Landmark Middle School

2022-23 Schoolwide Improvement Plan

Table of Contents

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
2021-22 Title I School	Yes
2021-22 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	80%
2021-22 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	2021-22: B (57%) 2018-19: B (60%) 2017-18: B (58%)
2019-20 School Improvement (SI) Information*	
SI Region	Northeast
Regional Executive Director	Cassandra Brusca
Turnaround Option/Cycle	N/A
Year	
Support Tier	
ESSA Status	N/A

* 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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School Demographics

School Type and Grades Served (per MSID File)	**2021-22 Title I School**	**2021-22 Economically Disadvantaged (FRL) Rate** (as reported on Survey 3)
Middle School 6-8	Yes	80%

Primary Service Type (per MSID File)	**Charter School**	**2018-19 Minority Rate** (Reported as Non-white on Survey 2)
K-12 General Education	No	67%

School Grades History

Year	2021-22	2020-21	2019-20	2018-19
Grade	B		B	B

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SIP Authority

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Purpose and Outline of the SIP

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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
For each member of the school leadership team, select the employee name and email address from the dropdown. Identify the position title and job duties/responsibilities.**:**

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

Demographic Information

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

Number of teachers with a 2022 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 2022 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
74

Total number of students enrolled at the school

1,095

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

21

Identify the number of instructional staff who joined the school during the 2022-23 school year.

21

Demographic Data

Early Warning Systems

Using prior year's data, complete the table below with the number of students by current 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	364	360	371	0	0	0	0	1095
Attendance below 90 percent	0	0	0	0	0	0	24	65	71	0	0	0	0	160
One or more suspensions	0	0	0	0	0	0	7	39	45	0	0	0	0	91
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 2022 statewide FSA ELA assessment	0	0	0	0	0	0	33	41	34	0	0	0	0	108
Level 1 on 2022 statewide FSA Math assessment	0	0	0	0	0	0	31	48	46	0	0	0	0	125
Number of students with a substantial reading deficiency	0	0	0	0	0	0	33	41	34	0	0	0	0	108

Using the table above, complete the table below with the number of students by current grade level who have 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	62	56	91	0	0	0	0	209

Using current year data, complete the table below with the number of students identified as being "retained.":

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

Friday 7/29/2022

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	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

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	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

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Indicator	Grade Level													Total
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	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

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	2022			2021			2019		
	School	District	State	School	District	State	School	District	State
ELA Achievement	45%	43%	50%				47%	43%	54%
ELA Learning Gains	48%						52%	49%	54%
ELA Lowest 25th Percentile	39%						42%	45%	47%
Math Achievement	52%	35%	36%				65%	49%	58%
Math Learning Gains	59%						67%	50%	57%
Math Lowest 25th Percentile	55%						54%	47%	51%
Science Achievement	52%	48%	53%				48%	44%	51%
Social Studies Achievement	72%	53%	58%				83%	68%	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	2022					
	2019	44%	47%	-3%	54%	-10%
Cohort Comparison						
07	2022					
	2019	43%	44%	-1%	52%	-9%
Cohort Comparison		-44%				
08	2022					
	2019	50%	49%	1%	56%	-6%
Cohort Comparison		-43%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
06	2022					
	2019	66%	51%	15%	55%	11%
Cohort Comparison						
07	2022					
	2019	58%	47%	11%	54%	4%
Cohort Comparison		-66%				
08	2022					
	2019	39%	32%	7%	46%	-7%
Cohort Comparison		-58%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
06	2022					
	2019					
Cohort Comparison						
07	2022					
	2019					
Cohort Comparison		0%				
08	2022					
	2019	46%	40%	6%	48%	-2%
Cohort Comparison		0%				

BIOLOGY EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019					
CIVICS EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019	83%	69%	14%	71%	12%
HISTORY EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019					
ALGEBRA EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019	83%	57%	26%	61%	22%
GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019	98%	61%	37%	57%	41%

Subgroup Data Review

2022 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 2020-21	C & C Accel 2020-21
SWD	31	39	35	36	55	54	30	49	77		
ELL	33	46	37	44	51	61	23	62	71		
ASN	51	66	62	70	71		70	83	95		
BLK	32	39	38	35	53	51	30	63	92		
HSP	51	50	29	52	52	37	55	76	71		
MUL	52	49	50	59	59	53	61	83	95		
WHT	54	52	34	64	66	70	64	75	92		
FRL	38	42	34	44	54	52	40	65	84		
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		

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
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		
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		

ESSA Data Review

This data has not been updated for the 2022-23 school year.

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	N/A
OVERALL Federal Index – All Students	57
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	53
Total Points Earned for the Federal Index	565
Total Components for the Federal Index	10
Percent Tested	99%

Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	45
Students With Disabilities Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	0

English Language Learners	
Federal Index - English Language Learners	48
English Language Learners Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years English Language Learners Subgroup Below 32%	0
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%	0
Asian Students	
Federal Index - Asian Students	71
Asian Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Asian Students Subgroup Below 32%	0
Black/African American Students	
Federal Index - Black/African American Students	48
Black/African American Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Black/African American Students Subgroup Below 32%	0
Hispanic Students	
Federal Index - Hispanic Students	54
Hispanic Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Hispanic Students Subgroup Below 32%	0
Multiracial Students	
Federal Index - Multiracial Students	62
Multiracial Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Multiracial Students Subgroup Below 32%	0
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%	0
White Students	
Federal Index - White Students	60
White Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years White Students Subgroup Below 32%	0

Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	50
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	0

Part III: Planning for Improvement

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 3 Scores in Civics and Science were much higher than actual FSA scores. We also have a large amount of students in all grade levels (app. 20-25%) who are level 1 readers on the FSA.

What data components, based off progress monitoring and 2022 state assessments, demonstrate the greatest need for improvement?

Reading and 8th Grade Science show the greatest need for improvement as well as 7th grade (incoming 8th grade) math scores.

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

Students with a large number of absences and suspensions being removed from the learning environment
Learning deficits from years of distance learning
Schedule Changes throughout the year to adjust class sizes
Teacher retirements
Testing Environments
Insufficient Parent Involvement
New Actions
Create a stronger testing environment wherein benchmark testing replicates state assessment testing experience.
Implement building wide reading and test taking strategies to explicitly teach to students

What data components, based off progress monitoring and 2022 state assessments, showed the most improvement?

Accelerated Math and Science (Geometry/Algebra/Biology).
Pull Out/Small Group Learning

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
Strong reading levels of students

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

Scaffolding Supports to tiered students
Instructional Coach will support at-risk students
Using PLC to align instruction with state testing, data, and standards.
Revised Master Schedule: 5x5 with all Math, ELA, Civics and 8th Science double blocked
Coaching Cycle for struggling teachers

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.

BEST Standards Training In Math and ELA
District Civics Training
Landmark ESOL Training (School Counselor/APC)
Gifted Strategies and Best Practices
ESE Accommodations and Best Practices
CRT

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
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.

Areas of Focus
Identify the key Areas of Focus to address your school's highest priorities based on any/all relevant data sources.

:

#1. Instructional Practice specifically relating to ELA	
Area of Focus Description and Rationale: **Include a rationale that explains how it was identified as a critical need from the data reviewed.**	Upon review of our data we have a large percentage of students in all grade levels with deficits in reading. App. 20-25% of all students in grades 6-8 are level 1 readers on the 2021 FSA and a large population of ELL students in the school.
Measurable Outcome: **State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.**	50% of all students who tested as a level 1 will score a level 3 or above on the ELA Reading and Writing test by the end of the 2022-23 school year.
Monitoring: **Describe how this Area of Focus will be monitored for the desired outcome.**	Reading strategies in all content areas will improve reading comprehension in all subject areas and align instruction across the building.
Person responsible for monitoring outcome:	Edward Carter (cartere@duvalschools.org)
Evidence-based Strategy: **Describe the evidence-based strategy being implemented for this Area of Focus.**	Reading Comprehension is linked with higher proficiency and achievement on assessments and makes classroom instruction more effective in terms of connecting with prior knowledge, summarizing new info and applying information to new situations.
Rationale for Evidence-based Strategy: **Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.**	FSA data shows that 20-25% of our students are level 1 readers, including a disproportionate amount of students in Pre-Algebra and 8th Grade Science which are both accountability areas for our school.

Action Steps to Implement

List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

Chose reading strategies as a leadership team to implement school wide
Explain rationale for strategy
Pick PLC leaders to train teachers
Monitor implementation by admin
Review implementation in leadership and PLC meetings
Instructional materials ordered: Dry Erase Boards for small group instruction/tutor sessions in AVID
Display monitors
The Title I grant project and funds will be leveraged for supplemental programming and will be used to implement salaried and non-salaried activities. The activities and strategies include music in the classroom therapy to engage students with disabilities. Acaletics math program to supplement math materials for students. Lastly, the purchase interactive display monitors, so that teachers can engage students with digital media in the classroom and enhance the learning experience.

Person Responsible	Nick Johnson (johnsonn1@duvalschools.org)

#2. Positive Culture and Environment specifically relating to Early Warning Systems	
Area of Focus Description and Rationale: Include a rationale that explains how it was identified as a critical need from the data reviewed.	Reviewing our data for the 2021-22 year we found that several students in our school had two or more early warning indicators amongst all grade levels, specifically a large amount of students with 2 or more suspensions.
Measurable Outcome: State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.	By the end of the 2022-23 school year the amount of students suspended 1 or more times will drop from 91 (9%) of students population to 4%.
Monitoring: Describe how this Area of Focus will be monitored for the desired outcome.	Monthly behavior meetings will monitor school suspension and implement tier 2 and 3 interventions for students with 2 or more suspensions.
Person responsible for monitoring outcome:	Nick Johnson (johnsonn1@duvalschools.org)
Evidence-based Strategy: Describe the evidence-based strategy being implemented for this Area of Focus.	Long term suspensions reduce the chance of a student graduating exponentially for every day spent out of school. Reducing the number of days spent outside of the school by proactively addressing behavior will result in increased academic achievement for the student, school and district.
Rationale for Evidence-based Strategy: Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this 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 challenges and struggles. Data chats will help students learn to set goals and self-monitor by taking ownership of their choices.

Action Steps to Implement
List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

Admin and Instructional coach will select students for data chats.
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.
E-Hallpass
Monthly PBIS and school wide incentives/school store

Person Responsible	Monica Crisp (crispm@duvalschools.org)

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 is critical in formulating a statement of vision, mission, values, goals, and employing school improvement strategies that impact the school culture and environment. 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.

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

Over the past four 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
Duval - 2561 - Landmark Middle School - 2021-22 SIP
Last Modified: 7/21/2022 https://www.floridacims.org Page 19 of 20
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 school culture and environment.

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