

Duval County Public Schools

# Landmark Middle School



2022-23 Schoolwide Improvement Plan

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## Table of Contents

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|   |           |
|---|-----------|
| <b>School Demographics</b>                | <b>3</b>  |
| <b>Purpose and Outline of the SIP</b>     | <b>4</b>  |
| <b>School Information</b>                 | <b>7</b>  |
| <b>Needs Assessment</b>                   | <b>10</b> |
| <b>Planning for Improvement</b>           | <b>15</b> |
| <b>Positive Culture &amp; Environment</b> | <b>0</b>  |
| <b>Budget to Support Goals</b>            | <b>0</b>  |

# 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

|  |  |
|--|--|
| <b>2019-20 Status</b><br>(per MSID File)   | Active   |
| <b>School Type and Grades Served</b><br>(per MSID File)  | Middle School<br>6-8   |
| <b>Primary Service Type</b><br>(per MSID File)   | K-12 General Education   |
| <b>2021-22 Title I School</b>  | Yes  |
| <b>2021-22 Economically Disadvantaged (FRL) Rate</b><br>(as reported on Survey 3)  | 80%  |
| <b>2021-22 ESSA Subgroups Represented</b><br>(subgroups with 10 or more students)<br>(subgroups below the federal threshold are identified with an asterisk) | Students With Disabilities*<br>English Language Learners<br>Asian Students<br>Black/African American Students<br>Hispanic Students<br>Multiracial Students<br>Pacific Islander Students<br>White Students<br>Economically Disadvantaged Students |
| <b>School Grades History</b>   | 2021-22: B (57%)<br>2018-19: B (60%)<br>2017-18: B (58%)   |
| <b>2019-20 School Improvement (SI) Information*</b>  |  |
| <b>SI Region</b>   | Northeast  |
| <b>Regional Executive Director</b>   | <a href="#">Cassandra Brusca</a>   |
| <b>Turnaround Option/Cycle</b>   | N/A  |
| <b>Year</b>  |  |
| <b>Support Tier</b>  |  |
| <b>ESSA Status</b>   | 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](http://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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## Table of Contents

---

|                                       |           |
|---------------------------------------|-----------|
| <b>Purpose and Outline of the SIP</b> | <b>4</b>  |
| <b>School Information</b>             | <b>7</b>  |
| <b>Needs Assessment</b>               | <b>10</b> |
| <b>Planning for Improvement</b>       | <b>15</b> |
| <b>Title I Requirements</b>           | <b>0</b>  |
| <b>Budget to Support Goals</b>        | <b>0</b>  |

# Landmark Middle School

101 KERNAN BLVD N, Jacksonville, FL 32225

<http://www.duvalschools.org/landmark>

## School Demographics

|  |   |  |
|--|---|--|
| <p><b>School Type and Grades Served</b><br/>(per MSID File)</p> <p style="text-align: center;">Middle School<br/>6-8</p> | <p><b>2021-22 Title I School</b></p> <p>Yes</p> | <p><b>2021-22 Economically Disadvantaged (FRL) Rate</b><br/>(as reported on Survey 3)</p> <p>80%</p> |
| <p><b>Primary Service Type</b><br/>(per MSID File)</p> <p>K-12 General Education</p>                                     | <p><b>Charter School</b></p> <p>No</p>          | <p><b>2018-19 Minority Rate</b><br/>(Reported as Non-white on Survey 2)</p> <p>67%</p>               |

## School Grades History

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

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## SIP Authority

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The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F (see page 4). For schools receiving a grade of A, B, or C, the district may opt to require a SIP using a template of its choosing. This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at <https://www.floridacims.org>.

## 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.**

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  |

**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 |

**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.**

| <b>ELA</b>        |             |               |                 |                                   |              |                                |
|-------------------|-------------|---------------|-----------------|-----------------------------------|--------------|--------------------------------|
| <b>Grade</b>      | <b>Year</b> | <b>School</b> | <b>District</b> | <b>School-District Comparison</b> | <b>State</b> | <b>School-State Comparison</b> |
| 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%          |                 |                                   |              |                                |

| <b>MATH</b>       |             |               |                 |                                   |              |                                |
|-------------------|-------------|---------------|-----------------|-----------------------------------|--------------|--------------------------------|
| <b>Grade</b>      | <b>Year</b> | <b>School</b> | <b>District</b> | <b>School-District Comparison</b> | <b>State</b> | <b>School-State Comparison</b> |
| 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%          |                 |                                   |              |                                |

| <b>SCIENCE</b>    |             |               |                 |                                   |              |                                |
|-------------------|-------------|---------------|-----------------|-----------------------------------|--------------|--------------------------------|
| <b>Grade</b>      | <b>Year</b> | <b>School</b> | <b>District</b> | <b>School-District Comparison</b> | <b>State</b> | <b>School-State Comparison</b> |
| 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