Landmark Middle School

2021-22 Schoolwide Improvement Plan

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Landmark Middle School

101 KERNAN BLVD N, Jacksonville, FL 32225

http://www.duvalschools.org/landmark

Demographics

Principal: Cicely Tyson White

Start Date for this Principal: 7/1/2018

2019-20 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	Middle School 6-8
Primary Service Type (per MSID File)	K-12 General Education
2020-21 Title I School	Yes
2020-21 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	80%
2020-21 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities* English Language Learners Asian Students Black/African American Students Hispanic Students Multiracial Students Pacific Islander Students White Students Economically Disadvantaged Students
School Grades History	2018-19: B (60%) 2017-18: B (58%) 2016-17: C (51%)
2019-20 School Improvement (SI) Information*	
SI Region	Northeast
Regional Executive Director	Cassandra Brusca
Turnaround Option/Cycle	N/A
Year	
Support Tier	
ESSA Status	

* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, click here.

School Board Approval

This plan is pending approval by the Duval County School Board.

SIP Authority

Section 1001.42(18), Florida Statutes, requires district school boards to annually approve and require implementation of a Schoolwide Improvement Plan (SIP) for each school in the district that has a school grade of D or F. This plan is also a requirement for Targeted Support and Improvement (TS&I) and Comprehensive Support and Improvement (CS&I) schools pursuant to 1008.33 F.S. and the Every Student Succeeds Act (ESSA).

To be designated as TS&I, a school must have one or more ESSA subgroup(s) with a Federal Index below 41%. This plan shall be approved by the district. There are three ways a school can be designated as CS&I:

1. have a school grade of D or F
2. have a graduation rate of 67% or lower
3. have an overall Federal Index below 41%.

For these schools, the SIP shall be approved by the district as well as the Bureau of School Improvement.

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, or a graduation rate 67% or less. Districts may opt to require a SIP using a template of its choosing for schools that do not fit the aforementioned conditions. This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at www.floridacims.org.

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. 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.

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Landmark Middle School

School Demographics

School Type and Grades Served (per MSID File)	**2020-21 Title I School**	**2020-21 Economically Disadvantaged (FRL) Rate** (as reported on Survey 3)
Middle School 6-8	Yes	82%

Primary Service Type (per MSID File)	**Charter School**	**2018-19 Minority Rate** (Reported as Non-white on Survey 2)
K-12 General Education	No	66%

School Grades History

Year	2020-21	2019-20	2018-19	2017-18
Grade		B	B	B

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Part I: School Information

School Mission and Vision

Provide the school's mission statement.

To provide educational excellence in every classroom, for every student, everyday.

Provide the school's vision statement.

To create a school environment where students successfully use every opportunity to be optimistic and aspire to be great and resilient at Landmark and beyond.

School Leadership Team

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

Name	Position Title	Job Duties and Responsibilities
Tyson, Cicely	Principal	
Crisp, Monica	Assistant Principal	Assistant Principal of Curriculum (Math)
Johnson, Nick	Assistant Principal	Science and Social Studies
Baker, Patricia	Dean	
Carter, Edward	Instructional Coach	
Williams, Anthony	Dean	
Clark, Vanessa	School Counselor	
Robinson, Rebecca	School Counselor	
Rorhbaugh, Ginger	School Counselor	

Demographic Information

Principal start date
Sunday 7/1/2018, Cicely Tyson White

Number of teachers with a 2019 3-year aggregate or a 1-year Algebra state VAM rating of Highly Effective. *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*
7

Number of teachers with a 2019 3-year aggregate or a 1-year Algebra state VAM rating of Effective. *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*
18

Total number of teacher positions allocated to the school
76

Total number of students enrolled at the school

1,088

Identify the number of instructional staff who left the school during the 2020-21 school year.

10

Identify the number of instructional staff who joined the school during the 2021-22 school year.

19

Demographic Data

Early Warning Systems

2021-22

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Number of students enrolled	0	0	0	0	0	0	346	370	369	0	0	0	0	1085
Attendance below 90 percent	0	0	0	0	0	0	114	103	127	0	0	0	0	344
One or more suspensions	0	0	0	0	0	0	74	62	49	0	0	0	0	185
Course failure in ELA	0	0	0	0	0	0	11	3	7	0	0	0	0	21
Course failure in Math	0	0	0	0	0	0	4	12	7	0	0	0	0	23
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	0	0	55	67	89	0	0	0	0	211
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	0	65	74	63	0	0	0	0	202
Number of students with a substantial reading deficiency	0	0	0	0	0	0	178	109	125	0	0	0	0	412

The number of students with two or more early warning indicators:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	0	0	0	0	0	0	150	113	119	0	0	0	0	382

The number of students identified as retainees:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	0	0	0	0	0	0	6	6	7	0	0	0	0	19
Students retained two or more times	0	0	0	0	0	0	9	6	11	0	0	0	0	26

Date this data was collected or last updated

Monday 8/23/2021

2020-21 - As Reported

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	
Number of students enrolled	0	0	0	0	0	0	0	0	0	0	0	0	0	
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	0	0	0	0	
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in ELA	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in Math	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on 2019 statewide ELA assessment	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on 2019 statewide Math assessment	0	0	0	0	0	0	0	0	0	0	0	0	0	

The number of students with two or more early warning indicators:

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

The number of students identified as retainees:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	0	0	0	0	0	0	0	0	0	0	0	0	0	
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0	

2020-21 - Updated

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	
Number of students enrolled	0	0	0	0	0	0	372	380	400	0	0	0	0	1152
Attendance below 90 percent	0	0	0	0	0	0	71	114	96	0	0	0	0	281
One or more suspensions	0	0	0	0	0	0	372	380	400	0	0	0	0	1152
Course failure in ELA	0	0	0	0	0	0	100	119	74	0	0	0	0	293
Course failure in Math	0	0	0	0	0	0	5	4	7	0	0	0	0	16
Level 1 on 2019 statewide ELA assessment	0	0	0	0	0	0	55	67	89	0	0	0	0	211
Level 1 on 2019 statewide Math assessment	0	0	0	0	0	0	65	74	63	0	0	0	0	202

The number of students with two or more early warning indicators:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	0	0	0	0	0	0	151	175	151	0	0	0	0	477

The number of students identified as retainees:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	0	0	0	0	0	0	0	0	0	0	0	0	0	
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0	

Part II: Needs Assessment/Analysis

School Data Review
Please note that the district and state averages shown here represent the averages for similar school types (elementary, middle, high school, or combination schools).

School Grade Component	2021			2019			2018		
	School	District	State	School	District	State	School	District	State
ELA Achievement				47%	43%	54%	46%	42%	53%
ELA Learning Gains				52%	49%	54%	49%	47%	54%
ELA Lowest 25th Percentile				42%	45%	47%	43%	44%	47%
Math Achievement				65%	49%	58%	56%	46%	58%
Math Learning Gains				67%	50%	57%	53%	50%	57%
Math Lowest 25th Percentile				54%	47%	51%	47%	47%	51%
Science Achievement				48%	44%	51%	50%	45%	52%
Social Studies Achievement				83%	68%	72%	92%	82%	72%

Grade Level Data Review - State Assessments
NOTE: This data is raw data and includes ALL students who tested at the school. This is not school grade data.

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
06	2021					
	2019	44%	47%	-3%	54%	-10%
Cohort Comparison						
07	2021					
	2019	43%	44%	-1%	52%	-9%
Cohort Comparison	-44%					
08	2021					
	2019	50%	49%	1%	56%	-6%
Cohort Comparison	-43%					

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
06	2021					
	2019	66%	51%	15%	55%	11%
Cohort Comparison						
07	2021					

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
	2019	58%	47%	11%	54%	4%
Cohort Comparison		-66%				
08	2021					
	2019	39%	32%	7%	46%	-7%
Cohort Comparison		-58%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
08	2021					
	2019	46%	40%	6%	48%	-2%
Cohort Comparison						

BIOLOGY EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019					
CIVICS EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019	83%	69%	14%	71%	12%
HISTORY EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019					
ALGEBRA EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019	83%	57%	26%	61%	22%
GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019	98%	61%	37%	57%	41%

Grade Level Data Review - Progress Monitoring Assessments

Provide the progress monitoring tool(s) by grade level used to compile the below data.

2020-2021 PMA 1-3 Data was used to progress monitor.

Grade 6				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students	57/19.52%	57/17.65%	47/19.92%
	Economically Disadvantaged	0	1/20%	N/A
	Students With Disabilities	1/2.86%	1/2.56%	1/3.13%
	English Language Learners	0	0	1/0.3%
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students	18/11.54%	44/14.15%	22/7.8%
	Economically Disadvantaged	0	0	N/A
	Students With Disabilities	1/5.88%	2/5.26%	N/A
	English Language Learners	1/10%	1/5.56%	N/A

Grade 7				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students	27/9.47	47/15.21	28/9.89
	Economically Disadvantaged	4/3.15	13/9.29	12/9.45%
	Students With Disabilities	11/14.67	16/19.75	9/12.86%
	English Language Learners	0	0	0
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students	32/13.73%	27/10.04%	7/2.65%
	Economically Disadvantaged	10/9.17%	11/8.59%	3/2.04%
	Students With Disabilities	5/8.33	9/14.06%	1./1.59%
	English Language Learners	1/8.33	1/7.69%	0
Civics	Number/% Proficiency	Fall	Winter	Spring
	All Students	56/16.72	63/16.89%	74/26.91%
	Economically Disadvantaged	0	0	0
	Students With Disabilities	4/10.26	2/4.55%	4/11/11
	English Language Learners	0	0	0

Grade 8				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students	96/26.74	96/26.82	53/16.88%
	Economically Disadvantaged	1/25.00%	0	0
	Students With Disabilities	3/7.14%	0	0
	English Language Learners	0	0	0
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students	5/4.47%	1/0.74%	0
	Economically Disadvantaged	1/1.61%	0	0
	Students With Disabilities	1/3.7%	0	0
	English Language Learners	0	0	0
Science	Number/% Proficiency	Fall	Winter	Spring
	All Students	46/16.%	55/17%	106/33%
	Economically Disadvantaged	19/14%	19/13%	34/24%
	Students With Disabilities	8/17%	12/20%	27/44%
	English Language Learners	0	0	0

Subgroup Data Review

2021 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2019-20	C & C Accel 2019-20
SWD	20	28	27	22	29	28	27	49	60		
ELL	32	51	50	38	34	40	21	63	62		
ASN	61	59	36	70	47		64	90	82		
BLK	34	36	21	34	30	26	40	61	64		
HSP	44	51	46	40	38	38	43	78	70		
MUL	48	37	8	52	33	19	29	84	59		
WHT	55	47	32	63	47	34	67	79	79		
FRL	38	36	24	40	34	29	41	65	63		
2019 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2017-18	C & C Accel 2017-18
SWD	30	46	36	44	53	45	35	60	82		
ELL	29	51	45	58	64	51	30	62	83		

2019 SCHOOL GRADE COMPONENTS BY SUBGROUPS										
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2017-18	C & C Accel 2017-18
ASN	55	67	65	82	79	59	65	90	90		
BLK	37	46	38	51	62	53	30	79	74		
HSP	44	47	36	65	65	62	60	83	94		
MUL	49	43	45	76	69	46	57	94	92		
WHT	56	58	43	72	70	54	57	84	85		
FRL	39	48	40	57	62	50	38	80	75		
2018 SCHOOL GRADE COMPONENTS BY SUBGROUPS										
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2016-17	C & C Accel 2016-17
SWD	30	47	41	37	49	40	30	67			
ELL	33	45	29	42	54	52					
ASN	68	52	53	72	57	60	88	90	91		
BLK	34	45	39	42	47	42	34	89	82		
HSP	44	47	41	57	62	55	58	97	88		
MUL	56	55	48	71	44	44	54	90	100		
WHT	54	54	49	66	59	55	61	93	92		
FRL	40	46	40	51	50	46	39	89	83		

ESSA Data Review

This data has been updated for the 2021-22 school year as of 10/19/2021.

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	
OVERALL Federal Index – All Students	49
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	2
Progress of English Language Learners in Achieving English Language Proficiency	57
Total Points Earned for the Federal Index	489
Total Components for the Federal Index	10
Percent Tested	95%

Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	32
Students With Disabilities Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	

English Language Learners	
Federal Index - English Language Learners	45
English Language Learners Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years English Language Learners Subgroup Below 32%	
Native American Students	
Federal Index - Native American Students	
Native American Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Native American Students Subgroup Below 32%	
Asian Students	
Federal Index - Asian Students	64
Asian Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Asian Students Subgroup Below 32%	
Black/African American Students	
Federal Index - Black/African American Students	38
Black/African American Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Black/African American Students Subgroup Below 32%	
Hispanic Students	
Federal Index - Hispanic Students	51
Hispanic Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Hispanic Students Subgroup Below 32%	
Multiracial Students	
Federal Index - Multiracial Students	41
Multiracial Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Multiracial Students Subgroup Below 32%	
Pacific Islander Students	
Federal Index - Pacific Islander Students	
Pacific Islander Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Pacific Islander Students Subgroup Below 32%	
White Students	
Federal Index - White Students	55
White Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years White Students Subgroup Below 32%	

Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	43
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	

Analysis

Data Analysis
Answer the following analysis questions using the progress monitoring data and state assessment data, if applicable.

What trends emerge across grade levels, subgroups and core content areas?

PMA 1 and PMA 2 assessed quarterly standards while PMA 3 was cumulative. We noticed that PMA 3 performance declined for most content areas (Excluding Civics).

What data components, based off progress monitoring and 2019 state assessments, demonstrate the greatest need for improvement?

Reading and Math are the greatest areas of improvement.

What were the contributing factors to this need for improvement? What new actions would need to be taken to address this need for improvement?

There are a number of things that contributed to a decline in student achievement:
Covid-19
Attendance
Distance Learning (Duval Homeroom)
Multiple Schedule Changes throughout the year to adjust class size and students who were brick and mortar/home
Testing Environments
Low Test Participation from Virtual
Insufficient Parent Involement
New Actions-Implement stronger systems in the event we have to transition to virtual learning. Create a stronger testing environment wherein benchmark testing replicates state assessment testing experience. Use funding for a school counselor to support social and emotional challenges, use funding for additional math teachers, use funding for additional dean, and use CARES funding for an instructional coach.

What data components, based off progress monitoring and 2019 state assessments, showed the most improvement?

Overall Civics and Science showed the most improvement.

What were the contributing factors to this improvement? What new actions did your school take in this area?

Strategic Scheduling
Experienced Teachers
Standards Based Teaching
PLC
Continuity of content and teachers

District Specialist Support
Data Driven Instruction (Differentiated)

What strategies will need to be implemented in order to accelerate learning?

8th Grade Math will be double blocked
Provide Interventions to Math and Reading students who are below (Intensive Math and Intensive Reading)
Scaffolding Supports to tiered students
Instructional Coach will support at-risk students
Using PLC to align instruction with state testing, data, and standards.

Based on the contributing factors and strategies identified to accelerate learning, describe the professional development opportunities that will be provided at the school to support teachers and leaders.

Achieve 3000
HMH
District Civics Training
UNF ELL/SWD training
Landmark ESOL Training (School Counselor/APC)

Provide a description of the additional services that will be implemented to ensure sustainability of improvement in the next year and beyond.

Instructional Coach-Provide support to ALL teachers with an emphasis on Math and ELA.
District Specialist Support-Support school-wide accountability goals.
After School Tutoring-Tutoring for students
District Attendance Support-\Monitor truancy
Standards Based Walkthroughs-Daily teacher observations to ensure standards-based instruction
Anchored for Life Military Support-Support for military students
5000 Role Models-support for at-risk minority males
Full-Service School Referrals-mental health support for students.

Part III: Planning for Improvement

Areas of Focus:

#1. Instructional Practice specifically relating to Professional Learning Communities	
Area of Focus Description and Rationale:	Upon reviewing 2021 FSA data it was determined that our Reading and Math scores showed a significant drop. Our accountability grade dropped from a B to a C given the results of the 2021 FSA data. The leadership team felt that Reading and Math would be the areas of focus.
Measurable Outcome:	100% of our core teachers will meet weekly for PLC and engage in collaborative work with an emphasis on data and standards-based instruction.
Monitoring:	Administrators and the instructional coach will facilitate PLC for all accountability areas on a weekly basis. Admin and the instructional coach will conduct a minimum of 5 class room walkthroughs each week and provide feedback to teachers. Admin will use data from walkthroughs to guide PLC discussions and next-steps for individual and groups of teachers. Admin will use the results of progress monitoring data to drive the PLC discussion and ensure that lesson plans and deliverables are connected to standards based instruction.
Person responsible for monitoring outcome:	Cicely Tyson (tysonc@duvalschools.org)
Evidence-based Strategy:	According to the International Society for Technology in Education (ISTE) there are 4 major benefits of PLC. 1. PLCs allow educators opportunities to directly improve teaching and learning. 2. PLCs build stronger relationships between team members. 3. PLCs help teachers stay on top of new research and merging technology tools for the classroom 4. PLCs help teachers reflect on ideas. Our Goal this year is to maximize our PLC time by focusing on Standards Aligned Instruction and Leveraging Equivalent Experience Assessments. With the support of our instructional coach and district specialist, we hope to use our 90-minute weekly PLC time to plan high-quality standards based lessons, review student work, progress monitor with formative and summative standards aligned assessments, and disaggregate data through engaging collaborative work sessions.
Rationale for Evidence-based Strategy:	2021 FSA data showed a drop in Reading and Math data. The leadership team met this summer to review proress monitoring data and FSA data and determined that our instructional focus should include a strong emphasis on PLC and standards based learning for Reading and Math in order to regain the points we loss during the 2021 administration of the FSA. Our goal is to use Title 1 funds to add additional math teachers (2), science teacher (1), dean (1), and school counselor (1).

Action Steps to Implement

Admin and Instructional Coach will facilitate weekly PLC

Admin will attend content area PD to strengthen skillset and knowledge

Admin will secure training for blending learning programs Achieve 3000 and HMH

Teachers will participate in STEM training and AVID training to incorporate proven strategies in science, math, and reading.

Teachers and students will attend field experiences centered on STEM.

Admin will use digital printer to display data and content resources to enhance the learning environemtn.

Person Responsible	Cicely Tyson (tysonc@duvalschools.org)

#2. Culture & Environment specifically relating to Early Warning Systems

Area of Focus Description and Rationale:	Upon reviewing or SAS data for school year 2020-2021, it was determined that our focus would be on African-American males with 2 or more early warning indicators. Based on current data 66% of our males had an indicator in reading, 97% had an indicator in math, and 66% had indicators in both.
Measurable Outcome:	At least 49% (71 students) of the identified target group will become proficient or show a year of growth on the ELA FSA. At least 53% (76 students) of the identified target group will become proficient or show a year of growth on the Math FSA. Achieving the SMART goal will eliminate at least 2 EWS indicators for each student.
Monitoring:	The following data will be monitored by the Dean of students and instructional Coach: PMA data, HMH growth measures, Achieve lexile levels, and district EEA module assessments.
Person responsible for monitoring outcome:	Edward Carter (cartere@duvalschools.org)
Evidence-based Strategy:	5000 Role Models program specifically designed to support at risk African-American males. Small group novel study with the school counselor. Data chats with Instructional Coach and Counselors, to include progress monitoring and goal setting.
Rationale for Evidence-based Strategy:	5000 role models will help place at-risk boys in supportive relationships with positive and successful men in the community who they can emulate, expose them to positive alternatives to self-destructive behaviors, and prepare our young men to effectively deal with the challenges and struggles that threaten their success. Small group novel study of "Discovering Wes Moore". This study will help students explore the issues that separate success and failure and helps to teach them about choices they make in life. Data chats will help students learn to set goals and self-monitor by taking ownership of their choices.

Action Steps to Implement

Admin and Instructional coach will select students for data chats.
Guidance Counselor Robinson will select a group of 15 students based on data, to conduct a small group book study.
Dean Williams will facilitate the selection of 5000 role model candidates based on teacher recommendations and areas of concern.
We will use Title 1 funds to secure an additional dean and school counselor. We will use field experiences to engage our students in STEM learning and Team Building.
Admin will use Title 1 funds to purchase Calm Classroom/Restorative Practices curriculum

Person Responsible	Monica Crisp (crispm@duvalschools.org)

Additional Schoolwide Improvement Priorities

Using the SafeSchoolsforAlex.org, compare the discipline data of the school to discipline data across the state and provide primary or secondary areas of concern that the school will monitor during the upcoming school year. Include how the school culture and environment will be monitored through the lens of behavior or discipline data.

In 2019-2020 Landmark ranked #361/553 in the state for overall SESIR incidents. Our primary area of concern that the school continues to monitor are fighting incidents. As a result of this data we have implemented several culture and climate initiatives to decrease the number of fighting incidents. We have implemented restorative practices that address specific behavioral concerns, such as conflict resolution, adult-led mediation, and peer mediation. Our PBIS program has expanded to include Talon points for positive behaviors, monthly recognition celebrations, and bi-weekly school store opening. The success of these initiatives will be monitored through monthly PBIS team meetings and bi-weekly data disaggregation with the Deans of Students and Administration.

Part IV: Positive Culture & Environment

A positive school culture and environment reflects: a supportive and fulfilling environment, learning conditions that meet the needs of all students, people who are sure of their roles and relationships in student learning, and a culture that values trust, respect and high expectations. Consulting with various stakeholder groups to employ school improvement strategies that impact the positive school culture and environment are critical. Stakeholder groups more proximal to the school include teachers, students, and families of students, volunteers, and school board members. Broad stakeholder groups include early childhood providers, community colleges and universities, social services, and business partners.

Stakeholders play a key role in school performance and addressing equity. Consulting various stakeholder groups is critical in formulating a statement of vision, mission, values, goals, and employing school improvement strategies.

Describe how the school addresses building a positive school culture and environment.

Over the past three years we have been very intentional about the ways in which we develop a positive school culture and environment. The expectation for ALL staff is that we provide Chick-Flia service to our stakeholders (students, parents, and community members). We take great pride in the fact that we have cultivated a work and learning environment where we treat each other and our students with respect, compassion, and flexibility. Below is a list of activities/initiatives that are in place to help us sustain the positive school culture and environment.
We use individualized rewards during school store (Talon Tickets)
Teacher rewards
Bring your pet to work day-Teacher Planning Day
Spirit Week Activities
SOAR Week Activities
After school dance and activities
Lunch rewards and lunch for students on patio
Student of the month
5000 role models/Ladies of Landmark
Rewards for students who are improving, met the academic goal, and those who exceed the goal.
Holiday celebrations tied to behavior activities- Easter egg hunt, St. Patrick's day popcorn, PI Day
Monthly moral boosters for staff

Global celebrations (Hispanic heritage, Black history, Women's month, and Asian Heritage Month)
Super Seahawk bulletin board/ student of the month/ teacher parking spot

Identify the stakeholders and their role in promoting a positive culture and environment at the school.

PTA provides funding and support and sponsor student events
PBIS maintains and distributes items in school store
Student government supports PBIS through event planning and student support
STEM night/Honors academy/AVID parent nights
8th grade activities (dance, grad night, moving-up ceremony)
Spirit Week hosted by Student Government (participants- Jags, high school bands, other community organizations)
Admin-Staff Celebrations

Part V: Budget

The approved budget does not reflect any amendments submitted for this project.

1	III.A.	Areas of Focus: Instructional Practice: Professional Learning Communities	$0.00
2	III.A.	Areas of Focus: Culture & Environment: Early Warning Systems	$0.00
		Total:	**$0.00**