Alice B. Landrum Middle School

2021-22 Schoolwide Improvement Plan

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Alice B. Landrum Middle School

230 LANDRUM LN, Ponte Vedra Beach, FL 32082

www.lms.stjohns.k12.fl.us

Demographics

Principal: Guy Harris

Start Date for this Principal: 7/12/2021

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	No
2020-21 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	4%
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 White Students Economically Disadvantaged Students
School Grades History	2018-19: A (78%) 2017-18: A (74%) 2016-17: A (78%)
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 St. Johns 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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230 LANDRUM LN, Ponte Vedra Beach, FL 32082

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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	No	3%

Primary Service Type (per MSID File)	**Charter School**	**2018-19 Minority Rate** (Reported as Non-white on Survey 2)
K-12 General Education	No	21%

School Grades History

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

School Board Approval

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SIP Authority

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Purpose and Outline of the SIP

The SIP is intended to be the primary artifact used by every school with stakeholders to review data, set goals, create an action plan and monitor progress. 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: School Information

School Mission and Vision

Provide the school's mission statement.

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

Provide the school's vision statement.

Alice B. Landrum Middle School will create an environment that fosters students of high character and individual academic excellence through authentic experiences.
The 4 C's: Caring, Collaboration, Communication and Critical Thinking

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
Harris, Guy	Principal	Facilitates admin team, Building Leadership Team, manages facility, sets mission and vision, sets goals and expectations for progress monitoring, oversees roles and responsibilities of MTSS team, and ensures that all staff comply with the district-wide school site standards.
Sirak, Ryan	Assistant Principal	LEA, Schoology, Activities, MTSS team member, Professional Learning Communities, Professional Development, Discipline, Field Studies, EEE, School Data, SIP, TAT, Textbooks
Cortes, Ruth	Assistant Principal	Testing, School Data, School Safety, Discipline, Emergency Operations, ESOL, EEE, Professional Learning Communities, Professional Development, SIP
McCabe, Moira	Instructional Coach	Coach Facilitates RTI process, MTSS team, progress monitoring, provides Tier 1 student data, PLC, PD, New Teacher Support/Coaching, I-Ready Testing
White, Liza	School Counselor	Bring student's to team attention, provide grade, course and attendance information, gather teacher feedback on student behavior, track academic performance, monitor parent contact and facilitate meetings with parents and teachers.
Schultz, Carolie	School Counselor	Bring student's to team attention, provide grade, course and attendance information, gather teacher feedback on student behavior, track academic performance, monitor parent contact and facilitate meetings with parents and teachers.
Shook, Kim	School Counselor	Bring student's to team attention, provide grade, course and attendance information, gather teacher feedback on student behavior, track academic performance, monitor parent contact and facilitate meetings with parents and teachers.
Ash, Alicia	Psychologist	Identifies need for resources and provides student and guidance support.

Demographic Information

Principal start date

Monday 7/12/2021, Guy Harris

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.*

9

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.*

17

Total number of teacher positions allocated to the school

81

Total number of students enrolled at the school

1,203

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

3

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

9

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	339	398	367	0	0	0	0	1104
Attendance below 90 percent	0	0	0	0	0	0	33	52	51	0	0	0	0	136
One or more suspensions	0	0	0	0	0	0	29	30	21	0	0	0	0	80
Course failure in ELA	0	0	0	0	0	0	13	29	7	0	0	0	0	49
Course failure in Math	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	0	0	6	16	11	0	0	0	0	33
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	0	0	0	0	0	0	0	0	
Number of students with a substantial reading deficiency	0	0	0	0	0	0	0	0	0	0	0	0	0	
	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	17	24	13	0	0	0	0	54

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	8	13	9	0	0	0	0	30
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0	

Date this data was collected or last updated

Monday 7/12/2021

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	342	347	519	0	0	0	0	1208
Attendance below 90 percent	0	0	0	0	0	0	9	16	29	0	0	0	0	54
One or more suspensions	0	0	0	0	0	0	8	26	37	0	0	0	0	71
Course failure in ELA	0	0	0	0	0	0	21	15	23	0	0	0	0	59
Course failure in Math	0	0	0	0	0	0	21	15	23	0	0	0	0	59
Level 1 on 2019 statewide ELA assessment	0	0	0	0	0	0	17	16	21	0	0	0	0	54
Level 1 on 2019 statewide Math assessment	0	0	0	0	0	0	17	16	21	0	0	0	0	54

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	8	10	16	0	0	0	0	34

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	342	347	519	0	0	0	0	1208
Attendance below 90 percent	0	0	0	0	0	0	9	16	29	0	0	0	0	54
One or more suspensions	0	0	0	0	0	0	8	26	37	0	0	0	0	71
Course failure in ELA	0	0	0	0	0	0	21	15	23	0	0	0	0	59
Course failure in Math	0	0	0	0	0	0	21	15	23	0	0	0	0	59
Level 1 on 2019 statewide ELA assessment	0	0	0	0	0	0	17	16	21	0	0	0	0	54
Level 1 on 2019 statewide Math assessment	0	0	0	0	0	0	17	16	21	0	0	0	0	54

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	8	10	16	0	0	0	0	34

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				83%	68%	54%	82%	69%	53%
ELA Learning Gains				66%	59%	54%	63%	57%	54%
ELA Lowest 25th Percentile				60%	48%	47%	55%	45%	47%
Math Achievement				93%	77%	58%	91%	76%	58%
Math Learning Gains				84%	68%	57%	79%	66%	57%
Math Lowest 25th Percentile				82%	60%	51%	73%	58%	51%
Science Achievement				82%	70%	51%	84%	73%	52%
Social Studies Achievement				97%	88%	72%	94%	87%	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	85%	74%	11%	54%	31%
Cohort Comparison						
07	2021					
	2019	85%	72%	13%	52%	33%
Cohort Comparison		-85%				
08	2021					
	2019	79%	71%	8%	56%	23%
Cohort Comparison		-85%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
06	2021					
	2019	88%	74%	14%	55%	33%
Cohort Comparison						
07	2021					
	2019	95%	80%	15%	54%	41%
Cohort Comparison		-88%				
08	2021					
	2019	94%	78%	16%	46%	48%
Cohort Comparison		-95%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
08	2021					
	2019	82%	72%	10%	48%	34%
Cohort Comparison						

BIOLOGY EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019	0%	87%	-87%	67%	-67%
CIVICS EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019	98%	90%	8%	71%	27%

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	99%	79%	20%	61%	38%
GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019	100%	81%	19%	57%	43%

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	42	46	38	54	55	51	48	73	27		
ELL	55	72	67	71	74	70					
ASN	82	83	70	94	86		85	100	90		
BLK	60	82		60	45						
HSP	75	68	50	82	67	64	84	95	59		
MUL	69	61	45	83	70		83	89	56		
WHT	80	64	48	88	77	69	79	92	73		
FRL	70	67	67	70	62	70					
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	43	54	47	61	66	64	31	85	16		
ELL		60			70						
ASN	87	78		98	95		100	100	87		
BLK	63	43		81	86						
HSP	78	60	57	88	74	66	72	95	50		
MUL	91	72		90	88			92			
WHT	83	67	61	94	84	83	83	98	53		
FRL	54	51	41	81	73	65	59	87	13		
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	41	50	49	61	63	67	28	67	6		
ASN	91	67		93	83		71	100	87		

				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
BLK	67	67		72	67						
HSP	81	62	67	88	74	65	82	89	47		
MUL	95	80		100	80						
WHT	82	62	54	91	79	74	85	94	48		
FRL	62	55	41	82	75	71	65	76	27		

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	74
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	0
Progress of English Language Learners in Achieving English Language Proficiency	
Total Points Earned for the Federal Index	669
Total Components for the Federal Index	9
Percent Tested	99%

Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	48
Students With Disabilities Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	
English Language Learners	
Federal Index - English Language Learners	68
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	86
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	62
Black/African American Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Black/African American Students Subgroup Below 32%	
Hispanic Students	
Federal Index - Hispanic Students	72
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	70
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	74
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	68
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?

The trends that emerged from data across grade levels, subgroups, and core content areas were a decline ranging from 1-15%.

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

Data reflects that the greatest need for improvement is the Lowest 25% in Math.

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

The major factors that contributed to this need for improvement were: COVID quarantines leading to increased absences and loss of instruction; and the opportunities for families to choose between Distance learning and Brick and Mortar learning platforms. The new actions that would need to be taken to address this need for improvement would be offering students solely the traditional learning platform.

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

Data reflects no improvement from 2019-2021.

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

Data reflects no improvement from 2019-2021, therefore, no actions could be listed for this area.

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

The strategies implemented will be small groups and collaborative learning. Teachers will organize students into appropriate groups to facilitate the learning of content.

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.

The school will strengthen professional learning communities with the intent of increasing accountability and transparency. There will be internal and external opportunities offered to teachers.

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

School leaders will intentionally collaborate with PLCs this year while also providing them ongoing feedback throughout the year to ensure sustainability.

Part III: Planning for Improvement

Areas of Focus:

#1. Instructional Practice specifically relating to ELA

Area of Focus Description and Rationale:	The learning gains of the bottom 25% decreased 10% from the 2020-2021 school year to the 2018-2019 school year.
Measurable Outcome:	The learning gains of the bottom 25% will reach will increase by 2% to reach 52% of the bottom quartile will achieve learning gains.
Monitoring:	The use of common summatives at each grade level in addition to iReady as a progress monitoring tool.
Person responsible for monitoring outcome:	Guy Harris (guy.harris@stjohns.k12.fl.us)
Evidence-based Strategy:	All teachers will deliver standards based Instruction along with common summative assessments. Each PLC will reflect and analyze data from standards based common assessments, iReady progess monitoring, and previous state assessments to inform groupings of students. Teachers will utilize small group instruction to meet instructional needs. The MTSS team will meet weekly to identify, monitor, and support students in need of tiered targeted intervention.
Rationale for Evidence-based Strategy:	Standards-Based Instruction: Marzano & Toth (2015) stated, "Instruction must always align to the taxonomy level of the learning target(s)...This connection...facilitates the progressive attainment of essential knowledge and skills leading students to demonstrate mastery of the standard" (p.12). School performance data indicates that having a specific plan through the use of standards-based instruction and collaboration will result in growth. MTSS: Novak (2021) expressed, "we have to challenge beliefs, skills, and our systems so our work is learner-driven and evidence informed". Through MTSS, all students are given access to inclusive and equitable educational practices that minimize opportunity gaps. The team analyzes grades, attendance and test scores with the purpose of revising strategies to meet student needs. PLCs: Data also indicates that continued support of our PLC process leads to sustained trends in growth as a result of collaboration. Collaborative learning, teaching, and planning enhance learning and teaching experiences. Small group instruction: small group instruction allows for personalized instruction allowing teachers to provide frequent feedback and close gaps working towards mastery of grade level standards.

Action Steps to Implement

Students will take iReady at the beginning and middle of the year for progress monitoring. Data analysis will be presented to core team. Individual data chats with all students performing two or more grade levels below grade level, along with communication to parents.

Person Responsible	Moira McCabe (moira.mccabe@stjohns.k12.fl.us)

Professional development and coaching will be provided to teachers in the use of organizing students into appropriate groups to facilitate learning.

Person Responsible   Moira McCabe (moira.mccabe@stjohns.k12.fl.us)

The MTSS team will meet weekly to analyze school-wide data and set literacy goals. In addition, the team will identify and monitor students in need of tiered support.

Person Responsible   Ryan Sirak (ryan.sirak@stjohns.k12.fl.us)

#2. Instructional Practice specifically relating to Math	
Area of Focus Description and Rationale:	By 2022, we will increase math proficiency learning gains on FSA. Data indicates that currently all students had 84 points in math learning gains in 2019 and in 2021 dropped to 76.
Measurable Outcome:	Data indicates a need to achieve 11% learning gains in math for the school to be at the proficiency level prior to COVID.
Monitoring:	Increased proficiency towards increased learning gains on the FSA at the end of the year will be monitored through progress monitoring tools such as District Common Summative Assessments (CSAs) within Standard classes; iReady Math; Khan Academy; and quarterly in class summatives.
Person responsible for monitoring outcome:	Guy Harris (guy.harris@stjohns.k12.fl.us)
Evidence-based Strategy:	Standards-Based Instruction: Standards based progress tracking by course and data chats focused on growth and goal setting with level 1s, 2s, and 3s. Teachers will also focus on transitioning smoothly towards the B.E.S.T. Florida Math Standards-Based Instruction. MTSS: Use of student focused progress monitoring data (CSAs and iReady) to focus on acceleration and on standard based instruction for student growth is the focus of our PLCs and administration. Level 1s, 2s, and 3s will be tracked by our ILC, through ESE, admin PLC liaisons, and will be provided ongoing academic support. This support will be provided through MTSS. PLCs: They will also receive professional development and opportunities through their PLCs to share evidence of appropriate implementation of small groups.
Rationale for Evidence-based Strategy:	Standards-Based Instruction: Marzano & Toth (2015) stated, "Instruction must always align to the taxonomy level of the learning target(s)...This connection...facilitates the progressive attainment of essential knowledge and skills leading students to demonstrate mastery of the standard" (p.12). School performance data indicates that having a specific plan through the use of standards-based instruction and collaboration will result in growth. MTSS: Novak (2021) expressed, "we have to challenge beliefs, skills, and our systems so our work is learner-driven and evidence informed". Through MTSS, all students are given access to inclusive and equitable educational practices that minimize opportunity gaps. The team analyzes grades, attendance and test scores with the purpose of revising strategies to meet student needs. PLCs: Data also indicates that continued support of our PLC process leads to sustained trends in growth as a result of collaboration. Collaborative learning, teaching, and planning enhance learning and teaching experiences.

Action Steps to Implement

Teachers will collaborate on their math textbook adoption that will align the new B.E.S.T standards focusing on providing supports to their students with the purpose of increasing learning gains and having a smooth transition. The B.E.S.T. Standards will be fully implemented in the 2022-2023 school year along with aligned instructional materials and statewide assessments.

Person Responsible Guy Harris (guy.harris@stjohns.k12.fl.us)

Assess grades 6-8 with iReady Math 2 times this school year and through CSAs 4 times this school year for progress monitoring and for the purpose of data chats. Trends will be communicated to PLCs and Leadership team.

Person Responsible Moira McCabe (moira.mccabe@stjohns.k12.fl.us)

Class incentives will be provided for students who complete their remediation and acceleration through Khan Academy to celebrate their successes in courses that do not take iReady such as Algebra and Geometry.

Person Responsible Ruth Cortes (ruth.cortes@stjohns.k12.fl.us)

Professional Development and training will be provided to teachers to support their appropriate use of small groups within the classroom to facilitate learning.

Person Responsible Moira McCabe (moira.mccabe@stjohns.k12.fl.us)

MTSS team will analyze students with low proficiency in Math to help provide new strategies to teachers that will better support student needs. This will include our subgroups that demonstrate low proficiency (Black, Multiracial, SWD, and FRL).

Person Responsible Ryan Sirak (ryan.sirak@stjohns.k12.fl.us)

#3. Culture & Environment specifically relating to Discipline

Area of Focus Description and Rationale:	To reduce instances of student misbehavior and disciplinary referrals by providing incentives that encourage positive student behavior. Specifically, we will focus on reducing instances of bullying and threat & intimidation by reimagining our character education strategies and providing incentives to encourage positive student choices/behaviors.
Measurable Outcome:	Landrum Middle School will reduce its instances of bullying, intimidation, and harassment by 2% throughout the current school year.
Monitoring:	LMS will monitor school discipline data monthly to better understand behavioral trends to implement strategies designed to reduce negative behavior (bullying, intimidation, harassment).
Person responsible for monitoring outcome:	Guy Harris (guy.harris@stjohns.k12.fl.us)
Evidence-based Strategy:	LMS will educate students on the importance of positive choices and the consequences of negative choices that lead to bullying, intimidation , and harassment through grade level discussions, monthly virtual lessons, school based behavioral incentives.
Rationale for Evidence-based Strategy:	This criteria was identified based upon our reflection of student data found in the FL School Safety Dashboard for the previous school year. This area of focus stood out as an opportunity to improve the school climate/culture for the LMS community.

Action Steps to Implement

Action steps include regular communication with parents to seek their partnership and support.
Engage students in regular educational sessions that promote positive behavior and provide information regarding the consequences of poor choices. Encourage healthy choices by celebrating positive student behavior and promote a school culture that is more informed and accountable.

Person Responsible	Guy Harris (guy.harris@stjohns.k12.fl.us)

#4. ESSA Subgroup specifically relating to Students with Disabilities	
Area of Focus Description and Rationale:	The subgroup of SWD was identified as a critical need based upon a 13% drop in Math and a 9% drop in ELA within the Lowest 25% achievement from 2019 to 2021.
Measurable Outcome:	The school plans to achieve a 5% increase in the lowest quartile and SWD ELA raising this to 43%, a 5% increase in the lowest quartile and SWD Math raising this to 56%, and a 5% increase in the SWD science raising this to 53%. This will be done through increase collaboration in PLC and increased focus from ESE teachers on their caseload individuals.
Monitoring:	ESE teacher's will have a period built into their schedules for the sole purpose of increasing time with their caseload students and progress monitoring to ensure progress is being met throughout the year.
Person responsible for monitoring outcome:	Ryan Sirak (ryan.sirak@stjohns.k12.fl.us)
Evidence-based Strategy:	We are utilizing QRI-6 program to increase data based progress monitoring and then more time through a period of 45 minutes per day to utilize the data and increase student time to affect growth.
Rationale for Evidence-based Strategy:	This was determined through researching effective data based progress monitoring tools and then understanding that teachers will need time with the students to utilize the data in accordance with an individualized approach to see an increased growth with the SWD subgroups.

Action Steps to Implement

The ESE team will increase QRI-6 frequency with their caseloads and ensure that data is used to support growth within the classroom.

Person Responsible	Ryan Sirak (ryan.sirak@stjohns.k12.fl.us)

The ESE team will utilize their caseload period (1 of 7 periods throughout the day, roughly 45 minutes per day) to meet with students to progress monitor, reteach and/or support their students on their caseloads.

Person Responsible	Ryan Sirak (ryan.sirak@stjohns.k12.fl.us)

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.

Based off the website SafeSchoolsforAlex.org, LMS ranks 24 out of 553 schools and is listed as very low for concern in all categories. We will continue our culture of Positive Supports and look to actively engage our students in positive reinforces such as clubs and PBIS rewards.

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.

The administrative team at Landrum Middle School communicates, prioritizes, and models the value of positive school culture through multiple interactions with faculty, staff, students, and parents. We focus on strengthening individual relationships and recognizing that human connectivity is the corner-stone to promoting student growth and achievement. As a team, we're currently participating in a book-study that reinforces the value of relationships and the need to support the personal/professional goals of all employees. We also have been and continue to be intentional in our efforts to foster relationships with our school support organizations to include the SAC and PTO. These two groups play an important role in the success and achievement of students as well as fostering teacher moral. This partnership has been a hallmark of the Landrum school community for some time now, however it is important never to take the relationship with our school support organization for granted. We have several student centered incentive in place that are designed to celebrate positive student behavior. They include lunch in the "Lions Den", our "Ride with Pride" school transportation program, and our "Impact" community service program. All of these initiatives promote student leadership, service to others, and positive school culture. Today we will announce and honor our Teacher of the Year and Rookie Teacher of the Year to students, faculty, and staff. This is an exciting moment simply because the winners have been recognized and identified by there colleagues. This is huge in terms of its positive impact on teacher moral. The final piece of building and sustaining a positive school culture is tied to the effectiveness of our professional learning communities. Strong learning communities are communicative, collaborative, and clearly focused on the task of student growth/achievement. Teams working together with a shared mission have a powerful and positive impact on school culture. These communities are creative and reflective of best practices designed to connect to student learning needs within a supportive community. This the single most impactful factor to positive school culture.

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

Landrum Middle is extremely fortunate to have a very supportive and highly involved community of stakeholders completely invested and committed to the school's success. Our SAC meets on a monthly basis to provide input and feedback to leadership as it relates to the academic, social (environment), and cultural components of the school. This collaboration is rich in discussion and highlighted by it's single focus of student achievement. The perspectives and expertise shared within these conversations demonstrate the stakeholder interest in promoting a healthy, appropriate, and positive school culture. Our PTO is instrumental in engaging administration in identifying opportunities to celebrate the work of faculty and staff.

These deliberate conversations toward ensuring that all LMS employees feel valued and appreciated are another significant factor to promoting and sustaining a positive school culture.