

2006-2007
SCHOOL IMPROVEMENT PLAN
Middle School

School Name: Landmark Middle School School Number: 256

Date of Public Hearing: 19 October 2006

Signatures of Approval

Principal: Dr. Michael Henry

Date: October 13, 2006

SAC Chair: Mr. Doug Goodrich

Date October 13, 2006

Regional
Superintendent: _____

Date: _____

2006-2007
SCHOOL IMPROVEMENT PLAN

School Name: Landmark Middle School
School Number: 256

2006 School Performance Grade: A

***Vision/Mission:**

It is the mission of Landmark Middle School to provide quality education in a nurturing environment that prepares all students to achieve the highest educational standards possible

SCHOOL DEMOGRAPHICS

Landmark Middle School, #256

Date	Enrollment	6th	7th	8th	9 th	10th	Asian%	Black%	Hispanic%	Mixed%	White%	Free/Reduced Lunch%
8/15/06	1534	532	481	518	2	1	7	32	6	6	48	29

SCHOOL ACHIEVEMENT DATA

<u>Florida Comprehensive Assessment Test 2006</u>		Reading							Mathematics						
		Number of Students	Mean Developmental Scale Score	% in each Achievement Level					Number of Students	Mean Developmental Scale Score	% in each Achievement Level				
				1	2	3	4	5			1	2	3	4	5
Grade 6	School	476	1696	14	20	43	20	2	472	1660	24	26	35	13	2
	District	9285	1665	21	20	33	21	4	9214	1613	35	24	26	12	4
	State	186948	1709	18	17	33	25	6	186792	1681	26	21	28	17	8
Grade 7	School	537	1790	10	25	45	16	3	536	1797	17	26	36	17	3
	District	9549	1767	17	24	35	19	5	9512	1761	28	23	28	16	5
	State	202438	1773	19	21	34	21	6	202303	1791	23	22	30	18	7
Grade 8	School	519	1862	18	32	38	12	1	522	1912	13	16	39	21	10
	District	9275	1821	26	32	31	11	2	9244	1860	22	20	33	16	9
	State	200421	1834	24	30	32	13	2	200431	1872	20	20	33	16	11

<u>FCAT Writing 2006</u>		Number of Students	Mean Scale Score	Mean Essay Score	% earning Each Score Point										
					1.0	1.5	2.0	2.5	3.0	3.5	4.0	4.5	5.0	5.5	6.0
Grade 8	School	519	297	4	0	0	1	1	8	15	47	15	10	2	1
	District	9107	290	3.9	1	1	2	2	12	16	39	15	9	3	1
	State	198247	295	4.0	1	1	2	3	11	15	36	16	10	3	2

FCAT Science 2006		Number of Students	Mean Score	% in each Achievement Level				
				1	2	3	4	5
Grade 8	School	508	297	31	34	31	4	0
	District	9008	284	38	33	24	4	1
	State	198142	289	35	33	26	5	1

Florida School Accountability	% High Achieving			% Showing Gains				Pct. Tested	Points	Grade	AYP
	Reading	Math	Writing	Reading	Math	Lowest Performing Readers	Adequate Progress				
2006	65	65	92	61	69	69	YES	99	421	A	Prov
2005	61	63	92	64	70	72	YES	100	422	A	Prov
2004	58	60	96	58	71	57	YES	99	400	B	No
2003	62	59	90	68	68	76	YES	100	423	A	No
2002	62	56	92	66	69	72	YES	97	417	A	Yes

Other Important Links

2006 School Climate Survey [Parents](#) [Employees](#) [Students](#)

[2005-2006 School Improvement Plan](#)

[2005-2006 NCLB School Public Accountability Report](#)

[2004-2005 School Profile](#)

[DOE Annual Report Card](#)

[2005 Achievement Gap](#)

**School Match (schools TBD)

Highly Qualified Certified Administrators/High Performance Management

Dr. Michael Henry, Principal; responsible for the morale, welfare, education, and training of over 1300 students, 150 faculty and staff, associated school facilities and resources. Dr. Henry's leadership experience includes an extensive concentration of using student performance data to inform and drive classroom instruction. He believes in seeking continuous improvement via standards based instruction. He currently holds a Bachelor of Science degree in Business, Post Baccalaureate Teacher Certification in the field of Social Studies, Masters of Arts degree in Teaching specializing in Educational Leadership, and a Doctorate in Educational Leadership. Dr. Henry has attended numerous workshops designed to enhance instruction to include: Research for Better Teaching, Efficacy: A Data Driven Model to School Improvement, Performance Improvement Mapping in the School Improvement Process. Since coming to Landmark in July 2006, he has instituted a data analysis team to analyze FCAT and NRT scores to identify struggling students and established safety net programs to support all struggling students. His guidance and training directly contribute to the school wide implementation of the DCPS NCEE rubric, differentiated and direct instruction methods, and cooperative learning within the classroom by teachers while enhancing teacher efficiency. He implemented the United States Department Of Education's "Reading First Initiative" while serving as Principal at Homer Street Elementary in Massachusetts. Dr. Henry is a member of the following professional organizations: International Reading Association (IRA), New England Board of Higher Education, and the Jacksonville Association of Black School Principals (JABSE)

Terri Boatman, Assistant Principal, Standards Coach and 7th Grade House Administrator. Responsible for the morale, welfare, education and training of over 500 students. Coordinates and oversees the Standard Based NCEE program for Landmark Middle School and trains/monitors 100 faculty members in the implementation of the program within their classrooms. Her guidance and training of Landmark faculty in using NCEE standards and differentiated learning strategies directly contributes to student success and achievement. Ms. Boatman implemented Landmarks Saturday Seahawk Academy which directly enhanced student learning gains on 2005-2006 FCAT. Orchestrated Landmark Middle School's participation in the Florida Reading Initiative program sponsored by NEFEC for the past two years. She also acquired her certification as a FRI trainer. She currently holds a Bachelor of Art degree in Literature, Master of Business degree in Administration and has earned her Educational Leadership certification (all levels), Reading endorsement from the Florida Department of Education. She is currently pursuing her Doctorate of Education in Organizational Leadership from Nova Southeastern.

Noelle Giannuzzi, Assistant Principal, 6th Grade House Administrator; responsible for the morale, welfare, education and training of 480 sixth grade students. Directly supervises 21 teachers, six administrative personnel, and student/faculty book inventory/issue. She has earned a Masters of Science degree in Education (MEd), and a Bachelor's of Arts degree in Sociology. She is certified in Special Education K-12, Learning Disabled and has completed additional certification courses for Upper Level Social Studies, and K-12 Educational Leadership. Ms. Giannuzzi has worked with "At Risk" youth and students with disabilities in self contained inclusion, and inner city settings. She previously developed and maintained the Excent Program for ESE students.

Ms. Giannuzzi currently provides support facilitation for ESE teachers and other 6th grade teachers to assist with curriculum, classroom management, and facilitates sixth grade faculty meetings. She participates as a mentor for “At Risk” and low performing students to improve their academic success. She is currently serving in her first year on the administrative staff at Landmark Middle School. Actively participating in continuing education with a goal of achieving her PhD in education.

Jennifer Grey, Assistant Principal, and 8th Grade House Administrator: responsible for the morale, welfare, education and training of 680 eighth grade students. Directly supervises 30 teachers, one administrative personnel and coordinates/oversee student bus transportation. Ms. Grey oversees the implementation of the ESOL program in accordance federal guidelines affecting the achievement of minority populations. She has earned a Bachelor’s of Science degree in Elementary Education, a Masters of Science degree in Educational Leadership and obtained her Administration Certification from the University of Louisville. She has 10 years of teaching experience, K-4, including first grade Spanish and is also certified in K-6 Elementary Education. She served two years as an Assistant Principal and Curriculum Coordinator at Crestwood Elementary School in Oldham County, Kentucky and three years as Principal at Yulee Primary School in Nassau County Florida. She is currently serving in her first year on the administrative staff at Landmark Middle School. Ms. Grey conducts differentiated instruction training with faculty; developed and implemented an “At Risk” screening program to identify students in need of additional assistance and continual monitoring of their learning process. She is a member of numerous Professional Organizations/Associations and meets with her teachers and staff for continual to discussion of student achievement and success.

Katrice Scott, Assistant Principal responsible for school curriculum, academic focus calendar, sharing data with staff, District, State, and Federal testing, student/teacher schedules, classroom observations and CHAMPS/Foundations implementation throughout the school. She began her teaching career as an eighth grade history teacher at Discovery Academy located in Lake Alfred, Florida. She later moved to Jacksonville, Florida, where she continued teaching eighth grade History at Kernan Middle School. She has earned a Master’s of Science degree in Educational Leadership from Nova Southeastern University. Currently she is pursuing a doctorate degree in Higher Education Leadership at Nova Southeastern University.

***Recruitment/Retention of Highly Qualified Teachers**

Describe strategies to recruit and retain high-quality, highly qualified teachers to high-need academic areas.

- Staff list - Please attach a copy of the Staff List in MS Word .doc format only!
[Name, Area(s) of Certification, Teaching Field(s), Professional or Temporary Certificate, Number of Years Teaching]

ADDITIONAL REQUIREMENTS

* School-Wide Improvement Model
<p>Describe the research-based school improvement model at your school. How is this model being implemented and how has it helped student achievement?</p> <p>Landmark follows the Standards Based NCEE American Choice Model. This model has been implemented by:</p> <ol style="list-style-type: none"> 1. Providing teacher training to familiarize them with the Standards Based NCEE model 2. Modeling expectations 3. Monitoring classroom set up ensuring standards are posted and instructional objectives and instruction itself aligns with and support the standards. 4. DCPS 2006-2007 is currently using an implementation rubric that supports this program and is one of the guiding principals that Landmark Middle School is following. <p>This model makes the student aware of learning expectations and outcomes by focusing him/her on the end goals/purpose of instruction (beginning with the end in mind).</p>

* Communications With Parents
<p>Describe the process used to provide parents with written notification on the academic progress of their child in a format parents can easily understand.</p> <p>Landmark uses numerous strategies and formats to keep parents notified of the academic progress of their child to include:</p> <ol style="list-style-type: none"> 1. Teacher to parent letters and/or emails and person to person conference requests. 2. Mid term progress reports are sent home each in the middle of each quarter 3. End of quarter progress reports cards are distributed per DCPS schedule 4. Edin grade book sponsored by DCPS and mygradebook.com grading programs are used by teachers which enables weekly progress reports to be distributed or accessed via the internet by parents just by logging into the site. 5. Schoolnotes.com website is used by many teachers to provide additional course information shared by the teacher while giving parents direct access to their child's teacher via email. 6. Parent/Teacher conferences are conducted as needed by the teacher and or requested by the parent.

* Teacher Mentoring

Describe your school's Teacher Mentoring Program.

Landmark's mentor program provides supervised support services to new and struggling teachers.

Mentors have a minimum of three years teaching experience, are considered "highly qualified" and hold a permanent teaching certificate. Whenever possible the mentor is at the same grade level/subject area as the teacher he/she is mentoring. The mentor has been trained in Clinical Education and the formative process of the Florida Performance Measurement System.

Mentors meet formally with new teachers and or struggling teachers at least weekly for the first quarter in which they are assigned and at least monthly there after for the rest of the year or when released from the requirement by the principal. Mentors observe teachers using the FPMS formatives and or CET instruments to measure teacher effectiveness in accordance with program guidelines while providing feedback, encouragement, and support. Mentors assist in the development of Teacher Action Plans and conduct informal visits to the teacher's classroom to provide any additional assistance and guidance as needed. Mentor's assist new teachers in learning school policies, procedures, school layout, how to get resources, and provide advice on classroom management techniques and Champs requirements. Mentor's collaborate with the principal on teacher progress.

* Extended Learning Opportunities/Safety Nets

Extended Learning Opportunities and Safety Nets include:

Team up program

Soar Program

Saturday Seahawk academy

AM and PM tutoring by numerous teachers in various subject areas.

Peer tutoring and Mentor program

Student Option for Success program (SOS)

Intensive Reading and Math classes provide double block learning for level 1 and 2 students

Leadership Team Mentoring Program matches students in the lower 25 percentile with faculty members.

Goal 1: Academic Performance (Reading)

District/School Target(s) for All Students in All Curriculum Groups:

- All 6th – 8th grade students tested will score at level 3 or above on the FCAT Reading Standards component (SSS).
- All 6th – 8th grade students tested will show at least one year's growth over the previous year on the FCAT Reading Standards component (SSS).
- All students will meet the 25-book reading standard.

Needs Assessment:

Data analysis showed that African American students made the greatest gain in 2006 in reading scores when compared to other ethnic groups tested. Progress is being made to narrow the gap in scores and teachers need to continue strategies and safety nets designed to address individual needs.

After reviewing 2006 FCAT data

Grade 6: 65% at or above level 3

Grade 7: 64% at or above level 3

Grade 8: 51% at or above level 3

50% of African American students scored level 3 or above as compared to 42% in 2005.

68% of white students scored level 3 or above as compared to 66% in 2005.

59% of Hispanic students scored level 3 or above as compared to 60% in 2005.

61% of Asian students scored level 3 as compared to 60% in 2005.

Root causes:

1. *Grouping of students by FCAT level leading to isolation of low level students.*
2. *Lack of access for teachers to FCAT data.*
3. *Need for teacher collaboration to facilitate differentiated instruction.*

List objectives that have been developed to address specific problems, identified as needs based on the analysis of student performance and other data disaggregated by NCLB subgroups, FCAT level, and FCAT strands/clusters/elements.

1. Objective:

All Landmark students will improve their reading comprehension through differentiated instructional strategies targeted to meet the needs of the wide range of reading levels and to narrow the gap for identified struggling readers.

50% of all 6-8th grade students in the lowest 25% will make learning gains over the previous year on the FCAT Reading Standards component (SSS).

49% of African American students who did not score at a level of level 3 or above will make a 5% learning gain over the previous year on the FCAT

Strategies (including timeline)	Lead Person/Team	Resources Needed
Students scoring in the lowest quartile on the FCAT SSS Reading test will be assigned to Intensive Reading classes. Timeline: August 2006-May 2007	Assistant Principal for Curriculum	Instructional materials
Students will participate in the 25-book reading challenge. Timeline: August 2006-May 2007	Media Specialist ELA teachers	Multi-level books for classroom libraries. Professional resources and in-service

with periodic checkpoints		Incentives for quarterly goals
Classroom teachers will continue to implement the components of the Florida Reading Initiative in order to teach and use various strategies to reach students of varied learning styles. Incorporates strategies within differentiated instruction. Timeline: Ongoing	Classroom teachers	NEFEC Flare
Multi-media curriculum enhancements will be integrated into language arts and social studies classes to provide high interest reading applications. Timeline: Ongoing as technology and materials are utilized and acquired	ELA teachers Social studies teachers	Geography Alive! materials Updated maps LCD projectors Teacher in-service/training
Challenging enrichment opportunities (i.e. History Fair, Scholar Bowl) will be offered to students to stimulate higher level learning. Timeline: Ongoing	Classroom teachers	Instructional materials Technology
Safety nets: After reviewing the SDRT, Benchmark Testing, and quarterly assessments, students failing to make significant learning gains will participate in internal safety net programs. Timeline: September 2006-May 2007	Classroom teachers Guidance counselors	Reading tutors Instructional materials
Evaluation/Accountability: <ul style="list-style-type: none"> ○ Benchmark testing for entire student body ○ Stanford Diagnostic Reading Test ○ FCAT SSS and NRT Reading tests ○ End of course content area exams 		
Researched based program Readers workshop NCEE standards Differentiated Instruction CRISS strategies		

Professional Development aligned with this objective/Learning Communities (Must address planning, delivery, follow up and evaluation strands)

PLANNING: Teachers have been trained in the Florida Reading Initiative.

DELIVERY: FRI training continued in June of 2006.

FOLLOW-UP: Participation in FRI provides training for teachers and on going support.

EVALUATION: All students will participate in Benchmark Testing.

Budget:

Issues to Address	Describe Resources	Funding Sources	Total (funds) Available
*Research-Based Program(s) (Instructional Materials)	Geography Alive! curriculum materials; Multi-level classroom libraries		
*Research-Based Resource(s) (e.g. websites, assessment tools)			
Technology	LCD projectors		
Professional Development	History Alive Training; differentiated instruction		
Other	Incentives for 25-book Challenge		
		Total:	

* Highly Qualified Certified In-Field Instructors: List and describe district and school-level support and/or professional development that is being provided for instructors and paraprofessionals who are not highly qualified.
 3 teachers are currently working toward meeting “highly qualified” requirements. LaTisha Jones, Brian Greer, and Serina Morrison are all assigned mentors and are currently participating in the TIP program. Professional development an in-service training is provided by the Schultz Center and school staff

Goal 1: Academic Performance (Mathematics)

District/School Target(s) for All Students in All Curriculum Groups:

- All 6th – 8th grade students tested will score at level 3 or above on the FCAT Mathematics Standards component (SSS).
- All 6th – 8th grade students tested will show at least one year's growth over the previous year on the FCAT Mathematics Standards component (SSS).
- All 8th grade students will successfully complete Algebra I.

Needs Assessment:

After reviewing FCAT data

All students

Grade 6: 50% scored at level 3 or above

Grade 7: 56% scored at level 3 or above

Grade 8: 70% scored at level 3 or above

African American Students

Only 45% of students tested scored at level 3 or above

Exceptional Student Education

Only 22% of students tested scored at level 3 or above

After reviewing District End of Course Exams

Grade 6: averaged 54.0% on the District exam, 6.2 points higher than the District mean

Grade 7: averaged 50.6% on the District exam, 5.5 points higher than the District mean

Grade 8: averaged 45.7% on the District exam, 2.5 points below the District mean

Root causes of students' lack of knowledge and skills:

1. Students do not have the basic skills to support higher level critical thinking and are unable to translate/read the problems required to solve multi-step problems.
2. Lack of consistent full implementation of DCPS mathematics curriculum

List objectives that have been developed to address specific problems, identified as needs based on the analysis of student performance and other data disaggregated by NCLB subgroups, FCAT level, and FCAT strands/clusters/elements.

1. Objective:

All students will know/be able to: analyze, interpret and solve multi-step problems, which require mastery of multiple math concepts within a given problem, in all five strands and question formats as well as justify the reasonableness of their answers.

Grade 6: 50% scored at level 3 or above

Grade 7: 56% scored at level 3 or above

Grade 8: 70% scored at level 3 or above

African American Students

Only 45% of students tested scored at level 3 or above

Exceptional Student Education

Only 22% of students tested scored at level 3 or above

55% or greater of all African American students and students with disabilities will show at least 5% increase in developmental scores as measured by the FCAT-SSS in mathematics

All level 1 and level 2 students will show at least a 5% increase in developmental scores as

<p>measured by the FCAT-SSS in mathematics. 50% of all 6-8th grade students in the lowest 25% will make learning gains over the previous year on the FCAT Math Standards component (SSS). 50% of Exceptional Student Education will make a 3% learning gain over the previous year. Measurement will be conducted via rubrics, semi annual benchmark testing, diagnostic testing, quarterly common unit assessments, yearly FCAT and District end of course exams.</p>		
Strategies (including timeline)	Lead Person/Team	Resources Needed
<p>All students will receive instruction in all strands according to the DCPS pacing guides using the launch, explore, summarize (closing) format</p> <p>Timeline: August 2006-May 2007</p>	<p>Math Dept Head All Math Teachers</p>	<p>Student books and Teachers manuals Teacher training</p>
<p>All students will engage in review of concepts for mastery during the warm-up, launch, and or explore portion of the math class and through the use of differentiated instruction.</p> <p>Timeline: August 2006-May 2007</p>	<p>Math Teacher</p>	<p>FCAT Buckle Down books</p>
<p>Students will receive guided practice with solving rigorous multi-step math problems that require analysis, application, and mastery of several math concepts across all strands.</p> <p>Timeline: August 2006-May 2007</p>	<p>Math Dept Head All Math Teachers</p>	<p>Manipulatives</p>
<p>Students will use accurate mathematical language to communicate their responses and justify their thinking.</p> <p>Timeline: August 2006-May 2007</p>	<p>Math Teachers</p>	
<p>Increase problem-solving skills through the mix of Direct Instruction and Cooperative Learning Instruction</p> <p>Timeline: On-going</p>	<p>Math Teachers</p>	<p>Connected Math Series CPM Algebra Series Foundations of Algebra Series Teacher training in Cooperative learning strategies</p>
<p>Students will engage in activities that promote mastery of skills previously introduced during Guided Exploration portion of Math Block</p>	<p>Math Teachers</p>	<p>Manipulatives</p>

Timeline: August 2006-May 2007		
Develop standardized lessons for decoding word problems then re-teach quarterly Timeline: On-going	Math Dept Head Math Teachers	Lesson plan template
Provide parents the resources and tools they need to support and help their student at home Timeline: On-going	Teachers/PTA	Saturday School where parent can join student Parent workshop on how to help student List tutoring/math help resources Provide parent with FCAT review material
Students with high FCAT scores will be continually challenged by being assigned advanced math classes Timeline: August 2006	Scheduler	Proper assignment to advanced level courses
Evaluation/Accountability: Rubrics, semi annual benchmark testing, diagnostic testing, quarterly common unit assessments, yearly FCAT and District end of course exams.		
Researched based program NCEE standards based model using DCPS curriculum		
Professional Development Aligned with this Objective/Learning Communities (Must address planning, delivery, follow up and evaluation strands): Planning Use data to conduct strand item analysis that identifies areas of student deficiencies Use data to develop safety net/intensive intervention programs in order to improve student achievement in deficient areas Develop student friendly lessons using cooperative learning strategies All teachers will attend professional development training focusing on the DCPS curriculum and vertical alignment of the curriculum Delivery Teacher math training workshops will be attended at the Schultz Center and/or JUSI based on training schedule. Data analysis will help to determine if students need to attend safety net programs or be provided pull-out instruction. Additionally, focused teacher training will be provided by the standards coach and Math Dept Head. Teacher collaboration will be conducted to assist teachers to benchmark with each other and correctly implement the DCPS Curriculum. Follow-up Survey teachers to seek input for additional training, resources, assistance needed to support the teacher with consistent use of the DCPS curriculum and pacing guide. Seek feedback		

from teachers on skills not fully covered by DCPS curriculum. Analysis of student data after each benchmark test and department meetings will further identify focus areas for further training.

Evaluation

Focus Walks will be conducted to evaluate instruction and how students are receiving instruction based on the districts Pacing guide. Feedback will be provided to the teachers for constant improvement.

2. Objective:

All students will be involved in inquiry based mathematics through the use of College Preparatory Math (CPM), Connected Math and the DCPS curriculum

75% of all teachers will attend CPM, Connected Math or some form of DCPS Curriculum training via in service training or early release training.

Measurement will be conducted via rubrics, semi annual benchmark testing, diagnostic testing, quarterly common unit assessments, yearly FCAT and District end of course exams.

Strategies (including timeline)	Lead Person/Team	Resources Needed
<p>Professional Development for teachers focusing on the use of CPM and/or Connected Math within the classroom and evaluation/assessment of skill development during program use.</p> <p>Timeline: On-going</p>	<p>Teachers Principal Standards Coach</p>	<p>Training Courses through Schultz Center</p> <p>TDE to attend training opportunities</p>
<p>Conduct professional development TDE to review DCPS curriculum and discuss vertical and horizontal alignment in order to permit alignment and support between grade levels</p> <p>Timeline: August 2006</p>	<p>Standards Coach Math Teachers</p>	<p>In house teacher review of DCPS pacing guides for checking for clarification and understanding</p> <p>Grade level Lesson plan samples</p>
<p>Develop lesson plans that support the DCPS curriculum and NCEE standards in order to provide common lesson skeleton to guide common unit lessons ensuring standards are being covered in a similar manner</p>	<p>Standards Coach Math Dept Head Math Teachers</p>	<p>Math Lesson Plan Template Math Teacher Manuals DCPS Pacing Guides</p>

Timeline: On-going		
Interactive Professional Development for teachers to develop their own standards based lessons using the Math Lesson Plan template	Math Teachers Standards Coach Principal	
Timeline: August 2006-May 2007		
Focus walk to collect evidence of the consistent implementation of the DCPS curriculum	Principal District Math Support Math Dept Chair	Observation evaluation material
Timeline: August 2006-April 2007		
Disseminate written feedback (strengths and weaknesses) to staff members regarding observations from focus walk	Principal Math Dept Head	Notes from focus walk
Timeline: August 2006-April 2007		

<p>Evaluation/Accountability: District Benchmark Testing, District end of year exam, end of unit/chapter assessments. Focus walks evaluation and feedback. The use of common diagnostic assessments. Researched based program NCEE standards based program using cooperative learning, direct instruction and differentiated instruction</p>
<p>Professional Development Aligned with this Objective/Learning Communities (Must address planning, delivery, follow up and evaluation strands):</p> <p>Planning 100% of teachers will attend Connected Math, Foundations of Algebra, Knowing Math (intervention) and/or CPM Algebra training depending on what discipline teachers using within the classroom. All teachers will attend professional development training focusing on the DCPS curriculum and vertical alignment of the curriculum</p> <p>Delivery Teacher math training workshops will be attended at the Schultz Center and/or JUSI based on training schedule. In house training will be provided by the standards coach and Math Dept Head. Teacher collaboration will be conducted to assist teachers to benchmark with each other and correctly implement the DCPS Curriculum.</p> <p>Follow-up Survey teachers to seek input for additional training, resources, assistance needed to support the teacher with consistent use of the DCPS curriculum and pacing guide. Seek feedback from teachers on skills not fully covered by DCPS curriculum.</p>

Evaluation

Focus Walks will be conducted to evaluate instruction and how students are receiving instruction based on the districts Pacing guide. Feedback will be provided to the teachers for constant improvement.

3. Objective:

56% or greater of all African American students and students with disabilities will show at least 5% increase in developmental scores as measured by the FCAT-SSS in mathematics

All level 1 and level 2 students will show at least a 5% increase in developmental scores as measured by the FCAT-SSS in mathematics.

Measurement will be conducted via rubrics, semi annual benchmark testing, diagnostic testing, quarterly common unit assessments, yearly FCAT and District end of course exams.

Analyze FCAT data, benchmark test results, and utilize grade level assessments to identify students in need of math interventions Timeline: August 2006-October 2006	Math Teachers Data Team Principal Standards Coach	Classroom profiles Aid report SS Benchmark
Implementation of a Continuous Improvement Model (CIM) in all classes. Timeline: On-going	Math teachers	
Incorporate the use of Direct Instruction methods and Differentiated Instruction methods to teach students Timeline: On-going	Math Teachers	Skill specific lesson plans
Expand implementation of Intensive Math classes to include the 7 th and 8 th grade levels to support level 1 and level 2 students Timeline: August 2006	Principal Administration	Books and manipulative
Continue School Wide Safety Nets through Team-Up After School Math Classes; Saturday Seahawk Academy/School; "Buckle Down" teacher tutoring, and Knowing Math" after school intervention classes. Timeline: August 2006-May 2007	Team-Up Coordinator Math Teachers Community Ed Coordinator Math Dept Head	Knowing math workbooks Buckle Down Workbooks
Incorporate the use of technology within the classroom for student practice using FCAT explorer and other math specific programs	Math Teachers DCPS	Access to computers, FCAT explorer, and other District approved web based math programs

Timeline: August 2006-March 2007		
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Evaluation/Accountability:

The school will use quarterly Benchmark Assessments, District Formative Assessments, and teacher designed in school course assessments, book specific unit assessments that coincide with the particular program of study and teacher observations.
 Teachers will maintain student work portfolios

Research-Based Program:

Utilization of Direction Instruction methods
 Utilization of Differentiated Instruction and small groups.

Professional development aligned with this Objective/Learning Communities (Must address planning, delivery, follow up and evaluation strands):

Planning
 The standards coach will work with Intensive Math teachers by grade level to ensure various learning strategies are used in direct instruction and differentiated instruction to improve student learning. Teachers will have the opportunity to observe fellow teachers teach to view other teaching methods and benchmark with fellow teachers.
 Schedule all Intensive Math teachers to attend the Knowing Math and Foundations of Algebra workshops.
 Use data to conduct strand item analysis that identifies areas of student deficiencies
 Use data to develop safety net/intensive intervention programs in order to improve student achievement in deficient areas

Delivery
 In service workshops, TDE for classroom observations, training offered at the Schultz Center and through JUSI (Jacksonville Urban System Initiative) that continue to provide future opportunities for participation. All math teachers have received a form of math training and or are currently enrolled for further training.

Follow-up
 Continued training for new teachers and ongoing support for all math teachers through JUSI and the Schultz Center. Ongoing support includes from the principal, standards coach, math department head and mentorship by other math teachers.

Evaluation
 Classroom observations by the Standards Coach and Administrators of the teachers' classroom teaching methods. Observation of student's comprehension via homework and class participation using manipulative. Analysis of quarterly Benchmark Assessments, District Formative Assessments, and teacher designed in school course assessments, Book specific unit assessments that coincide with the particular program of study and Teacher observations.

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Budget:

Issues to Address	Describe Resources	Funding Sources	Total (funds) Available
*Research-Based Program(s) (Instructional Materials)	Direct Instruction- Buckle Down Math Books Manipulative Kits Angle Measurers Fraction Kits Intensive Math Kits		
*Research-Based Resource(s) (e.g. websites, assessment tools)			
Technology	Renaissance Learning Program		
Professional Development	TDE Course Availability		
Other			
		Total:	

*Highly Qualified Certified In-Field Instructors: List and describe district and school-level support and/or professional development that is being provided for instructors and paraprofessionals who are not highly qualified.

One teacher, Mr. Gandell, is currently participating in the TIP program and is assigned a mentor. Mr. Gunter is currently attending workshops and college classes required to get certified. He is also participating in the ESOL workshop.

Goal 1: Academic Performance (Writing)

District/School Target(s) for All Students in All Curriculum Groups:

- All 8th grade students tested will score 4.0 or higher on FCAT Writing.

Needs Assessment:

After review of 2006 FCAT data

Grade 8: 90% scored at or above the 3.5 proficiency rate.

All ethnic groups improved their performance in Writing in 2006 by a minimum of 1%:

White students scored 98% at or above the 3.5 proficiency rate.

African American students scored 96% at or above the 3.5 proficiency rate

Hispanic students scored 100% at or above the 3.5 proficiency rate

Asian students scored 97% at or above the 3.5 proficiency rate

With the increased challenge of the FCAT Writes Plus test requirements and the range of writing skills among the student body, there is a need to provide differentiated instruction in writing to focus on individual needs.

Root causes:

Students require more instruction in developing process writing skills which they missed due to excessive absences from school.

Students with a lack of background in written composition need additional small group and individual help.

1. Objective (NCLB requires at least a 1% improvement)

93% of all 8th grade students will score at a level 4.0 or higher on the FCAT Writes + Test.

Strategies (including timeline)	Lead Person/Team	Resources Needed
<p>All students will maintain writing portfolios, including common writing assignments at each grade level.</p> <p>Timeline: Ongoing with completion by May 2007</p>	<p>ELA teachers</p>	<p>Instructional materials</p>
<p>Language arts classes will use the writing workshop model of instruction.</p> <p>Timeline: Ongoing</p>	<p>ELA teachers</p>	<p>Teacher in-service</p>

Teachers will utilize FCAT training papers and materials to provide instruction in writing. Timeline: August 2006-February 2007	ELA teachers	FCAT Writes + student workbooks TDE for 8 th grade ELA teachers
Teachers in content areas will focus on writing across the curriculum by including essay style questions and content writing assignments. Timeline: Ongoing	Content area department heads	Teacher in-service History Alive/Geography Alive training and materials
Evaluation/Accountability: Teachers will use individual student writing to plan instruction based on the four FCAT areas: Organization, Focus, Support, and Conventions. Students will maintain writing portfolios in ELA classes.		
Research-Based Program: NCEE standards Florida Reading Initiative		
Professional Development Aligned with this Objective/Learning Communities (Must address planning, delivery, follow up and evaluation strands): PLANNING: Training will be provided for ELA teachers in the writing workshop model. TCI programs provide support for writing in Social Studies. DELIVERY: Literacy training is offered at the Schultz Center. The district social studies department provides training opportunities through the Schultz Center. FOLLOW-UP: The Schultz Center provides training for new teachers and on-going support. EVALUATION: Results of common assignments and assessments in writing will provide progress monitoring data.		

Budget:

Issues to Address	Describe Resources	Funding Sources	Total (funds) Available
*Research-Based Program(s) (Instructional Materials)	TCI social studies materials		

*Research-Based Resource(s) (e.g. websites, assessment tools)			
Technology	LCD projectors		
Professional Development	Teacher in-service; Worlds in Transition for geography teachers; TDE for 8 th ELA teachers to align writing performance standards and instructional models.		
Other			
		Total:	

Goal 1: Academic Performance (Science)

District/School Target(s) for All Students in All Curriculum Groups:

- All 8th grade students tested will score 3 or higher on FCAT Science.
- All grade levels will raise District end of year test scores by 3% in 2007

Needs Assessment:

After review of FCAT Science scores

Grade 8: 37% Scored at or above 3.0 achievement rate

After review of District end of the year testing

Grade 8: averaged 61.1% on district end of year exam, 5.8 points above the district mean

Grade 7: averaged 68.5% on district end of year exam, 12.3 points above the district mean

Grade 6: averaged 67.3% on district end of year exam, 8.1 points above the district mean

Root causes:

Inconsistent use of higher level thinking skills.

Lack of available data from a standard grade level assessment to monitor academic focus/progress in science

Lack of vertical alignment articulation among teachers

No stakeholders other than school

1. Objective: 50% of 8th grade students tested will score level 3 or higher on 2007 FCAT Science.

a. All students will receive monitored grade appropriate, explicit science instruction in accordance with DCPS curriculum while applying the 5 “E’s” to stimulate higher order thinking in interpret scientific data/information and communicate their thinking in oral and written form.

b. Students will use science appropriate terminology throughout the school year

Strategies (including timeline)	Lead Person/Team	Resources Needed
Higher order thinking and the 5 “E’s” (engage, explore, explain, evaluate and enhance) will be implemented into all science units Continue use of inquiry based instruction aligned with NCEE standards. Timeline: August 2006-May 2007	Classroom teachers Science Dept Head Standards coach	Internet simulations LCD projectors
Labs will be inquiry based in nature accomplished using cooperative learning groups. Students will be able to explain and evaluate observations orally and in written form. Timeline: August 2006-May 2007	Classroom teachers	Lab equipment Consumable materials
Conduct grade level meetings to discuss and develop standard grade level assessments and develop vertical alignment and horizontal alignment across grade level	Science Dept Head All Science Teachers	

Timeline: On-going		
Teachers will receive professional development to implement instruction based on the 5 “E’s” and plan instruction using the 5 “E’s”	Standards Coach Science Dept Head Schultz Center JUSI	
Timeline: On-going		
Conduct grade level meetings for teachers to collaborate and benchmark with each other	Science Dept Head	
Timeline: On-going		
Teachers will model higher order thinking	Science Teachers	
Timeline: On-going		
Develop and use standardized lab report format	Science Dept Head	
Timeline: August 2006-May 2007		
Grade levels develop viable subject area assessments supporting standards providing reliable baseline data for areas needing additional focus. Develop and use common unit assessment across grade levels	Grade level Science Teachers	
Timeline: August 2006-May 2007		
Teachers will maintain student science portfolio’s	Science Teachers	
Timeline: On-going		
Expand student learning to incorporate the use of multi media	Media Center Science teachers	Computers Elmo’s LCD projectors
Timeline: August 2006-May 2007		
Provide professional development supporting science technology.	Schultz Center JUSI Media Center	Science centered multimedia programs
Timeline: On-going		
Implement weekly after school tutoring sessions for students who are not meeting standards. Continue use of school wide Safety net program	Science Teachers Saturday School Coordinator	
Timeline: On-going		
Continue use of AMSCO Science book for reinforcement of scientific concepts and FCAT preparation	Science Teachers	

Timeline: August 2006-March 2007		
<p>Evaluation/Accountability: Quarterly common unit assessment every nine weeks End of the year District testing FCAT results for 8th grade students Student portfolio's Lab reports</p>		
<p>Research-Based Program: CRISS strategies and Differentiated instruction</p>		
<p>Professional Development Aligned with this Objective/Learning Communities (Must address planning, delivery, follow up and evaluation strands):</p> <p>Planning The standards coach and science dept head will work with science teachers using the workshop model to train new teachers in the use of CRISS strategies, differentiated instruction, the 5 "E's" and science content delivery.</p> <p>Delivery All teachers will attend Science training for the appropriate grade level offered via the Schultz Center and JUSI opportunities. Experienced science teachers will serve as mentors for less experienced science teachers.</p> <p>Follow-up Ongoing support will be provided via the Science Dept Head, Schultz Center, District Science trainers, Principal, and Standards Coach. Quarterly common assessments will be analyzed to direct student remediation.</p> <p>Evaluation Results of common assignments and assessments will provide progress monitoring.</p>		

Budget:

Issues to Address	Describe Resources	Funding Sources	Total (funds) Available
*Research-Based Program(s) (Instructional Materials)			
*Research-Based Resource(s) (e.g. websites, assessment tools)			
Technology			

Professional Development			
Other			
		Total:	

* Highly Qualified Certified In-Field Instructors: List and describe district and school-level support and/or professional development that is being provided for instructors and paraprofessionals who are not highly qualified.

*Parental Involvement/Community Involvement/Communications

<p>Goal Statement</p> <ol style="list-style-type: none"> 1. Increase parental involvement 2. Increase community Involvement 3. Improve communications 		
<p>Needs Assessment:</p> <p>2005-2006 Parent school climate survey indicates crucial need to improve communications between Landmark Middle School and its stakeholders.</p> <p>2005-2006 Volunteer participation and support was extremely low as validated by PTA participation, parent contact logs, and attendance at school wide events/meetings, teachers filling volunteer positions for health screening programs and school support services typically manned by parent volunteers, and the cancellation of several field trips due to lack of available chaperones.</p>		
<p>Objective:</p> <ol style="list-style-type: none"> 1. There will be a 25% increase in parental involvement for school year 2006-2007 when compared to the 2005-2006 school year. 2. There will be a 25% increase in community involvement for school year 2006-2007 2. To provide parents and other stakeholders numerous avenues for two way communication/feedback with the school and internal staff. 		
Strategies (including timeline)	Lead Person/Team	Resources Needed
<p>Develop a viable interactive school based website for parents with links to all teachers, schoolnotes.com, kid zone sites, FCAT explorer, school event calendar, FAQ area by teachers and administrators to answer parent frequently asked questions, listing of clubs, activities, and important future dates.</p> <p>Timeline: September 2006-December 2006</p>	<p>Craig Jones Barbara Sistrunk District representation</p>	<p>Hardware Software Staff related training District interaction</p>
<p>Provide parents access to resources</p> <p>Timeline: September 2006-May 2007</p>		
<p>Develop a PR committee to establish school telephone network and work on school/community relations and resources</p> <p>Timeline: October 2006</p>	<p>Principal</p>	<p>Chairperson Phone listing Business Partner listing</p>
<p>Quarterly to turn monthly newsletter, expanded to include events, sports, and school happenings</p> <p>Timeline-October 2006-May 2007</p>	<p>Asst Principal PR Committee chairperson</p>	<p>Coordinator Bulk Mail outs</p>

Mail home mid term and end of quarter progress reports Timeline: On-going	All Teachers	Envelopes Bulk Mail outs
Develop and send home monthly fliers to advertise the following months school events. Timeline: On-going	School event Coordinator	Bulk mail outs
Sponsor Parent “how to help your student” workshops Parent FCAT review night Quarterly Parent-Teacher conferences Community meetings Timeline: November 2006-May 2007	Guidance Teachers SAC PTA	FCAT review material. Parent Tutoring resources Teachers assistance
Initiate and maintain after hour office hours twice monthly for working parents to have the chance to meet with administrators and school principal Timeline: Monthly	Principal Administrators Teachers	Advertising
Proactive advertising of school happenings and needs Establish local business partnerships Timeline: On-going	Principal	
Increase PTA membership. Actively mix student events with PTA meetings Timeline: On-going	PTA President	
Plan activities and establish programs that promote school/community relations such as Senior citizens as reading mentors, honor roll cookouts, School carnival etc. Timeline: October 2006-May 2007		
Assign a volunteer coordinator (internal staff) to work with PTA volunteer coordinator to actively recruit volunteer support and streamline volunteer form district requirements	PTA President Principal Staff Volunteer Coordinator	
Actively publicize volunteer opportunities		

<p>Evaluation/Accountability: Increase of parental involvement will be determined by the amount of parents attending school sponsored events, workshops, PTA membership, daily volunteer log, and monitoring of communications between the school, parents, and community stakeholders.</p>
<p>Researched-Based Program N/A</p>
<p>Professional Development Aligned with this Objective</p> <p>Planning Staff training on the use of technology and website development Assign a PR committee chairman</p> <p>Delivery Community meetings, workshops and parent-teacher-administrator interactions Bulk mail outs of newsletters, student progress reports, fliers etc.</p> <p>Follow-up Survey parents to monitor receipt of mail out materials and seek parental feedback in regard to parent involvement, publishing of information</p> <p>Evaluation Increased parental involvement in PTA and the school. Positive feedback.</p>

Budget:

Issues to Address	Describe Resources	Funding Sources	Total (funds) Available

Return on Investment (ROI)

Needs Assessment:		
Objective:		
Strategies (including timeline)	Lead Person/Team	Resources Needed
Evaluation/Accountability:		

School Safety and Discipline

<p>Goal Statement</p> <p>To decrease the number of student infractions and decrease student discipline and safety school wide</p>
<p>Needs Assessment:</p> <p>Climate surveys and the district discipline report indicates a need to continue training teachers in the use of CHAMPs and Foundations, increase teacher and staff visibility as a deterrent to student misconduct and reinforce student behavioral expectations to decrease the number of violations committed by students by 5%. Additionally, 2005-2006 parent, teacher, and student school climate surveys, Foundations staff, parent, and student surveys/common area observations indicate an overall dissatisfaction related to safety and discipline by all stakeholders. There will be a 20% increase in satisfaction in the areas that had concerns raised in the 2005-2006 surveys and common area observations by all stakeholders completed during the 2006-2007 school year.</p>
<p>Objective:</p> <p>Make Landmark a safe environment for students to enhance learning.</p> <p>To decrease the number of class II, III, IV student conduct Offenses committed by students by 10%. To change stakeholders perceptions of Landmark from unfavorable to a favorable as evaluated by 2006-2007 climate surveys responses.</p> <p>To decrease the number of behavioral disruptions in the classroom by 10%</p>

Strategies (including timeline)	Lead Person/Team	Resources Needed
<p>Develop and implement a Faculty handbook outlining standardized policy and procedures for teachers to follow. It will be developed and ready for copying with revisions by the end of the school year, with distribution and training during pre-planning of the subsequent year.</p> <p>Timeline: March 2006-August 2007</p>	Principal	
<p>Distribute Standards of Conduct booklets the first week of the school year. Teachers review standards of conduct with students and enforce classroom procedures and model expectations, with re-teaching occurring as needed during the school year.</p> <p>Timeline: August 2007</p>	Administration All Teachers	Provide Student Code of Conduct booklets to all students, faculty and staff
<p>Provide a Foundations overview and CHAMPS training for all staff members by the end of the first semester. Subsequent years, training should occur during pre-planning for new teachers or teachers who haven't previously had CHAMPS training.</p> <p>Timeline: Pre-planning August 2007</p>	Landmark Middle School staff possessing CHAMPS instructor training	Provide paper, space, time and AV resources needed to complete training with all staff requiring training
<p>Conduct assemblies by grade level as needed during the school year to address negative behaviors, reinforce correct expectations. Enforce a strong stance against fighting, drug usage, gang activity, trespassing, lingering, tardies and graffiti.</p> <p>Timeline: Quarterly and as needed</p>	Administrators	
<p>Seal hallway lockers. Students will use backpacks without wheels to carry school materials from home.</p> <p>Timeline: August 2006</p>	Principal Administrators	
<p>The School Resource Officer and two security officers will be proactive in patrolling the campus to ensure a safe school environment while communicating to students the importance of following rules while assisting teachers with disruptive students.</p> <p>Timeline: On-going</p>	Administrative team	

Increase teacher and administrator visibility in common areas before and after school, in hallways during class changes, and other areas/times as needed Timeline: On-going	All Teachers and Administrators	Walkie-talkies, bullhorns, whistles, schedule for duty assignments
Implement Saturday detention and continue ISSP incorporating character education into both programs Timeline: August 2006-May 2007	Administrative Staff	
Install and monitor security cameras. Timeline: September 2006	DCPS Administrative Staff	
Administrators will be proactive in resolving conflicts and will utilize every resource available to help improve the school climate. Administrators will refer students to the SOS program, Night-time Substance Use Intervention Program for students and their parents, full service school, and other agencies to meet the needs of disruptive students. Every possible effort will be made to reduce the rate of out-of-school suspension. Timeline: On-going	Administrative Staff	
Implement a Discipline committee that may be part of the Landmark Foundations team to assist in evaluating causes of repeating discipline issues and suggest recommendations to modify the school discipline plan. Timeline: November 2006 (meet monthly)	Principal Foundations Team	
Evaluation/Accountability: Analysis of incident reports will assist in determine the effectiveness of the school discipline plan. Teachers with a high rate of incidents will be counseled and receive appropriate help/training as needed to improve their classroom management. Monthly learning community meetings will be held to solve and improve classroom issues.		
Research-Based Program N/A		
Professional Development Aligned with this Objective		

Implementation Evaluation (Previously: Adequate Progress)

Describe plans for ongoing and final evaluation on the extent of successful implementation of the school improvement plan and other school improvement efforts.

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Final Budget Summary:

Issues to Address	Describe Resources	Funding Sources	Total (funds) Available
*Research-Based Program(s) (Instructional Materials)			
*Research-Based Resource(s) (e.g. websites, assessment tools)			
Technology			
Professional Development			
Other			
		Total:	

SAC Members

List the names of the SAC members and the groups they represent.

Dr. Michael Henry		Principal
Doug Goodrich	SAC Chairman	Business/Community
John Watson	SAC Vice Chairman	Community
Lena Null Wood	Secretary	Parent
Sue Jinks		Teacher
Angie Waters		Teacher
Kay Selah		Teacher
Zenja Stallworth		Parent
Shirlow Campbell		Business/Community
Judith Dewitt		Parent
Chris Schaier		Parent
Christine Trent		Parent
Melanie Hand		Parent
Cricket LeMay		Parent
Ronald Thomas		Parent
Joan Penzara		Educational Support
Bridgette Mill		Business/Community
Romona Farrar		Parent
Sondra Valentine		Parent