
| Erica Carpenter      | Civics Teacher                          |
| Linda Bard           | Media Center Specialist                 |

### How the school-based LLT functions

The LLT is scheduled to meet the fourth Tuesday of each month. As a core group within the Team, the Principal, ILC and ELA Dept. Chair will set the agenda and provide graphic organizers to help the meetings run efficiently and to facilitate the best use of the Team members' time so they can create and implement school-wide reading and writing campaigns.

### Major initiatives of the LLT

The LLT will promote Landrum's five writing "non-negotiables" -- Capitalization, Punctuation, Restate the Question, Elaborate or Cite Evidence from the text, and Use Academic Language (no texting abbreviations) -- with classroom posters, short videos, teacher PD and posting of student exemplars. Brainstorming more ideas for promotion of this type of "writing across the curriculum" will be the focus of the team's initial meetings.

The LLT will also find ways to promote in every classroom "What Good Readers Do." Team members will guide and support Landrum's reading goals to increase the percentage of students who make reading learning gains and who score in the proficient range of FCAT 2.0.

## Every Teacher Contributes to Reading Instruction

### How the school ensures every teacher contributes to the reading improvement of every student

In addition to the six Landrum teachers who are Reading Endorsed, 13 Landrum teachers have Content-Area Reading Certification (CAR-PD). Another year-long course will be offered in 2013-14 by the ILC to further deepen the knowledge of research-based reading instructional strategies on Landrum's campus. In addition, the ILC will provide monthly Professional Development on important reading strategy shifts related to the CCSS, including close reading and increasing text complexity and use of informational texts. The Literacy Leadership Team will plan and implement a school-wide campaign to increase awareness of best-practice reading strategies, for both teachers and students. Teachers of all subject areas are encouraged to make use of the four computer labs for research projects. The Media Center hosts a steady schedule of teachers and students for book check-outs. The principal as instructional leader, in her offerings of such electives as Interactive Literacy, allocation of resources in reading

professional development, as well as in her investment of technology and manpower, make it clear her priority to ensure every teacher contributes to the reading improvement of every student.

## **College and Career Readiness**

This section meets the requirements of Sections 1114(b)(1)(B)(iii)(I)(aa)-(cc), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

### **How the school incorporates applied and integrated courses to help students see the relationships between subjects and relevance to their future**

The 8th-grade Social Studies curriculum includes units on college and career readiness. Students are introduced to FLCHOICES.org, a high school, career, and college planning site. An extensive electives survey will be distributed in the spring so students can explore their options for the following year. Several of the electives offer industry certifications or high school credit, including Spanish 1 and Computing for College & Careers.

### **How the school promotes academic and career planning, including advising on course selections, so that each student's course of study is personally meaningful**

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.

### **Strategies for improving student readiness for the public postsecondary level**

The majority of Landrum's 8th-graders attend high school at Ponte Vedra High School or Allen D. Nease High School. Landrum's goal is to, first of all, reduce the number of students who need remedial reading at the high school, and second of all, prepare them for success with reading fluency and comprehension strategies. Landrum accelerates math students into high-school level courses and will continue to do so this year. For those students who are not accelerated, it will be important to strengthen their math skills in 8th-grade Math 3. Landrum's offering of Intensive Math for all level 1s and 2s -- new this year -- is expected to help this process.

## Expected Improvements

This section meets the requirements of Sections 1114(b)(1)(A),(H), and (I), and 1115(c)(1)(A), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

### Area 1: Reading

#### Annual Measurable Objectives (AMOs) - Students scoring at or above Achievement Level 3 on FCAT 2.0, or scoring at or above Level 4 on FAA

| Group                      | 2013 Target % | 2013 Actual % | Target Met? | 2014 Target % |
|----------------------------|---------------|---------------|-------------|---------------|
| All Students               | 84%           | 81%           | No          | 86%           |
| American Indian            |               |               |             |               |
| Asian                      | 84%           | 86%           | Yes         | 86%           |
| Black/African American     | 67%           | 41%           | No          | 70%           |
| Hispanic                   | 74%           | 76%           | Yes         | 77%           |
| White                      | 85%           | 82%           | No          | 87%           |
| English language learners  |               |               |             |               |
| Students with disabilities | 51%           | 38%           | No          | 56%           |
| Economically disadvantaged | 68%           | 56%           | No          | 72%           |

#### Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

|  | 2013 Actual # | 2013 Actual % | 2014 Target % |
|--|---------------|---------------|---------------|
| Students scoring at Achievement Level 3          | 308           | 26%           | 29%           |
| Students scoring at or above Achievement Level 4 | 666           | 56%           | 59%           |

#### Florida Alternate Assessment (FAA)

|  | 2013 Actual #                              | 2013 Actual % | 2014 Target % |
|--|--|---------------|---------------|
| Students scoring at Levels 4, 5, and 6 |  |               |               |
| Students scoring at or above Level 7   | <i>[data excluded for privacy reasons]</i> |               | 41%           |

#### Learning Gains

|   | 2013 Actual # | 2013 Actual % | 2014 Target % |
|---|---------------|---------------|---------------|
| Students making learning gains (FCAT 2.0 and FAA)       | 815           | 77%           | 80%           |
| Students in lowest 25% making learning gains (FCAT 2.0) | 117           | 68%           | 71%           |

**Comprehensive English Language Learning Assessment (CELLA)**

|  | 2013 Actual #                       | 2013 Actual % | 2014 Target % |
|--|-------------------------------------|---------------|---------------|
| Students scoring proficient in listening/speaking (students speak in English and understand spoken English at grade level in a manner similar to non-ELL students) | [data excluded for privacy reasons] |               | 75%           |
| Students scoring proficient in reading (students read grade-level text in English in a manner similar to non-ELL students)   | [data excluded for privacy reasons] |               | 50%           |
| Students scoring proficient in writing (students write in English at grade level in a manner similar to non-ELL students)  | [data excluded for privacy reasons] |               | 75%           |

**Area 2: Writing**

|   | 2013 Actual #                       | 2013 Actual % | 2014 Target % |
|---|-------------------------------------|---------------|---------------|
| Florida Comprehensive Assessment Test 2.0 (FCAT 2.0) Students scoring at or above 3.5 | 310                                 | 72%           | 80%           |
| Florida Alternate Assessment (FAA) Students scoring at or above Level 4               | [data excluded for privacy reasons] |               | 100%          |

**Area 3: Mathematics**

**Elementary and Middle School Mathematics**

**Annual Measurable Objectives (AMOs) - Students scoring at or above Achievement Level 3 on FCAT 2.0 and EOC assessments, or scoring at or above Level 4 on FAA**

| Group                      | 2013 Target % | 2013 Actual % | Target Met? | 2014 Target % |
|----------------------------|---------------|---------------|-------------|---------------|
| All Students               | 86%           | 82%           | No          | 87%           |
| American Indian            |               |               |             |               |
| Asian                      | 90%           | 88%           | No          | 91%           |
| Black/African American     | 57%           | 55%           | No          | 61%           |
| Hispanic                   | 78%           | 76%           | No          | 81%           |
| White                      | 87%           | 83%           | No          | 88%           |
| English language learners  |               |               |             |               |
| Students with disabilities | 54%           | 40%           | No          | 59%           |
| Economically disadvantaged | 70%           | 63%           | No          | 73%           |

**Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)**

|  | 2013 Actual # | 2013 Actual % | 2014 Target % |
|--|---------------|---------------|---------------|
| Students scoring at Achievement Level 3          | 290           | 25%           | 30%           |
| Students scoring at or above Achievement Level 4 | 421           | 37%           | 40%           |

**Florida Alternate Assessment (FAA)**

|  | 2013 Actual #                       | 2013 Actual %                       | 2014 Target % |
|--|-------------------------------------|-------------------------------------|---------------|
| Students scoring at Levels 4, 5, and 6 | [data excluded for privacy reasons] | [data excluded for privacy reasons] | 41%           |
| Students scoring at or above Level 7   | [data excluded for privacy reasons] | [data excluded for privacy reasons] | 16%           |

**Learning Gains**

|   | 2013 Actual # | 2013 Actual % | 2014 Target % |
|---|---------------|---------------|---------------|
| Learning Gains  | 908           | 87%           | 90%           |
| Students in lowest 25% making learning gains (FCAT 2.0 and EOC) | 169           | 75%           | 78%           |

**Middle School Acceleration**

|  | 2013 Actual # | 2013 Actual % | 2014 Target % |
|--|---------------|---------------|---------------|
| Middle school participation in high school EOC and industry certifications | 278           | 72%           | 75%           |
| Middle school performance on high school EOC and industry certifications   | 278           | 100%          | 100%          |

**Algebra I End-of-Course (EOC) Assessment**

|  | 2013 Actual # | 2013 Actual % | 2014 Target % |
|--|---------------|---------------|---------------|
| Students scoring at Achievement Level 3          | 23            | 9%            | 6%            |
| Students scoring at or above Achievement Level 4 | 225           | 91%           | 94%           |

**Geometry End-of-Course (EOC) Assessment**

|  | 2013 Actual # | 2013 Actual % | 2014 Target % |
|--|---------------|---------------|---------------|
| Students scoring at Achievement Level 3          |               |               |               |
| Students scoring at or above Achievement Level 4 | 30            | 100%          | 100%          |

**Area 4: Science****Middle School Science****Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)**

|  | 2013 Actual # | 2013 Actual % | 2014 Target % |
|--|---------------|---------------|---------------|
| Students scoring at Achievement Level 3          | 114           | 27%           | 30%           |
| Students scoring at or above Achievement Level 4 | 233           | 54%           | 57%           |

**Florida Alternate Assessment (FAA)**

|  | 2013 Actual #                       | 2013 Actual % | 2014 Target % |
|--|-------------------------------------|---------------|---------------|
| Students scoring at Levels 4, 5, and 6 | [data excluded for privacy reasons] |               | 70%           |
| Students scoring at or above Level 7   | [data excluded for privacy reasons] |               | 36%           |

**Area 5: Science, Technology, Engineering, and Mathematics (STEM)**

**All Levels**

|  | 2013 Actual # | 2013 Actual % | 2014 Target |
|--|---------------|---------------|-------------|
| # of STEM-related experiences provided for students (e.g. robotics competitions; field trips; science fairs) | 3             |               | 6           |
| Participation in STEM-related experiences provided for students  | 3             | 100%          | 100%        |

**Area 6: Career and Technical Education (CTE)**

|  | 2013 Actual # | 2013 Actual % | 2014 Target % |
|--|---------------|---------------|---------------|
| Students enrolling in one or more CTE courses  | 0             | 0%            | 12%           |
| Students who have completed one or more CTE courses who enroll in one or more <i>accelerated</i> courses |               |               |               |
| Completion rate (%) for CTE students enrolled in <i>accelerated</i> courses                              |               |               |               |
| Students taking CTE industry certification exams   |               |               |               |
| Passing rate (%) for students who take CTE industry certification exams                                  |               |               |               |
| CTE program concentrators  |               |               |               |
| CTE teachers holding appropriate industry certifications   |               |               |               |

**Area 8: Early Warning Systems**

**Middle School Indicators**

|  | 2013 Actual # | 2013 Actual % | 2014 Target % |
|--|---------------|---------------|---------------|
| Students who miss 10 percent or more of available instructional time   | 170           | 14%           | 11%           |
| Students who fail a mathematics course   | 1             | 0%            | 0%            |
| Students who fail an English Language Arts course  | 1             | 0%            | 0%            |
| Students who fail two or more courses in any subject   | 0             | 0%            | 0%            |
| Students who receive two or more behavior referrals  | 52            | 4%            | 3%            |
| Students who receive one or more behavior referrals that leads to suspension, as defined in s.1003.01(5), F.S. | 50            | 4%            | 3%            |

**Area 9: Parent Involvement**

Title I Schools may use the Parent Involvement Plan to meet the requirements of Sections 1114(b)(1)(F) and 1115(c)(1)(G), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

**Parental involvement targets for the school**

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; Parent/Teacher Conferences "Opening Comments"; Coffee with the Principal; SAC Meetings; Volunteer Appreciation Banquet; and the quarterly parent breakfasts "iMom" and "All Pro Dad". Landrum also conducts an annual parent feedback survey through SAC.

**Specific Parental Involvement Targets**

| Target  | 2013 Actual # | 2013 Actual % | 2014 Target % |
|---|---------------|---------------|---------------|
| Parents answer survey question: "Do you feel welcome at Landrum and do you feel you are provided the opportunity to be involved in the school?" |               |               | 85%           |
| Increase the number of family volunteer hours from 1,348 to 1,388   |               |               | 100%          |

**Area 10: Additional Targets**

**Additional targets for the school**

Students will sign pledges to build a school-wide Culture of Caring, led by Dean Sherri Anthony. Also, Landrum's goal is 80% favorable responses regarding the following two statements:

1. The six pillars of character are taught and modeled throughout the school community.
2. Character Counts and the Positive Behavior Support system reinforce student character as exhibited through their actions and choices.

In addition, similar to last year's goal, Character Education lessons will be implemented in each core class at least once per semester.

**Specific Additional Targets**

| Target  | 2013 Actual # | 2013 Actual % | 2014 Target % |
|---|---------------|---------------|---------------|
| 80% favorable responses on Character Counts survey questions. |               |               | 80%           |



## Goals Summary

- G1.** Landrum will incorporate the CCSS literacy standards throughout the school and across the curriculum.
- G2.** Literacy Leadership Team will reinforce Landrum's Writing "Non-Negotiables" throughout the school in every classroom.
- G3.** Landrum will focus energy and resources to making sure more learning gains are made by math students in the lowest 25%.

## Goals Detail

**G1.** Landrum will incorporate the CCSS literacy standards throughout the school and across the curriculum.

### Targets Supported

- Reading (AMO's, FCAT2.0, FAA, Learning Gains, CELLA, Postsecondary Readiness)
- Writing
- Social Studies
- U.S. History EOC
- Civics EOC
- Science - Middle School
- STEM - All Levels
- CTE
- EWS - Middle School

### Resources Available to Support the Goal

- Professional Development scheduled bi-monthly on instructional strategies for reading and writing across the curriculum, as well as research-based classroom strategies such as goal-setting and tracking student progress.
- New district curriculum guides with increased expectations to meet CCSS.

### Targeted Barriers to Achieving the Goal

- Teachers need to prioritize and discern most effective strategies for their own subject areas and teaching styles.

## Plan to Monitor Progress Toward the Goal

Reading Plus progress reports; FAIR and DE progress reports.

### Person or Persons Responsible

Literacy Leadership Team; ILC; ELA teachers

### Target Dates or Schedule:

monthly and quarterly

### Evidence of Completion:

FAIR and Discovery Eductaion benchmarks; Reading FCAT 2.0.

**G2.** Literacy Leadership Team will reinforce Landrum's Writing "Non-Negotiables" throughout the school in every classroom.

### Targets Supported

- Writing

### Resources Available to Support the Goal

- More than a dozen Landrum teachers have committed to developing a school-wide Writing Improvement Plan.

### Targeted Barriers to Achieving the Goal

- Teachers will have limited time to devote to this Voluntary PLC.

## Plan to Monitor Progress Toward the Goal

Student achievement results related to reading and writing.

### Person or Persons Responsible

Administration, Literacy Leadership team and teachers.

### Target Dates or Schedule:

at Literacy Leadership meetings and department data chats for ongoing progress monitoring (DE, FAIR, DFAs, District Writing Prompts, classroom writing prompts).

### Evidence of Completion:

FCAT Writes and Reading score improvements.

**G3.** Landrum will focus energy and resources to making sure more learning gains are made by math students in the lowest 25%.

### Targets Supported

### Resources Available to Support the Goal

- Think Through Math is an online research-based math intervention system designed to support students who are struggling with mathematics.

### Targeted Barriers to Achieving the Goal

- Landrum is offering Intensive Math for the first time to all level 1 and 2 math students. Providing access to technology is a priority for them, as it is for all students and teachers.

## Plan to Monitor Progress Toward the Goal

Discovery Ed progress monitoring; Math FCAT achievement results

**Person or Persons Responsible**

Curriculum Resource Coordinator Cindy Leeber

**Target Dates or Schedule:**

throughout the school year

**Evidence of Completion:**

80% of the students in the lower quartile will make learning gains.

## Action Plan for Improvement

### Problem Solving Key

**G** = Goal

**B** = Barrier

**S** = Strategy

**G1.** Landrum will incorporate the CCSS literacy standards throughout the school and across the curriculum.

**G1.B1** Teachers need to prioritize and discern most effective strategies for their own subject areas and teaching styles.

**G1.B1.S1** Form Team Planning & Learning Groups -- by subject area and grade level. Provide protected planning time for teams to: establish team norms; create team SMART goals aligned with district and school initiatives; narrow focus to standards-based learning targets; decipher appropriate classroom strategies to teach learning targets; assess student achievement of learning targets; analyze data to identify deficiencies; develop strategies to remediate and/or enrich student learning.

### Action Step 1

All Landrum faculty meetings and interactions will be guided by the concepts of Professional Learning Communities to build efficiency and to align with key school-wide literacy goals. Principal Harrison and a team of faculty leaders attended a Solution Tree PLC workshop over the summer and began implementing PLC systems during pre-planning. Landrum's PLCs are called TPLGs -- Team Planning & Learning Groups -- and they are formed by grade-level and subject area. Teams first established norms, then received information during PD about AMOs, as well as Deliberate Practice, district and school goals. Teams are creating their own SMART goals with this information in mind. Other PD sessions -- delivered in whole group and department meetings throughout the year-- will include: Choosing standards-based learning targets within SMART goal; Establishing clear goals & scales aligned with learning targets; Tracking student progress & Self-reported grading; Developing common formative assessments in the TPLGs; Data analysis & Remediation; Infusing lessons with technology; Text complexity & Informational text; and "Micro-teaching."

#### Person or Persons Responsible

Teachers grouped according to grade level and subject area

#### Target Dates or Schedule

During protected team planning time, as well as during informal after-school meetings together and department meetings

#### Evidence of Completion

Teachers will post meeting agendas and notes, including gathered student evidences of mastery, on the Landrum share drive.

#### Facilitator:

ILC Caty Van Housen

#### Participants:

Teachers grouped according to grade level and subject area

### **Plan to Monitor Fidelity of Implementation of G1.B1.S1**

reviews evidence of successful team planning and celebrates success

#### **Person or Persons Responsible**

Administration

#### **Target Dates or Schedule**

at monthly Faculty Meetings and Department Meetings

#### **Evidence of Completion**

by projecting team notes and student progress monitoring results.

### **Plan to Monitor Effectiveness of G1.B1.S1**

Track student progress for focused feedback and next steps in instruction.

#### **Person or Persons Responsible**

Teachers; Department Chairs; ILC; Administration

#### **Target Dates or Schedule**

Team Planning & Learning Groups' monthly protected time; Department Meetings; Quarterly Department Data Chat

#### **Evidence of Completion**

Data reports; agendas; team-planning notes; action plans

**G2.** Literacy Leadership Team will reinforce Landrum's Writing "Non-Negotiables" throughout the school in every classroom.

**G2.B1** Teachers will have limited time to devote to this Voluntary PLC.

**G2.B1.S1** Core Literacy Team -- ILC, ELA Dept. Chair and Principal -- will develop focused agenda for each of the four meetings of the Voluntary Literacy Leadership Team.

### **Action Step 1**

Sept. 10 Literacy Leadership team meets to define "Literacy at Landrum" and develop school-wide campaign based on writing "non-negotiables" and extend to reading and writing in every classroom every day. Oct. 15 Literacy Leadership team meets to prepare campaign roll-out at Oct. 30 Grade Level meetings. Nov. 12 Literacy Leadership team meets to gather information about campaign successes and opportunities for furthering literacy goals. Team also plans CCSS PD for department data chats on close reading, text complexity and informational text. Dec. 10 Literacy Leadership team meets review and reinforce campaign.

#### **Person or Persons Responsible**

Landrum teachers committed to improving student writing and reading skills forms voluntary PLC.

#### **Target Dates or Schedule**

Second Tuesday of each month.

#### **Evidence of Completion**

Classroom Posters, other consumables and department-specific PD opportunities designed and produced.

#### **Facilitator:**

ILC Caty Van Housen

#### **Participants:**

Landrum teachers committed to improving student writing skills.

### **Plan to Monitor Fidelity of Implementation of G2.B1.S1**

will monitor the use of writing strategies by students

#### **Person or Persons Responsible**

Administration, ILC and teachers

#### **Target Dates or Schedule**

September 11, October 15, November 12, and December 17

#### **Evidence of Completion**

to determine whether the "Non-Negotiable" campaign was effective in student writing samples.

## Plan to Monitor Effectiveness of G2.B1.S1

will review student writing

### Person or Persons Responsible

Administration and teachers

### Target Dates or Schedule

during walkthrough observations, at the end of each grading period and after each District Writing Prompt

### Evidence of Completion

to see if student writing is improving, especially with regard to the "Non-Negotiables."

**G3.** Landrum will focus energy and resources to making sure more learning gains are made by math students in the lowest 25%.

**G3.B1** Landrum is offering Intensive Math for the first time to all level 1 and 2 math students. Providing access to technology is a priority for them, as it is for all students and teachers.

**G3.B1.S1** All available funds must be routed to meeting Landrum's technology needs. Each IM teacher needs at least a dozen classroom computers so they can build a flow of independent learning stations blended with one-on-one individualized tutoring.

### Action Step 1

purchase computers and have them imaged by IT for Intensive Math classrooms

### Person or Persons Responsible

SAI funds

### Target Dates or Schedule

Beginning of school year

### Evidence of Completion

All Intensive Math students will complete at least 30 lessons in their targeted pathway, which has been proven to make measureable gains on standardized tests.

### **Plan to Monitor Fidelity of Implementation of G3.B1.S1**

Classroom observations of Intensive Math

#### **Person or Persons Responsible**

Administration: Emily Harrison, Debra Allred, Cindy Leeber

#### **Target Dates or Schedule**

Beginning of school year and throughout school year

#### **Evidence of Completion**

student's progress monitoring reports

### **Plan to Monitor Effectiveness of G3.B1.S1**

Monitor student progress reports; guide and instruct use of program on classroom computers

#### **Person or Persons Responsible**

IM teachers Janice Rausch and Rebecca Dykstra

#### **Target Dates or Schedule**

Every week

#### **Evidence of Completion**

Think Through Math student reports; Discovery Ed math progress monitoring; Math FCAT results



## Coordination and Integration

This section meets the requirements of Sections 1114(b)(1)(J) and 1115(c)(1)(H), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

### How federal, state, and local funds, services, and programs are coordinated and integrated at the school

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

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.

## Appendix 1: Professional Development Plan to Support School Improvement Goals

This section will satisfy the requirements of Sections 1114(b)(1)(D) and 1115(c)(1)(F), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b), by demonstrating high-quality and ongoing professional development for teachers, principals, and paraprofessionals and, if appropriate, for pupil services personnel, parents, and other staff is being offered to enable all children in the school to meet the State's student academic achievement standards.

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

**G1.** Landrum will incorporate the CCSS literacy standards throughout the school and across the curriculum.

**G1.B1** Teachers need to prioritize and discern most effective strategies for their own subject areas and teaching styles.

**G1.B1.S1** Form Team Planning & Learning Groups -- by subject area and grade level. Provide protected planning time for teams to: establish team norms; create team SMART goals aligned with district and school initiatives; narrow focus to standards-based learning targets; decipher appropriate classroom strategies to teach learning targets; assess student achievement of learning targets; analyze data to identify deficiencies; develop strategies to remediate and/or enrich student learning.

### PD Opportunity 1

All Landrum faculty meetings and interactions will be guided by the concepts of Professional Learning Communities to build efficiency and to align with key school-wide literacy goals. Principal Harrison and a team of faculty leaders attended a Solution Tree PLC workshop over the summer and began implementing PLC systems during pre-planning. Landrum's PLCs are called TPLGs -- Team Planning & Learning Groups -- and they are formed by grade-level and subject area. Teams first established norms, then received information during PD about AMOs, as well as Deliberate Practice, district and school goals. Teams are creating their own SMART goals with this information in mind. Other PD sessions -- delivered in whole group and department meetings throughout the year-- will include: Choosing standards-based learning targets within SMART goal; Establishing clear goals & scales aligned with learning targets; Tracking student progress & Self-reported grading; Developing common formative assessments in the TPLGs; Data analysis & Remediation; Infusing lessons with technology; Text complexity & Informational text; and "Micro-teaching."

#### Facilitator

ILC Caty Van Housen

#### Participants

Teachers grouped according to grade level and subject area

#### Target Dates or Schedule

During protected team planning time, as well as during informal after-school meetings together and department meetings

#### Evidence of Completion

Teachers will post meeting agendas and notes, including gathered student evidences of mastery, on the Landrum share drive.

**G2.** Literacy Leadership Team will reinforce Landrum's Writing "Non-Negotiables" throughout the school in every classroom.

**G2.B1** Teachers will have limited time to devote to this Voluntary PLC.

**G2.B1.S1** Core Literacy Team -- ILC, ELA Dept. Chair and Principal -- will develop focused agenda for each of the four meetings of the Voluntary Literacy Leadership Team.

### **PD Opportunity 1**

Sept. 10 Literacy Leadership team meets to define "Literacy at Landrum" and develop school-wide campaign based on writing "non-negotiables" and extend to reading and writing in every classroom every day. Oct. 15 Literacy Leadership team meets to prepare campaign roll-out at Oct. 30 Grade Level meetings. Nov. 12 Literacy Leadership team meets to gather information about campaign successes and opportunities for furthering literacy goals. Team also plans CCSS PD for department data chats on close reading, text complexity and informational text. Dec. 10 Literacy Leadership team meets review and reinforce campaign.

#### **Facilitator**

ILC Caty Van Housen

#### **Participants**

Landrum teachers committed to improving student writing skills.

#### **Target Dates or Schedule**

Second Tuesday of each month.

#### **Evidence of Completion**

Classroom Posters, other consumables and department-specific PD opportunities designed and produced.

## Appendix 2: Budget to Support School Improvement Goals

### Budget Summary by Goal

| Goal  | Description   | Total    |
|-------|---|----------|
| G1.   | Landrum will incorporate the CCSS literacy standards throughout the school and across the curriculum.                   | \$6,113  |
| G3.   | Landrum will focus energy and resources to making sure more learning gains are made by math students in the lowest 25%. | \$10,000 |
| Total |   | \$16,113 |

### Budget Summary by Funding Source and Resource Type

| Funding Source     | Professional Development | Technology | Total    |
|--------------------|--------------------------|------------|----------|
| Additional Revenue | \$6,113                  | \$0        | \$6,113  |
| SAC                | \$0                      | \$10,000   | \$10,000 |
| Total              | \$6,113                  | \$10,000   | \$16,113 |

### Budget Details

*Budget items identified in the SIP as necessary to achieve the school's goals.*

**G1.** Landrum will incorporate the CCSS literacy standards throughout the school and across the curriculum.

**G1.B1** Teachers need to prioritize and discern most effective strategies for their own subject areas and teaching styles.

**G1.B1.S1** Form Team Planning & Learning Groups -- by subject area and grade level. Provide protected planning time for teams to: establish team norms; create team SMART goals aligned with district and school initiatives; narrow focus to standards-based learning targets; decipher appropriate classroom strategies to teach learning targets; assess student achievement of learning targets; analyze data to identify deficiencies; develop strategies to remediate and/or enrich student learning.

### **Action Step 1**

All Landrum faculty meetings and interactions will be guided by the concepts of Professional Learning Communities to build efficiency and to align with key school-wide literacy goals. Principal Harrison and a team of faculty leaders attended a Solution Tree PLC workshop over the summer and began implementing PLC systems during pre-planning. Landrum's PLCs are called TPLGs -- Team Planning & Learning Groups -- and they are formed by grade-level and subject area. Teams first established norms, then received information during PD about AMOs, as well as Deliberate Practice, district and school goals. Teams are creating their own SMART goals with this information in mind. Other PD sessions -- delivered in whole group and department meetings throughout the year-- will include: Choosing standards-based learning targets within SMART goal; Establishing clear goals & scales aligned with learning targets; Tracking student progress & Self-reported grading; Developing common formative assessments in the TPLGs; Data analysis & Remediation; Infusing lessons with technology; Text complexity & Informational text; and "Micro-teaching."

### **Resource Type**

Professional Development

### **Resource**

Solution Tree conference on DuFour's Learning by Doing in Orlando attended July 24-26 by Principal Emily Harrison, ILC Caty Van Housen, ELA Department Chair Laura Loyd, 7th-grade Department Chair Laurie Stanton and Social Studies Department Chair Patty R

### **Funding Source**

Additional Revenue

### **Amount Needed**

\$6,113

**G3.** Landrum will focus energy and resources to making sure more learning gains are made by math students in the lowest 25%.

**G3.B1** Landrum is offering Intensive Math for the first time to all level 1 and 2 math students. Providing access to technology is a priority for them, as it is for all students and teachers.

**G3.B1.S1** All available funds must be routed to meeting Landrum's technology needs. Each IM teacher needs at least a dozen classroom computers so they can build a flow of independent learning stations blended with one-on-one individualized tutoring.

**Action Step 1**

purchase computers and have them imaged by IT for Intensive Math classrooms

**Resource Type**

Technology

**Resource**

**Funding Source**

SAC

**Amount Needed**

\$10,000