

School Improvement Plan

Title I - Schoolwide Single Building District

School Year: 2011 - 2012

ISD/RESA: St. Clair County RESA

School Name: Landmark Academy

Grades Served: K,1,2,3,4,5,6,7,8,9,10,11,12

Principal: Mrs. Danielle Shannon

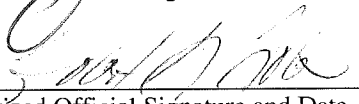
Building Code: 08701

District Approval of Plan:



Authorized Official Signature and Date

Board of Education Approval of Plan:



Authorized Official Signature and Date

6-23-2011

School Improvement Plan

Contents

Introduction	3
School Information	4
Vision, Mission and Beliefs	5
Goals	6
Goal 1: All students will demonstrate an improvement in reading comprehension	6
Goal 2: All students will improve their proficiency in writing.	13
Goal 3: All students will increase math proficiency skills.	21
Resource Profile	29
Additional Requirements	30
Assurances	42
Stakeholders	50
Statement of Non-Discrimination	51
Supporting Documentation	52

Introduction

The SIP is a planning tool designed to address student achievement and system needs identified through the school's comprehensive needs assessment (CNA). Additionally, the SIP provides a method for schools to address the school improvement planning requirements of Public Act 25 of the Revised School Code and the Elementary and Secondary Education Act (ESEA) as applicable. The SIP is a planning tool designed to address student achievement and system needs identified through the school's comprehensive needs assessment (CNA). Additionally, the SIP provides a method for schools to address the school improvement planning requirements of Public Act 25 of the Revised School Code and the Elementary and Secondary Education Act (ESEA) as applicable.

School Information

School:	Landmark Academy
District:	Landmark Academy
Public/Non-Public:	Public
Grades:	K,1,2,3,4,5,6,7,8,9,10,11,12
School Code Number:	08701
City:	Kimball
State/Province:	Michigan
Country:	United States

Vision, Mission and Beliefs

Vision Statement

"Every Landmark Academy student will attain mastery of essential academic skills, demonstrate exemplary character, and understand their unique giftedness-becoming confident leaders and lifelong learners."

Mission Statement

Landmark Academy, recognizing the unique giftedness of the individual student, will work in cooperation with parents and the community to provide a nurturing and challenging environment that encourages academic excellence, character development, and a love for lifelong learning.

Beliefs Statement

- * Hallmark #1 - Landmark Academy will promote academic excellence for all students in the core curriculum of math, language arts, reading, social studies and science.
- * Hallmark #2 - Landmark Academy will help each student discover and develop his/her unique gifts, talents, and abilities.
- * Hallmark #3 - Landmark Academy will encourage exemplary character development in each student.
- * Hallmark #4 - Landmark Academy will promote a love for lifelong learning.
- * Hallmark #5 - Landmark Academy will prepare students to become productive citizens and community leaders.
- * Hallmark #6 - Landmark Academy will equip each student to be on the cutting edge of changing technology.
- * Hallmark #7 - Landmark Academy will encourage the development of cooperative relationships with parents and the community.

Goals

Name	Development Status	Progress Status
All students will demonstrate an improvement in reading comprehension	Complete	Open
All students will improve their proficiency in writing.	Complete	Open
All students will increase math proficiency skills.	Complete	Open

Goal 1: All students will demonstrate an improvement in reading comprehension

Content Area: English Language Arts

Development Status: Complete

Student Goal Statement: All 3rd through 12th students will increase their reading comprehension proficiency by 5% by June 2012 on the MEAP and ACT Educational Planning Assessment System. All elementary students will improve DRA scores (K through 5) by one grade level by June 2012.

Gap Statement: Overall 81% of students in grades 3 through 8 were proficient in Reading on the MEAP in 2010; however only 50% of the students were proficient on the informational text portion of the MEAP as compared with AYP targets of: 59% elementary, 54% middle school and 61% high school.

Cause for Gap: Comprehension and informational text is also an area of concern for grades 3-6. Our scores indicate that we have not hit state AYP targets for Social Economic Status (SES) subgroup in grades 5 for Reading in 2010.

Multiple measures/sources of data you used to identify this gap in student achievement: MEAP

TerraNova

DRA

Cumulative Assessments

ACT/MME

What are the criteria for success and what data or multiple measures of assessment will be used to monitor progress and success of this goal? MEAP

TerraNova

DRA

Cumulative Assessments

ACT/MME

Goal Progress Update:

Date	User	Progress Status	Explanation of Progress Status
06/12/2009	Jamie Nestle	In Progress	Progress Status changed from Open to In Progress

Contact Name: Jamie Nestle

List of Objectives:

Name	Objective
Improvement in Reading Comprehension	All 3rd through 12th students will increase their reading comprehension proficiency by 5% by June 2012 on the MEAP and ACT Educational Planning Assessment System. All elementary students will improve DRA scores (K through 5) by one grade level by June 2012.

1.1. Objective: Improvement in Reading Comprehension

Measurable Objective Statement to Support Goal: All 3rd through 12th students will increase their reading comprehension proficiency by 5% by June 2012 on the MEAP and ACT Educational Planning Assessment System. All elementary students will improve DRA scores (K through 5) by one grade level by June 2012.

Objective Progress Update:

Date	User	Progress Status	Explanation of Progress Status
06/12/2009	Jamie Nestle	In Progress	Progress Status changed from Open to In Progress

List of Strategies:

Name	Strategy
Comprehension Strategies	Teaching staff will use Michigan Literacy Progress Profile comprehension strategies during guided reading (i.e. small, focused reading groups) at least 3 times week for grades 2 through 4. Teaching staff will use cooperative learning from Marzano for grades K through 5 and cues, questions, and advance organizers from Marzano for grades 6 through 12. All teachers will differentiate instruction when teaching reading comprehension.
Informational Text	Teaching staff will use identified graphic organizers with a focus on reading informational text in Science and Social Studies and during Guided Reading time. Teaching staff will use Mind Mapping with a focus on reading informational text in Science and Social Studies and during Guided Reading time.
Positive Behavior Support	Our PBS Coach will meet with at-risk students to teach them communication and conflict resolution skills in an effort to reduce classroom disruptions and therefore, increase student engagement in academics. Our PBS coach will meet with staff to train them in communication and conflict resolution skills so that they will be equipped to decrease disruptions and increase engaged learning in their individual classrooms.
Reading Intervention	Tier 3 (i.e. scoring below 92% on DIBELS or 3-minute reading assessment) identified students will receive one to two additional instructional sessions for 30 minutes weekly.

1.1.1. Strategy: Comprehension Strategies

Strategy Statement: Teaching staff will use Michigan Literacy Progress Profile comprehension strategies during guided reading (i.e. small, focused reading groups) at least 3 times week for grades 2 through 4.

Teaching staff will use cooperative learning from Marzano for grades K through 5 and cues, questions, and advance organizers from Marzano for grades 6 through 12.

All teachers will differentiate instruction when teaching reading comprehension.

Selected Target Areas

<p>1.3 Identifies goals to advance the vision</p> <p>1.3 Identifies system-wide goals and measures to advance the vision</p> <p>2.5 Fosters a learning community</p>
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Other Required Information for Strategy

Marzano, Robert j., et. Al. 2001. Classroom Instruction that Works: Research-Based Strategies for Increasing Student Achievement. VA: ASCD.

Chevalier, Kim; Del Santo, Jolene; Scheiner, Deb; Skok, Elly; Tucci, Leah Rae. (2002). Comprehension: The Key to Reading Success.

Anderson, Tina; O'Leary, Deborah; Schuler, Katherine; Wright, Leon. (2002). Increasing Student Comprehension through the Use of Guided Reading.

Guthrie et al. Increasing Reading comprehension and Engagement Through Concept-Oriented Reading Instruction. 2004. Journal of Educational Psychology, 96(3), pp. 403-423.

M. Sprenger. Differentiation through learning styles and memory. Thousand Oaks, CA: Corwin Press, 2003.

Tomlinson, Carol Ann. The Differentiated Classroom: Responding to the Needs of all Learning. ASCD, 1999.

List of Activities:

Activity	Begin Date	End Date	Staff Responsible
Comprehension Strategies	2010-09-07	2012-06-17	All teaching staff Title I Coordinator Administration

1.1.1.1. Activity: Comprehension Strategies

Activity Description: Teachers will be trained on Michigan Literacy Progress Profile (MLPP) comprehension strategies

Teachers will be trained to use cooperative learning (Marzano).
 Teachers will be trained to use cues, questions, and advance organizers from Marzano for grades 6 through 12.

Teachers will be trained on the structure and application of guided reading.

Planned staff responsible for implementing activity: All teaching staff
 Title I Coordinator
 Administration

Actual staff responsible for implementing activity:

Planned Timeline: Begin Date - 2010-09-07, End Date - 2012-06-17

Actual Timeline: Begin Date - 11/15/2010, End Date - N/A

Fiscal Resources Needed for Activity:

Resource	Funding Source	Planned Amount	Actual Amount

1.1.2. Strategy: Informational Text

Strategy Statement: Teaching staff will use identified graphic organizers with a focus on reading informational text in Science and Social Studies and during Guided Reading time.

Teaching staff will use Mind Mapping with a focus on reading informational text in Science and Social Studies and during Guided Reading time.

Selected Target Areas

1.3 Identifies goals to advance the vision
1.5 Ensures that the school's vision and purpose guide the teaching and learning process
2.4 Employs a system that provides for analysis and review of student performance and school effectiveness
2.5 Fosters a learning community

Other Required Information for Strategy

Leal, Dorothy J. (1993). A Comparison of Third Grade Children's Listening Comprehension of Scientific Information Using an Information Book and an Informational Storybook.

Holland, B., Holland, L. and Davies, J. (2003/2004), An investigation into the concept of Mind Mapping and the use of Mind Mapping software to support and improve student academic performance. Learning and Teaching Projects 2003/2004, pp 89-94.

Strategy Progress Update:

Date	User	Progress Status	Explanation of Progress Status
06/12/2009	Jamie Nestle	In Progress	Progress Status changed from Open to In Progress

List of Activities:

Activity	Begin Date	End Date	Staff Responsible
Informational Text	2009-09-08	2010-06-18	All elementary teaching staff Grade Level Leaders Administration

1.1.2.1. Activity: Informational Text

Activity Description: All elementary teachers will be trained in LearningSuccess Reading program (7 hours of implementation training).

Planned staff responsible for implementing activity: All elementary teaching staff
Grade Level Leaders
Administration

Actual staff responsible for implementing activity:

Planned Timeline: Begin Date - 2009-09-08, End Date - 2010-06-18

Actual Timeline: Begin Date - 05/21/2010, End Date - N/A

Fiscal Resources Needed for Activity:

Resource	Funding Source	Planned Amount	Actual Amount

Activity Progress Update:

Date	User	Progress Status	Explanation of Progress Status
06/12/2009	Jamie Nestle	In Progress	Progress Status changed from Open to In Progress

1.1.3. Strategy: Positive Behavior Support

Strategy Statement: Our PBS Coach will meet with at-risk students to teach them communication and conflict resolution skills in an effort to reduce classroom disruptions and therefore, increase student engagement in academics.

Our PBS coach will meet with staff to train them in communication and conflict resolution skills so that they will be equipped to decrease disruptions and increase engaged learning in their individual classrooms.

Selected Target Areas

1.2 Communicates the vision and purpose to build stakeholder understanding and support
1.3 Identifies goals to advance the vision
2.3 Ensures compliance with applicable local, state, and federal laws, standards, and regulations
2.5 Fosters a learning community
2.6 Provides teachers and students opportunities to lead

Other Required Information for Strategy

Jensen, Eric. Teaching with the Brain in Mind. Alexandria, VA: Association for Supervision, Curriculum and Development, 1998.

Kohn, Alfie. Beyond Discipline: from compliance to community. Alexandria, VA: Association for Supervision and Curriculum Development, 1996.

Rosenberg, Marshall B. Nonviolent Communication. PuddleDancer. Encinitas, CA. 2005

List of Activities:

Activity	Begin Date	End Date	Staff Responsible
Positive Behavior Support	2011-08-22	2012-06-08	Positive Behavior Support Coach Grade Level Leaders Teaching Staff Administration

1.1.3.1. Activity: Positive Behavior Support

Activity Type: Professional Development

Activity Description: Our PBS coach will meet with staff to train them in communication and conflict resolution skills so that they will be equipped to decrease disruptions and increase engaged learning in their individual classrooms.

Planned staff responsible for implementing activity: Positive Behavior Support Coach
Grade Level Leaders
Teaching Staff
Administration

Actual staff responsible for implementing activity:

Planned Timeline: Begin Date - 2011-08-22, End Date - 2012-06-08

Actual Timeline: Begin Date - N/A, End Date - N/A

Fiscal Resources Needed for Activity:

Resource	Funding Source	Planned Amount	Actual Amount
Positive Behavior Support	Title II Part A	5,000.00	

1.1.4. Strategy: Reading Intervention Strategies

Strategy Statement: Tier 3 (i.e. scoring below 92% on DIBELS or 3-minute reading assessment) identified students will receive one to two additional instructional sessions for 30 minutes weekly.

Selected Target Areas

1.3 Identifies goals to advance the vision
1.5 Ensures that the school's vision and purpose guide the teaching and learning process
2.5 Fosters a learning community

Other Required Information for Strategy

Tomlinson, Carol Ann. The Differentiated Classroom: Responding to the Needs of all Learning. ASCD, 1999.

List of Activities:

Activity	Begin Date	End Date	Staff Responsible
Reading Intervention Strategies	2010-09-07	2012-06-17	Learning Specialists Administration

1.1.4.1. Activity: Reading Intervention Strategies

Activity Type: Professional Development

Activity Description: Teachers will be trained on the structure and application of guided reading.

Teachers will be trained in Response to Intervention (RtI) strategies to implement in the classroom.

Planned staff responsible for implementing activity: Learning Specialists Administration

Actual staff responsible for implementing activity: teaching staff
Learning Specialists

Planned Timeline: Begin Date - 2010-09-07, End Date - 2012-06-17

Actual Timeline: Begin Date - 11/15/2010, End Date - N/A

Fiscal Resources Needed for Activity:

Resource	Funding Source	Planned Amount	Actual Amount
Intervention Strategies/Learning Specialists	Title I Part A	40,000.00	0.00

Goal 2: All students will improve their proficiency in writing.

Content Area: English Language Arts

Development Status: Complete

Student Goal Statement: All students will increase their writing proficiency by 5% for Middle School students and 10% for elementary students and 10% for high school by June 2012 as measured by building grade level common assessments.

Gap Statement: Across elementary, middle and high school, there are approximately 25% of fourth grade students proficient, 56% of seventh graders proficient on the MEAP and 29% of eleventh grade students proficient on the MME compared with the AYP targets of: 69% for Elementary, 66% for Middle and 71% for High School.

Cause for Gap: Our scores indicate that we have not been hitting state AYP targets for Social Economic Status (SES) subgroup in grades 6 for ELA.

Multiple measures/sources of data you used to identify this gap in student achievement: MEAP - English Language Arts
 Unit Assessments
 Common Assessments
 MME/ACT

What are the criteria for success and what data or multiple measures of assessment will be used to monitor progress and success of this goal? MEAP - English Language Arts
 Unit Assessments
 Common Assessments
 MME/ACT

Contact Name: Sabrina Vincent

List of Objectives:

Name	Objective
All students will improve their proficiency in writing	All students will increase their writing proficiency by 5% for Middle School students and 10% for elementary students and 10% for high school students by June 2012 as measured by building grade level common assessments.

2.1. Objective: All students will improve their proficiency in writing

Measurable Objective Statement to Support Goal: All students will increase their writing proficiency by 5% for Middle School students and 10% for elementary students and 10% for high school students by June 2012 as measured by building grade level common assessments.

List of Strategies:

Name	Strategy
Common Writing Rubric	Teachers will analyze their student's writing on Common Assessments three times a year and highlight the qualities of writing that need improvement. Professional development support will be given based on the collaborative analysis of the student work by the Academic Quality Coach.
Graphic Organizers	Teaching staff will apply identified graphic organizers to scaffold the structure of writing in all content areas.
Intervention - Writing	Tier 3 (i.e. scoring a 4 on the MEAP or MEAPlike rubric) identified students will receive one to two additional instructional sessions for 30 minutes weekly.
Positive Behavior Support	Our PBS Coach will meet with at-risk students to teach them communication and conflict resolution skills in an effort to reduce classroom disruptions and therefore, increase student engagement in academics. Our PBS coach will meet with staff to train them in communication and conflict resolution skills so that they will be equipped to decrease disruptions and increase engaged learning in their individual classrooms.

2.1.1. Strategy: Common Writing Rubric

Strategy Statement: Teachers will analyze their student's writing on Common Assessments three times a year and highlight the qualities of writing that need improvement. Professional development support will be given based on the collaborative analysis of the student work by the Academic Quality Coach.

Selected Target Areas

- 1.3 Identifies goals to advance the vision
- 2.4 Employs a system that provides for analysis and review of student performance and school effectiveness
- 2.5 Fosters a learning community
- 3.2 Establishes expectations and supports student engagement in the learning process, including opportunities for students to explore application of higher order thinking skills and investigate new approaches to applying their learning
- 3.3 Gathers, analyzes, and uses data and research in making curricular and instructional choices
- 3.5 Supports a curriculum that challenges and meets the needs of each student, reflects a commitment to equity, and demonstrates an appreciation of diversity

Other Required Information for Strategy

M. Sprenger. Differentiation through learning styles and memory. Thousand Oaks, CA: Corwin Press, 2003.

Maria Montessori. The child, society, and the world: Unpublished speeches and writings (vol. 7). Oxford: Clio, 1989.

Maria Montessori. Spontaneous activity in education: The advanced Montessori method. (F. Simmonds, Trans.) New York: Schocken, 1971/1965.

List of Activities:

Activity	Begin Date	End Date	Staff Responsible
analyze student writing	2010-11-01	2012-06-08	Academic Quality Coach
Common Writing Rubric	2010-10-01	2012-06-08	All ELA Teaching Staff Administration Grade Level Leaders Academic Quality Coach

2.1.1.1. Activity: analyze student writing

Activity Type: Professional Development

Activity Description: The teachers will receive training on how to analyze student writing from a MEAP or MEAP like rubric. Then they will be trained how to use this data to drive the instruction of writing in the classroom.

Planned staff responsible for implementing activity: Academic Quality Coach

Actual staff responsible for implementing activity:

Planned Timeline: Begin Date - 2010-11-01, End Date - 2012-06-08

Actual Timeline: Begin Date - N/A, End Date - N/A

Fiscal Resources Needed for Activity:

Resource	Funding Source	Planned Amount	Actual Amount
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2.1.1.2. Activity: Common Writing Rubric

Activity Description: The K-2 teachers will create a MEAP-like common rubric. Teachers will collaborate bimonthly to analyze student writing/work during professional learning communities. Teachers will analyze Common Grade Level Writing Assessments by highlighting the qualities of writing. Teachers will collaborate weekly during professional learning communities to plan writing lessons based upon diagnostic data from each student's assessment data.

Planned staff responsible for implementing activity: All ELA Teaching Staff
Administration
Grade Level Leaders
Academic Quality Coach

Actual staff responsible for implementing activity:

Planned Timeline: Begin Date - 2010-10-01, End Date - 2012-06-08

Actual Timeline: Begin Date - N/A, End Date - N/A

Fiscal Resources Needed for Activity:

Resource	Funding Source	Planned Amount	Actual Amount
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2.1.2. Strategy: Graphic Organizers

Strategy Statement: Teaching staff will apply identified graphic organizers to scaffold the structure of writing in all content areas.

Selected Target Areas

1.3 Identifies goals to advance the vision
1.5 Ensures that the school's vision and purpose guide the teaching and learning process
2.4 Employs a system that provides for analysis and review of student performance and school effectiveness
2.5 Fosters a learning community

Other Required Information for Strategy

Capretz, Kari, Barbara Ricker, and Amanda Sasak. (2003). Improving Organizational Skills Through the Use of Graphic Organizers.

Meyer, Diane. (1995). The Effects of Graphic Organizers on the Creative Writing of Third Grade Students. New Jersey.

List of Activities:

Activity	Begin Date	End Date	Staff Responsible
Mapping/Writing	2010-09-07	2012-06-18	All teaching staff Grade Level Leaders Administration Quality Academic Coach

2.1.2.1. Activity: Mapping/Writing

Activity Type: Professional Development

Activity Description: Teachers in grades K-12 will learn how to incorporate the LearningSuccess writing program into the Grade Level Benchmarks.

Planned staff responsible for implementing activity: All teaching staff
Grade Level Leaders
Administration
Quality Academic Coach

Actual staff responsible for implementing activity:

Planned Timeline: Begin Date - 2010-09-07, End Date - 2012-06-18

Actual Timeline: Begin Date - 05/24/2010, End Date - N/A

Fiscal Resources Needed for Activity:

Resource	Funding Source	Planned Amount	Actual Amount
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2.1.3. Strategy: Intervention - Writing

Strategy Statement: Tier 3 (i.e. scoring a 4 on the MEAP or MEAPlike rubric) identified students will receive one to two additional instructional sessions for 30 minutes weekly.

Selected Target Areas

1.3 Identifies goals to advance the vision
2.5 Fosters a learning community
3.6 Allocates and protects instructional time to support student learning
3.8 Implements interventions to help students meet expectations for student learning

Other Required Information for Strategy

Brain Based Learning

Jensen, Eric. 1998. Teaching with the Brain in Mind. Alexandria, VA: Association for Supervision and Curriculum Development.

Differentiated Instruction /LearningSuccess

M. Sprenger. Differentiation through learning styles and memory. Thousand Oaks, CA: Corwin Press, 2003.

List of Activities:

Activity	Begin Date	End Date	Staff Responsible
Intervention - Writing	2010-10-01	2012-06-18	All ELA Teaching Staff Teaching Support Staff Grade Level Leaders Administration Academic Quality Coach
Whole Class Intervention	2011-08-02	2012-06-15	Academic Quality Coach Classroom teachers

2.1.3.1. Activity: Intervention - Writing

Activity Description: Teaching support staff will provide additional instruction, utilizing mind-mapping techniques to failing students.

Planned staff responsible for implementing activity: All ELA Teaching Staff

Teaching Support Staff
 Grade Level Leaders
 Administration
 Academic Quality Coach

Actual staff responsible for implementing activity:

Planned Timeline: Begin Date - 2010-10-01, End Date - 2012-06-18

Actual Timeline: Begin Date - 10/25/2010, End Date - N/A

Fiscal Resources Needed for Activity:

Resource	Funding Source	Planned Amount	Actual Amount
Writing Intervention/Learning Specialists	Title I Part A	40,000.00	

2.1.3.2. Activity: Whole Class Intervention

Activity Description: Our Academic Quality Coach will conduct whole class instruction to reinforce writing benchmarks, the writing process and incorporate the LearningSuccess Writing Program.

Planned staff responsible for implementing activity: Academic Quality Coach
 Classroom teachers

Actual staff responsible for implementing activity:

Planned Timeline: Begin Date - 2011-08-02, End Date - 2012-06-15

Actual Timeline: Begin Date - N/A, End Date - N/A

Fiscal Resources Needed for Activity:

Resource	Funding Source	Planned Amount	Actual Amount
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2.1.4. Strategy: Positive Behavior Support

Strategy Statement: Our PBS Coach will meet with at-risk students to teach them communication and conflict resolution skills in an effort to reduce classroom disruptions and therefore, increase student engagement in academics.

Our PBS coach will meet with staff to train them in communication and conflict resolution skills so that they will be equipped to decrease disruptions and increase engaged learning in their individual classrooms.

Selected Target Areas

1.2 Communicates the vision and purpose to build stakeholder understanding and support
1.3 Identifies goals to advance the vision
2.3 Ensures compliance with applicable local, state, and federal laws, standards, and regulations
2.5 Fosters a learning community
2.6 Provides teachers and students opportunities to lead

Other Required Information for Strategy

Jensen, Eric. Teaching with the Brain in Mind. Alexandria, VA: Association for Supervision, Curriculum and Development, 1998.

Kohn, Alfie. Beyond Discipline: from compliance to community. Alexandria, VA: Association for Supervision and Curriculum Development, 1996.

Rosenberg, Marshall B. Nonviolent Communication. PuddleDancer. Encinitas, CA. 2005

List of Activities:

Activity	Begin Date	End Date	Staff Responsible
Positive Behavior Support	2011-08-22	2012-06-08	Positive Behavior Support Coach Grade Level Leaders Teaching Staff Administration

2.1.4.1. Activity: Positive Behavior Support

Activity Type: Professional Development

Activity Description: Our PBS coach will meet with staff to train them in communication and conflict resolution skills so that they will be equipped to decrease disruptions and increase engaged learning in their individual classrooms.

Planned staff responsible for implementing activity: Positive Behavior Support Coach
Grade Level Leaders
Teaching Staff
Administration

Actual staff responsible for implementing activity:

Planned Timeline: Begin Date - 2011-08-22, End Date - 2012-06-08

Actual Timeline: Begin Date - N/A, End Date - N/A

Fiscal Resources Needed for Activity:

Resource	Funding Source	Planned Amount	Actual Amount
Positive Behavior Support	Title II Part A	5,000.00	

Goal 3: All students will increase math proficiency skills.

Content Area: Math

Development Status: Complete

Student Goal Statement: All students will increase math proficiency by 5% in the areas of number and operations (grades K - 8) and algebra skills (grades 7 - 11) by June 2012 as measured by the MEAP, TerraNova, and Common Grade Level Assessments.

Gap Statement: Based on a review of data from three different assessment data, 83% of our students are scoring proficient on the MEAP and 40% of our students were at grade level on the TerraNova as compared with the AYP target proficiencies of 74% for elementary, 66% for middle school, and 67% for high school.

Cause for Gap: Math is an area of concern for all grades, specifically number and operations for grades K-8. Our scores indicate that we have not been hitting state AYP targets for Social Economic Status (SES) subgroup in grade 5 for Math. The male and female subgroups in grade 5 did not hit the AYP target in 2010 for Math.

Multiple measures/sources of data you used to identify this gap in student achievement: MEAP mathematics
 TerraNova
 Common Assessment
 RtI Assessments
 ACT/MME

What are the criteria for success and what data or multiple measures of assessment will be used to monitor progress and success of this goal? MEAP mathematics
 TerraNova
 Common Assessments
 Study Island
 RtI Assessments
 ACT/MME

Contact Name: Debby Wilton

List of Objectives:

Name	Objective
All students will increase math proficiency skills.	All students will increase math proficiency by 5% in the areas of number and operations in grades K-8, and algebra skills in grades 7 - 11 by June 2012 as measured by the MEAP, TerraNova, and Common Grade Level Assessments.

3.1. Objective: All students will increase math proficiency skills.

Measurable Objective Statement to Support Goal: All students will increase math proficiency by 5% in the areas of number and operations in grades K-8, and algebra skills in grades 7 - 11 by June 2012 as measured by the MEAP, TerraNova, and Common Grade Level Assessments.

List of Strategies:

Name	Strategy
Basic Math Facts	Teachers will incorporate self-directed activities/games for reinforcement of basic math facts. Teachers will incorporate self-monitoring and self-regulation strategies for use in Mad Minute activities to teach basic math facts.
Intervention - Math	Failing students will receive one to two additional instructional sessions for 30 minutes weekly.
Math Manipulatives	All teachers will incorporate hands-on materials in math (i.e. manipulatives) for grades K - 12 at least three times a week. All 6th - 12th grade math teachers will differentiate instruction when teaching Algebra skills.
Positive Behavior Support	Our PBS Coach will meet with at-risk students to teach them communication and conflict resolution skills in an effort to reduce classroom disruptions and therefore, increase student engagement in academics. Our PBS coach will meet with staff to train them in communication and conflict resolution skills so that they will be equipped to decrease disruptions and increase engaged learning in their individual classrooms.

3.1.1. Strategy: Basic Math Facts

Strategy Statement: Teachers will incorporate self-directed activities/games for reinforcement of basic math facts.

Teachers will incorporate self-monitoring and self-regulation strategies for use in Mad Minute activities to teach basic math facts.

Selected Target Areas

- 1.3 Identifies goals to advance the vision
- 1.5 Ensures that the school's vision and purpose guide the teaching and learning process
- 2.5 Fosters a learning community

Other Required Information for Strategy

Basic Math Facts and Mad Minutes

Haight, Laurie; Kunce, Christine; Pratt, Phyllis; Werneske, Roberta; Zemel, Susan. (2002). Improving Mastery of Basic Mathematics Facts in Elementary School through Various Learning Strategies.

Fife, Britiney Michelle. (2003). A Study of First Grade Children and Their Recall Memory When Using Active Learning in Mathematics. pp38.

Shelf Activities and student directed learning -

Maria Montessori. The child, society, and the world: Unpublished speeches and writings (vol. 7). Oxford: Clio, 1989.

Maria Montessori. Spontaneous activity in education: The advanced Montessori method. (F. Simmonds, Trans.) New York: Schocken, 1971/1965.

List of Activities:

Activity	Begin Date	End Date	Staff Responsible
Basic Math Facts	2010-09-07	2011-06-17	Classroom teachers Academic Quality Coach Administration

3.1.1.1. Activity: Basic Math Facts

Activity Description: Teachers will take each benchmark and create hands-on learning experiences.

Teachers will be trained on the "Model classroom" environment; which includes differentiated instruction and teaching to different Learning Styles (including hands-on learners).

2nd - 7th grade teachers will utilize self-monitoring and self-regulation strategies for use with Mad Minute activities.

Planned staff responsible for implementing activity: Classroom teachers
Academic Quality Coach
Administration

Actual staff responsible for implementing activity:

Planned Timeline: Begin Date - 2010-09-07, End Date - 2011-06-17

Actual Timeline: Begin Date - 11/15/2010, End Date - N/A

Fiscal Resources Needed for Activity:

Resource	Funding Source	Planned Amount	Actual Amount
Basic Math Facts	General Funds	500.00	0.00

3.1.2. Strategy: Intervention - Math

Strategy Statement: Failing students will receive one to two additional instructional sessions for 30 minutes weekly.

Selected Target Areas

- 1.3 Identifies goals to advance the vision
- 2.4 Employs a system that provides for analysis and review of student performance and school effectiveness
- 2.5 Fosters a learning community
- 3.2 Promotes active involvement of students in the learning process, including opportunities for them to explore application of higher-order thinking skills and investigate new approaches to applying their learning
- 3.2 Establishes expectations and supports student engagement in the learning process, including opportunities for students to explore application of higher order thinking skills and investigate new approaches to applying their learning
- 3.4 Supports instruction that is research-based and reflective of best practice

Other Required Information for Strategy

Targeted Populations

Russell, Milicent. (1988). Improving the Performance of Second Grade Students in Math By Increasing Interest, Motivation, and Application to Everyday Experiences.

List of Activities:

Activity	Begin Date	End Date	Staff Responsible
Intervention - Math	2010-10-01	2012-06-15	Math Teachers Math Teachers Assistants Teaching Support Staff Administration Academic Quality Coach
Math Essentials Class	2011-09-06	2012-06-15	Middle School & High School Math Essentials teacher Grade Level Leaders Academic Quality Coach

3.1.2.1. Activity: Intervention - Math

Activity Type: Professional Development

Activity Description: Teachers will be trained on assessing student's progress in Mathematics (i.e. using daily observation and weekly evaluations).

Teachers will be trained in Response to Intervention (RTI) strategies to implement in the classroom.

Planned staff responsible for implementing activity: Math Teachers

Math Teachers Assistants
 Teaching Support Staff
 Administration
 Academic Quality Coach

Actual staff responsible for implementing activity:

Planned Timeline: Begin Date - 2010-10-01, End Date - 2012-06-15

Actual Timeline: Begin Date - N/A, End Date - N/A

Fiscal Resources Needed for Activity:

Resource	Funding Source	Planned Amount	Actual Amount
Math Intervention/Learning Specialists	Title I Part A	40,000.00	

3.1.2.2. Activity: Math Essentials Class

Activity Description: Tier 3 students will be required to take an additional Math class to receive Math interventions.

Planned staff responsible for implementing activity: Middle School & High School Math Essentials teacher
 Grade Level Leaders
 Academic Quality Coach

Actual staff responsible for implementing activity:

Planned Timeline: Begin Date - 2011-09-06, End Date - 2012-06-15

Actual Timeline: Begin Date - N/A, End Date - N/A

Fiscal Resources Needed for Activity:

Resource	Funding Source	Planned Amount	Actual Amount

3.1.3. Strategy: Math Manipulatives

Strategy Statement: All teachers will incorporate hands-on materials in math (i.e. manipulatives) for grades K - 12 at least three times a week.

All 6th - 12th grade math teachers will differentiate instruction when teaching Algebra skills.

Selected Target Areas

1.3 Identifies goals to advance the vision
1.5 Ensures that the school's vision and purpose guide the teaching and learning process
2.4 Employs a system that provides for analysis and review of student performance and school effectiveness
2.5 Fosters a learning community

Other Required Information for Strategy

Math program

Wood, Terry. 1996. Events in Learning Mathematics: Insights from Research in Classrooms. Educational Studies in Mathematics, 30: 85-105.

Differentiated Instruction /LearningSuccess

M. Sprenger. Differentiation through learning styles and memory. Thousand Oaks, CA: Corwin Press, 2003.

Tomlinson, Carol Ann. The Differentiated Classroom: Responding to the Needs of all Learning. ASCD, 1999.

List of Activities:

Activity	Begin Date	End Date	Staff Responsible
Math Manipulatives	2010-09-07	2012-06-18	All Math teachers Grade Level Leaders Administration Academic Quality Coach

3.1.3.1. Activity: Math Manipulatives

Activity Description: Teachers will to use the Hands-on Numbers and Operations manipulatives that were purchased in the 2010 - 2011 school year. Teachers will provide additional hands-on materials to reinforce basic math facts and algebraic concepts.

Planned staff responsible for implementing activity: All Math teachers
Grade Level Leaders
Administration
Academic Quality Coach

Actual staff responsible for implementing activity: All Math teachers

Planned Timeline: Begin Date - 2010-09-07, End Date - 2012-06-18

Actual Timeline: Begin Date - 03/01/2011, End Date - N/A

Fiscal Resources Needed for Activity:

Resource	Funding Source	Planned Amount	Actual Amount
Hands on Materials	Other	14,000.00	0.00

3.1.4. Strategy: Positive Behavior Support

Strategy Statement: Our PBS Coach will meet with at-risk students to teach them communication and conflict resolution skills in an effort to reduce classroom disruptions and therefore, increase student engagement in academics.

Our PBS coach will meet with staff to train them in communication and conflict resolution skills so that they will be equipped to decrease disruptions and increase engaged learning in their individual classrooms.

Selected Target Areas

1.2 Communicates the vision and purpose to build stakeholder understanding and support
1.3 Identifies goals to advance the vision
2.3 Ensures compliance with applicable local, state, and federal laws, standards, and regulations
2.5 Fosters a learning community
2.6 Provides teachers and students opportunities to lead

Other Required Information for Strategy

Jensen, Eric. Teaching with the Brain in Mind. Alexandria, VA: Association for Supervision, Curriculum and Development, 1998.

Kohn, Alfie. Beyond Discipline: from compliance to community. Alexandria, VA: Association for Supervision and Curriculum Development, 1996.

Rosenberg, Marshall B. Nonviolent Communication. PuddleDancer. Encinitas, CA. 2005

List of Activities:

Activity	Begin Date	End Date	Staff Responsible
Positive Behavior Support	2011-08-22	2012-06-08	Positive Behavior Coach Grade Level Leaders Assistant Administrators Teaching Staff

3.1.4.1. Activity: Positive Behavior Support

Activity Type: Professional Development

Activity Description: The Positive Behavior Support Coach will meet with teachers to provide training in communication and conflict resolution skills so that they will be equipped to decrease disruptions and increase engaged learning in their individual classrooms.

Planned staff responsible for implementing activity: Positive Behavior Coach
 Grade Level Leaders
 Assistant Administrators
 Teaching Staff

Actual staff responsible for implementing activity:

Planned Timeline: Begin Date - 2011-08-22, End Date - 2012-06-08

Actual Timeline: Begin Date - N/A, End Date - N/A

Fiscal Resources Needed for Activity:

Resource	Funding Source	Planned Amount	Actual Amount
Positive Behavior Support	Title II Part A	5,000.00	

Resource Profile

Funding Source	Planned Amount	Actual Amount
Title I Part A	\$120,000.00	\$0.00
General Funds	\$500.00	\$0.00
Title II Part A	\$15,000.00	\$0.00
Other	\$14,000.00	\$0.00

Additional Requirements

Comprehensive Needs Assessment

The comprehensive needs assessment (CNA) requirement is met by completing a School Data Profile/Analysis (SDP/A), School Process Profile, and Summary Report. The comprehensive needs assessment must be completed prior to creating a new plan or annually updating an existing school improvement plan.

Use the results of the comprehensive needs assessment to develop a Schoolwide Reform Model, Goals/Objectives/Strategies and Activities. Ensure that the Gap Statements and Causes for Gaps included in the Goals information address all four measures of data: student achievement data, school programs/process data, perceptions data (must include teachers and parents; student data is encouraged), and demographic data.

1. How was the comprehensive needs assessment conducted?

The Comprehensive Needs Assessment (CNA) was completed by the School Improvement team under the direction of Debra Wilton and Jamie Nestle. The members of the School Improvement team gave their input at the School Improvement monthly meetings and at a number of special meetings that focused solely on gathering information for the CNA. Building administrators were also included in the meetings and gave their input as well.

Data was gathered by Sabrina Vincent, Kelli Plater, Debra Wilton, Jamie Nestle, Apryl Scayola and Annette Harnish. The data included test scores, attendance, discipline records, and conference attendance information. Data was located in our Student Records office, Smart Data, School Improvement records, Title I and Special Education records. After inputting the data in the CNA, the School Improvement team analyzed the data and answered the inquiry questions based on the information and trends. The School Improvement team discussed the information and formulated responses from the inquiry questions found in the CNA.

2. Summarize the results obtained from the comprehensive needs assessment and general conclusions drawn from those results. Include information from all four measures of data: student achievement, school programs/process, perception and demographic. More specific information will be included in your Goals/Objectives/Strategies and Activities.

Our school has a high staff retention rate. Our community has an overall positive perception of our school. Most of our elementary students return to our school year after year. Landmark Academy has met AYP each year. As our population increases, our proficiencies also increase. Our economically disadvantaged population has increased proficiencies since last year.

Our school has low proficiencies in High School Math and Science. Our staff perception data shows low effectiveness in our Leadership and a low perception of the quality of our instructional program. Once students reach upper elementary, the mobility rate increases. This correlates with our MEAP data in the upper elementary. Our economically disadvantaged population has increased the past two years.

Overall, our data from the TerraNova, MEAP, and DRA shows that Reading Comprehension scores in grades 4-7 have decreased. We believe this is due to inconsistency in our Reading/Writing/Comprehension

program. This is also due to enrollment fluctuations. Our Math scores in grades 5-9 have decreased as well. We believe this is due to lack of a consistent Math program and non-mastery of basic Math facts.

Schoowide Reform Model

1. Describe the overarching, comprehensive, research-based concept/program that the school improvement team is implementing in order to close achievement gaps of at-risk students and increase the academic achievement of all students.

The program that Landmark Academy has implemented for the 2010-2011 school year is based on the RtI Model. The students are assessed three times each year. The Learning Specialists team analyzes the data and groups the students according to Tiers. Students in each Tier receive a different level of research based intervention.

2. Describe how stakeholders were involved in the process of developing/selecting the reform model.

A team of teachers and administrators met several times to develop our RtI Model. They chose the assessments, selected the time frames of the assessments and compiled research based interventions. Members of the team also trained Learning Specialists and Teacher Assistants to implement the research based interventions with Tiered groups. The RtI team met throughout the year to discuss the effectiveness of the RtI Model and adjustments needed/made to it.

Curriculum Alignment that Corresponds to the Goals

1. Describe how the curriculum is aligned with State standards and how this alignment will help the school meet the academic Goals. Describe the process for review and revision of the curriculum; evidence could include a timeline for curriculum review or a description of the review process.

Each year the Leadership Team meets and utilizes a process called SWOT; which stands for strengths, weaknesses, opportunities, and threats. This process generates discussion that leads to inform the team about the school's areas of concern. After gathering this information, the team creates/adjusts the school goals. The curriculum is adjusted (if necessary) to meet the school goals. The teaching staff also meets on a regular basis to discuss and review curriculum needs. This information is shared with the Leadership team.

Teaching staff reviews the curriculum twice a month during grade level meetings. The Leadership Team reviews curriculum yearly. Finalizing the curriculum is completed at the end of the school year and given to teachers at the beginning of the new school year.

All teaching staff are trained in the LearningSuccess™ model which affords opportunities for students to work at their own pace. Students may work on advanced materials as they master the Grade Level Content Expectations. Teachers provide advanced or enriched materials in the classroom as enrichment activities. The students utilize these materials during independent work time.

2. Describe how decisions about curriculum, instruction and assessment are made at this school, and how all stakeholders are involved in the process.

Members of the Leadership Team conduct several observations on each of the teaching staff throughout the year. These observations inform the Leadership Team of instructional practices of the teaching staff. Observation data is compiled and reported to all members of the Leadership Team. The Leadership Team, along with the Academic Quality Coach analyze the assessment and instruction data. After gathering this information, the team creates/adjusts the school goals. The curriculum is adjusted (if necessary) to meet the school goals. The teaching staff also meets on a regular basis to discuss and review curriculum needs. This information is shared with the Leadership team.

Instruction by Highly Qualified Professional Staff

1. Provide an assurance statement that all teachers and instructional paraprofessionals are highly qualified OR a state-approved plan is in place for staff that does not meet requirements.

Teachers: All teachers at Landmark Academy meet all state and federal requirements prior to hiring, for being highly qualified. Landmark Academy teachers possess a Bachelor's degree and full state certification and show evidence of meeting at least one of the following options: Michigan Test for Teacher Certification (M.T.T.C.), or a graduate degree or coursework that is equivalent to an undergraduate major in any subject area directly related to elementary teacher, or achieve National Board Certification, or credentialing in any subject(s) or an appropriate development level(s), or a high objective uniform state standard evaluation (H.O.U.S.S.E.).

Paraprofessionals: All Landmark Academy paraprofessionals (Teacher Assistants) have met No Child Left Behind (NCLB) requirements.

Strategies to Attract High-Quality, Highly Qualified Teachers to High Needs Schools

1. Identify the experience level of key teaching and learning personnel.

The average number of years teachers have been teaching is 4-8 years and the average number of years teachers have been assigned to this school is 0-3 years.

2. List the specific initiatives implemented at the district and school level for attracting/keeping high-quality, highly qualified teachers to/in high needs schools.

Landmark Academy utilizes a variety of strategies to attract highly qualified teachers. These strategies include: offering a competitive salary and benefit package; providing a comprehensive mentoring program that aligns each new teacher with a mentor teacher; providing opportunities for teachers to improve their instructional skills through a comprehensive professional development program; teachers receive half off their tuition at Saginaw Valley State University for continuing education credits. Our teacher turnover rate is very low each year. We average a 92% return rate.

3. Describe the rate of teacher turnover for the school.

We have an average 92% return rate.

4. If the school has identified a high teacher-turnover rate list the specific initiatives implemented to try and lower the rate. If the school does not have a high teacher turnover rate, enter "Not applicable" in the text box.

Not applicable.

High-Quality and Ongoing Professional Development

Use the results of the comprehensive needs assessment to create a written professional development plan that identifies ongoing, sustained professional development that is aligned to the Goals, Objectives, Strategies and Schoolwide Reform Model. The specific professional development activities must be included as Activities under the Goals section. District professional development activities that align to the school's comprehensive needs assessment and Schoolwide Reform Model should also be included in the school-level Activities section.

Strategies to Increase Parental Involvement

1. It is critical that the school improvement team refers to the legislation included in the schoolwide school rubric as guidance while completing this section.

Describe, in detail, the Section 1118 (e)(1-5) and (14) and (f) strategies employed by the school to increase parental involvement.

Landmark Academy has a standards based report card to assist parents in monitoring their child's progress. Report cards are accessible four times a year. The report cards and State standards are discussed during parent/teacher conferences. Parents also have access to Skyward (an online records data base with student progress, assignments, and grade information). All reports are provided to parents in a parent-friendly language. All student MEAP parent reports are sent home. Materials to assist parents when working with their children is provided on our website and at select school functions. Parents have had opportunities to be trained in LearningSuccess™, working with their child's Learning Styles. Part of a Professional Development throughout the school year is devoted to training staff to build effective parent involvement. The staff has viewed Lee Canter Parent Involvement videos at each Professional Development day during the 2010 - 2011 year school. The Back to School Picnic, Family Fun Night, Book Fair, and Carnival are planned in cooperation with our parent group - Friends of Landmark (FOL). Back to School Orientation is planned for all parents before the new school year starts. Transition meetings are planned for parents and students who are entering Middle School (6th) and High School (9th). The Title I coordinator plans a meeting at the beginning of the school year to inform parents about the school's programs for targeted groups of students who are failing (Tier 3). Parents of Special Education students are offered resources through the RESA. Landmark held St. Clair County's Safety Awareness Fair to promote safety for parents and students. Landmark partners with March of Dimes Reading Champions program. All materials are provided in parent friendly language. Landmark has two social workers and a guidance counselor to offer services to Limited English Proficiency and migratory students.

2. Describe the role of parents in the following schoolwide school plan/program areas:

2a. Design

Parents are members of the School Improvement team. We also have five parents that are members of our Board of Directors. The School Improvement team works together to write the school-wide plan and all members, including parents, are involved in writing and evaluating the plan. Board members, including parents, approve the school-wide plan and are involved in the evaluation of the plan. The school-wide plan will be placed on our website for all parents to review.

2b. Implementation

Parents are members of the School Improvement Team and the Board of Directors. They hear monthly report outs on how the plan is being implemented. Opportunities are afforded for them to provide feedback.

2c. Evaluation

Currently at the end of every school year Landmark sends out a parent survey to evaluate the school and its programs from their perspective. Landmark will ask for parent input for the purpose of evaluating the school-wide plan and its effectiveness. The Leadership team will review the survey results to provide feedback to improve our school-wide programs.

3. Describe how the school provides individual student academic assessments results, including interpretation of those results, in a language the parents can understand.

All assessment results of students are sent home to parents and discussed at parent/teacher conferences. TerraNova and MEAP results are sent home by the testing companies via parent report. Common Assessments and DRAs are discussed with parents at parent/teacher conferences.

Landmark Academy has standards based report card to assist parents in monitoring their child's progress. Report cards are accessible four times a year. The report cards and State standards are discussed during parent/teacher conferences. Each parent has access to Skyward (an online records data base with student progress, assignments, and grade information). All reports are written in parent friendly language.

4. Describe the role of parents in the development of the School-Parent Compact. Provide an assurance statement that the compact is used at least annually at elementary-level parent-teacher conferences. If the school serves only middle school or high school grades, the school may put a statement in the box that indicates this section is "Not applicable due to grade levels served".

The Parent Compact addresses the responsibilities of all stakeholders (parents, teachers, and students) in the educational process. The Compact has been in use for seven years. Each stakeholder (student, parent, and teacher) signs the compact to indicate that they will engage in activities to enhance and increase student achievement. The Parent Compact is discussed at the fall parent/teacher conference of each school year. The Parent Compact was created prior to the beginning of the school year. Each stakeholder group (parents, students, and teachers) gives feedback on the Compact at a School Improvement meeting in the

Spring. Each stakeholder group helps evaluate the effectiveness of the Compact. The parents will complete a section on the parent survey that asks for input on the Compact. The feedback will be used to revise the Compact annually.

The Compact is reviewed with parents at the fall parent-teacher conferences.

5. Describe how the parent involvement components of the schoolwide plan will be evaluated.

Parent involvement is currently evaluated by monitoring the number of parents who attend parent-teacher conferences and special events. Our goal is to increase the attendance of parents at these events. Landmark Academy sends home an end-of-the-year comprehensive survey to parents for their input. The results of this survey will be used to monitor and increase parental participation. In order to improve the school-wide plan, we must create a true partnership with parents and involve them more deeply in all aspects of student learning and achievement. This survey and the end of the year survey will help us to determine the needs as well as methods to reach out to more parents for involvement.

6. Summarize the results of the evaluation and how those results will be used to improve the schoolwide program.

Looking at participation in school activities, we have shown an overall increase in parent attendance during the 2010 - 2011 school year.

7. Attach the School-Parent Involvement Plan (that addresses Section 1118 activities) that is aligned to the District's Board Policy in the Supporting Documentation section. Attach the School-Parent Compact in the Supporting Documentation section.

Preschool Transition Strategies

1. Describe preschool transition strategies (more than once a year visitation) and the training that is provided to preschool parents and/or teachers related to Kindergarten readiness skills. Describe other school level transitions that occur, if appropriate. If the school serves only middle school or high school grades, the school may put a statement in the box that indicates this section is "Not applicable due to grade levels served".

Kindergarten Orientation is held annually in the Spring. The parents and students come to the school for presentations on the school and to meet all Kindergarten staff. The parents are given materials to help prepare their children for kindergarten. These materials help the parents work with their children over the summer. Also in the spring, another parent training was provided for incoming parents of preschoolers. The parents were presented with Learning Styles training. Landmark will also make Preschool and Daycare visits to neighboring facilities to provide parents with information to assist their children in preparing for kindergarten academically.

Teacher Participation in Making Assessment Decisions

1. Describe how teachers participate in making assessment decisions (Ex. selection, development, frequency).

The structure of Professional Learning Communities assures that classroom teachers with an Administration representative develop the unit and common assessments. Each year the teachers with an Administration representative review the assessments in grade level groups and revise them as needed. Standardized assessments (MEAP, MME, and TerraNova) are used in conjunction with these assessments in order to give teachers a wide spectrum of data to tailor instruction.

Teachers from each grade level, with an Administration representative give their input on unit and common assessments. The teachers create the assessments under the direction of the administration. The teachers with an Administration representative meet annually to revise the assessments. All curriculum is based on the GLCEs and the teachers can choose what resources they use to instruct their classes on the GLCEs. Teachers and administration analyze data in order to identify students for further interventions.

2. Describe how teachers are involved in student achievement data analysis to improve the academic achievement of all students.

Teachers meet bimonthly with their grade level groups to analyze student data from the various assessments. Landmark Academy also has at least two Professional Development (PD) days to analyze MEAP, MME, and TerraNova data. Administration representatives train and direct the data analysis sessions at the PD days. Teachers and administration also utilize Smart Data to break down and disaggregate the information.

Alternative Measures of Assessment

1. Describe the process for developing, or the alternative measures of assessment used, that will provide authentic assessment of pupils' achievements, skills, and competencies.

Teachers and administration utilize numerous formative and summative assessments in order to gauge the instructional practices in the classroom. The use of unit assessments (monthly), common assessments (three times a year) and daily observations in each core academic areas for all grade levels; DIBELS and the DRA are used to monitor reading progress in the elementary school. These assessments are all used in order to constantly monitor student progress. Teachers with an Administration representative will create writing rubrics to analyze the qualities of writing in student work and common assessments. The teachers will use the analysis to inform the instruction of the qualities of writing in the classroom.

In addition to these ongoing assessments, we use the data from the MEAP, MME, and TerraNova assessments to inform instruction and to measure the reliability and validity of our daily assessment tools. Teachers and administration utilize Smart Data to disaggregate data and give the teachers specific information on students and Grade Level Content Expectations (GLCEs).

Timely and Additional Assistance

1. Provide a summary of the effective, timely, additional assistance activities provided to students that are not mastering the State's academic achievement standards. These must also be included in greater specificity as

Activities under the Goals section. Timely, additional assistance should include differentiation of instruction to meet students' individual needs within the classroom.

All teaching staff are trained in LearningSuccess™. The LearningSuccess™ model is based on student Learning Styles. The teacher sets up an environment that is student focused and provides opportunities for learning at each students' level. The information is presented in different learning style approaches and students may choose from activities that meet their learning styles. The teacher is a facilitator in the classroom and provides the students with the materials they need to be a successful learner. The teacher has an individual plan with each student so they can create goals together and keep the student working toward his/her goal. Teacher Assistants are available to assist students who are struggling in the classroom. An afterschool homework help is available in Middle School and High School for students who need help in Mathematics classes. Students who master the curriculum at an accelerated pace are given the opportunity to work ahead or are offered options to enrich their studies. Students who are Tier III ("failing") will receive 30 minutes of additional instructional twice a week.

2. Describe the identification process for students that are not mastering the State's academic achievement standards.

*The Title I Coordinator looks at MEAP, TerraNova, and common assessment scores. She also takes teacher recommendations to determine the students who are at risk and need additional assistance. Identified students receive two 30 minute intervention sessions weekly (pull-out or push-in)
The 31A staff looks at MEAP scores and the 31A qualifying chart to determine the students who are at risk and need additional assistance. Identified students receive intervention services in the classroom. The lowest students (Tier 3) are pulled out for one additional intervention session weekly (pull-out or push-in).
The Title I Coordinator looks at MEAP, TerraNova, and common assessment scores. She also takes teacher recommendations to determine the students who are at risk and need additional assistance. Identified students receive an intervention session weekly or receive credit recovery.
Instructional Staff Referral - Child Find process begins in cooperation with Special Education team.*

Coordination and Integration of Federal, State and Local Programs and Resources

1. Include a list of State educational agency and local educational agency programs and other Federal programs that will be coordinated in the Schoolwide program.

*Title I, Part A
Title II, Part A
Section 31a At Risk
Marketing budget/
General budget*

2. Describe how federal, state and local programs and resources are coordinated to support the schoolwide program and initiatives in your plan.

Title I, Part A

Schoolwide reform strategies

Instruction by Highly Qualified Professional Staff - Timely and Additional Assistance to Students having Difficulty Mastering the Standards Title I teacher and teacher assistants will provide support services to students in Tier 3 for Math, Writing, and/or Reading. Title I teacher and teacher assistants will provide support for guided reading in grades 1 - 4. LearningSuccess? reading program materials will also be purchased to be utilized with Tier 3 students in reading support services.

Title II, Part A

High-Quality and Ongoing Professional Development - Professional Development will be provided to implement the LearningSuccess? reading, writing and math programs. The elementary teaching staff will receive professional development on guided reading strategies. The middle school and high school math teachers will receive training on teaching Algebraic concepts through multiple modalities.

Section 31a At Risk

Schoolwide reform strategies - Instruction by Highly Qualified Professional Staff; Timely and Additional Assistance to Students having Difficulty Mastering the Standards - 31a teacher and teacher assistants will provide support services to students in Tier 3 for Math, Writing, and/or Reading. 31a teacher and teacher assistants will provide support for guided reading in grades 1 - 4.

Marketing budget/General budget

Preschool Transition Strategies - Kindergarten Orientation is held annually in the Spring. The parents and students come to the school for presentations on the school and to meet all of the Kindergarten staff. The parents are given materials to help them prepare their student for kindergarten. These materials help the parents work with their students over the summer. The parents will be presented with Learning Style training. Landmark will also make Preschool and Daycare visits to provide parents with information to assist their students in preparing for kindergarten academically.

Coordination of Resources:

Landmark Academy has volunteer Grandparents that assist in elementary classrooms. Landmark has participated in the Foster Grandparent program for 10 years. This program was developed through cooperation of Landmark Academy and The Council on Aging.

Landmark staff and National Junior Honor Society Students will visit preschools and daycares to provide parents with information (i.e. brochures and booklets) to assist their students in preparing for kindergarten. There are three local library branches in our area that are available to our students and parents. The library loans the school any needed materials and offers some online components for educational purposes that are accessed for research purposes by students.

High School students are participating in Extended Learning Opportunities in the community (utilizing RESA vocational and technical training and the community college).

All of our 7 - 11 graders have used Career Cruising and are in the process of developing their Educational Development Plan.

3. Describe how the school will use resources under Title I, Part A and from other sources to implement the required ten schoolwide components.

Title I, Part A

Schoolwide reform strategies

Instruction by Highly Qualified Professional Staff - Timely and Additional Assistance to Students having Difficulty Mastering the Standards Title I teacher and teacher assistants will provide support services to students in Tier 3 for Math, Writing, and/or Reading. Title I teacher and teacher assistants will provide support for guided reading in grades 1 - 4. LearningSuccess? reading program materials will also be

purchased to be utilized with Tier 3 students in reading support services.

Title II, Part A

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Marketing budget/General budget

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High School students are participating in Extended Learning Opportunities in the community (utilizing RESA vocational and technical training and the community college).

All of our 7 - 11 graders have used Career Cruising and are in the process of developing their Educational Development Plan.

4. Describe the coordination and integration of Federal, State and local programs and services in a manner applicable to the grade level, including: violence prevention programs, nutrition programs, housing programs, Great Start Readiness Program, adult education, vocational and technical education, and job training.

Marketing budget/General budget

Preschool Transition Strategies - Kindergarten Orientation is held annually in the Spring. The parents and students come to the school for presentations on the school and to meet all of the Kindergarten staff. The parents are given materials to help them prepare their student for kindergarten. These materials help the parents work with their students over the summer. The parents will be presented with Learning Style training. Landmark will also make Preschool and Daycare visits to provide parents with information to assist their students in preparing for kindergarten academically.

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High School students are participating in Extended Learning Opportunities in the community (utilizing RESA vocational and technical training and the community college).

All of our 7 - 11 graders have used Career Cruising and are in the process of developing their Educational Development Plan.

Effective Use of Technology

1. Describe the methods for effective use of technology as a way of improving learning and delivery of services and for integration of involving technology in the curriculum.

The elementary building has a technology lab in which students participate in a technology class based on state technology benchmarks. Students in grades 2-5 have technology class twice a week. These classes also participate in a Study Island class using a web-based program for extended learning. Study Island reinforces the classroom learning and is based on the Michigan GLCEs. The elementary building has one wireless laptop cart and two computers in each classroom. These computers are utilized to provide technology in the classroom. The students are able to research on the internet and complete projects to show the information they have learned.

Middle School and High School building has two wireless laptop carts that are available for use throughout the day. This affords technology integration into all of the classrooms. Students who have difficulty writing are allowed to use a computer to complete their work. Students also utilize computer programs that enhance the classroom lessons.

Evaluation of the School Improvement Plan

1. Describe how the school annually evaluates the implementation of, and results achieved by, the SIP, using data from the State's annual assessments and other indicators of academic achievement.

The Academic Quality Coach analyzes the data from the MEAP, TerraNova, common assessments, DIBELS, and DRA. She presents the information to the teaching staff and guides them to develop a plan to improve classroom instruction. Teachers' input is given during their monthly grade level meetings throughout the school year. Teachers also monitor student progress throughout the school year on all goal areas. Teachers use daily observations, unit and common assessments to check student progress. The teachers meet monthly in grade level meetings to discuss student progress on the goal areas.

Data is also reviewed by the leadership team in February and May to develop and evaluate the School Improvement goals and Annual School goals. The leadership team also reviews the programs, curriculum, and teacher effectiveness at the monthly meetings. Decisions are made for the following school year after the review process. The school Improvement goals are aligned with the annual school goals and meet all state improvement plan and NCA plan requirements.

2. Describe how the school improvement team determines whether the schoolwide program has been effective in increasing the achievement of students who had been furthest from achieving the standards.

The School Improvement team consists of the building administrators, teachers from each grade level, parents, students, and support staff. During the monthly School Improvement meetings, the School Improvement team discusses and reviews school achievement, program/process, perception, and demographic data. In January the team completes the NCA Self Assessment. The team also evaluates the School Improvement plan annually at the Spring (March, April, May) School Improvement meetings.

3. Describe how the school improvement team revises the plan, as necessary, based on the results of the evaluation, to ensure continuous improvement of students in the schoolwide program.

During monthly School Improvement meetings, components of the plan are evaluated. Members of the School Improvement Team use the monthly evaluations to revise the plan in the spring.

4. Describe how school and student information and progress will be shared with all stakeholders in a language that they can understand.

The School-wide plan is accessible to all stakeholders on the school website.

Building Level Decision-Making

1. Describe how school stakeholders are engaged in the decision-making process, including, but not limited to the development of the Goals, Objectives, Strategies and Activities included in the school improvement plan. School board members, school building administrators, teachers and other school employees, pupils, parents of pupils attending that school, parents of pupils receiving Title I, Part A services and other residents of the school district shall be invited and allowed to voluntarily participate in the development, review and evaluation of the district's school improvement plans.

The Landmark Academy decision-making process is highly collaborative and based largely on team structures. Grade level leaders (Leadership team); who are also classroom teachers gather information and ideas from teachers, parents and students. These ideas are shared with the leadership team during bimonthly meetings. Ideas are collected and analyzed against the backdrop of the mission and improving student achievement. The leadership team takes final decisions to the board of directors for approval.

Assurances

EdYES! (pending statutory approval to be changed to MI-SAAS) (EdYES!)

1. Literacy and math are tested annually in grades 1-5 ([MCL 380.1280b](#))

Response: *Yes*

Comments:

2. Our school published a fully compliant annual report. (The Annual Education Report (AER) satisfies this). If yes, please provide a link to the report on your website in the comments field (if applicable).

Response: *Yes*

Comments:

Educational Development Plan (EDP)

1. Our school has the 8th grade parent approved Educational Development Plans (EDPs) on file.

Response: *Yes*

Comments:

2. Our school reviews and annually updates the EDPs to ensure academic course work alignment.

Response: *Yes*

Comments:

Health and Safety (HSAT)

The following assurances come directly from the Healthy School Action Tool (HSAT) Assessment (<http://www.mihealthtools.org/hsat>), an online tool for school buildings to assess their school health environments. If your school completed the HSAT in the past year, you may refer back to your report to answer the following assurances. Responses to these assurances are necessary - whether you've completed the HSAT or not. These assurances are designed to help school improvement teams think about conditions for learning in their school, specifically related to student health and safety, and develop strategies in their school improvement plan to address any identified needs.

1. Our School has a written policy on school safety that supports proactive, preventative approaches to ensure a safe school environment.

Response: *Written policy, fully implemented*

Comments:

2. All teachers in our school have received professional development in management techniques to create calm, orderly classrooms.

Response: *Yes*

Comments:

3. Our school communicates all of our health and safety policies to students, staff, substitute teachers, parents and visitors through the parent handbook or newsletter at least once a year.

Response: *Yes*

Comments:

4. Our school has used data from a student health/safety assessment at least once in the past two years to assist in planning actions that will improve our school's environment and/or to determine the impact of changes that we have made on student attitudes and behaviors.

Response: *No*

Comments: *We will be participating in the health/safety assessment during the 2011-2012 school year.*

5. Our school has taken action on the Michigan State Board of Education Policy on Comprehensive School Health Education.

Response: *Reviewed policy, but not yet adopted*

Comments:

6. All teachers who provide health education instruction received annual professional development/continuing education specifically related to health education.

Response: *No*

Comments:

7. The health education curriculum used in our school is the Michigan Model for Health® Curriculum.

Response: *Yes*

Comments:

8. The health education curriculum used in our school involves student interaction with their families and their community.

Response: *Yes*

Comments:

9. Our school has taken action on the Michigan State Board of Education Policy on Quality Physical Education.

Response: *No action taken*

Comments:

10. At our school, physical education teachers annually participate in professional development specific to physical education.

Response: *No*

Comments:

11. The physical education curriculum used in our school is:

Response: *Other curriculum*

Comments: *Our staff follows the Michigan Physical Education Content Standards and GLCE's.*

12. At least three times during the past 12 months, our school offered programs, activities or events for families about physical activity.

Response: *No*

Comments:

13. Our school offers the following amount of total weekly minutes of physical education throughout the year.

Response: *59 minutes or less at elementary level, 105 minutes or less at middle/high level*

Comments:

14. Our school has taken action on the Michigan State Board of Education Policy on Nutrition Standards.

Response: *No action taken*

Comments:

15. The food service director/manager participated in professional development related to food or nutrition during the past 12 months.

Response: *No*

Comments: *We currently do not have food service.*

16. The food service director/manager supports/reinforces in the cafeteria what is taught in health education.

Response: *No*

Comments: *N/A*

17. During the past 12 months, our school collected information from parents to help evaluate/improve school meals or foods offered a la carte, in concessions, school stores, vending machines, or as a part of classroom celebrations/parties or at school events.

Response: *Yes*

Comments:

18. Our school makes a good faith effort to ensure that federally reimbursable school nutrition programs are the main source of nutrition at school rather than vending or a la carte.

Response: *No*

Comments: *N/A*

19. Our school has a health services provider or school nurse accessible to students.

Response: *No*

Comments:

20. Our school has a written policy on school safety that involves parents, and broader community, in collaborative efforts to help ensure a safe school environment.

Response: *Written policy, fully implemented*

Comments:

21. Our school has a system in place for collecting relevant student medical information.

Response: *Yes*

Comments:

22. Our school has taken action on the Michigan State Board of Education Positive Behavior Support Policy.

Response: *Adopted policy, fully implemented*

Comments:

23. During the past 12 months, the school counseling staff has provided professional development to school health staff about identification and referral of students related to violence and suicide prevention.

Response: *No*

Comments:

24. During the past 12 months, the school counselor/psychologist/social worker offered information to students

(presentations, materials, individual or group counseling activities, events) about bullying, harassment and other peer to peer aggression.

Response: *Yes*

Comments:

25. During the past 12 months, the school counselor/psychologist/social worker has collaborated with appropriate school staff or community agencies to implement programs or activities related to bullying, harassment and other peer to peer aggression.

Response: *Yes*

Comments:

26. During the past 12 months, the school counseling staff identified students who are at risk of being victims or perpetrators of violence.

Response: *Yes*

Comments:

27. Our school's mission statement includes the support of employee health and safety.

Response: *Yes*

Comments:

28. During the past year, our school supported staff participation in health promotion programs by having a budget for staff health promotion.

Response: *No*

Comments:

29. During the past year, our school supported staff in healthy eating by providing healthy food choices at staff meetings.

Response: *No*

Comments:

30. Our school has a written family involvement policy that advocates for strong connections between the home, school and the community as a means of reducing barriers to student achievement.

Response: *Written policy, fully implemented*

Comments:

31. Our school has a parent education program.

Response: *No*

Comments:

32. During the past 12 months, our school collected information from parents to help evaluate/improve school health education in our school.

Response: *No*

Comments:

33. During non school hours the community has access to indoor facilities for physical activity (such as gym, weight room, hallway for walking, pool, basketball court).

Response: *Access to no indoor facilities*

Comments:

Special Education

1. The District School Improvement Team reviews the CIMS data.

Response: *Yes*

Comments:

2. CIMS data is used to prepare the District Improvement Plan.

Response: *Yes*

Comments:

Technology

1. The District Technology Protection Measure blocks or filters adult and student internet access to inappropriate materials (visual depictions that are obscene, child pornography, or harmful to minors).

Response: *Yes*

Comments:

2. The district has a process to monitor adult and student use of the internet.

Response: *Yes*

Comments:

3. The district has an Internet Safety Policy in place.

Response: *Yes*

Comments:

4. The Internet Safety Policy meets the requirements as outlined in the state Technology Planning and CIPA requirements.

Response: *Yes*

Comments:

5. The district has a process to provide public notice and hearings about the Internet Safety Policy.

Response: *Yes*

Comments:

6. The district uses school-wide assessments to determine the telecommunication services and hardware support that are needed to support teaching and learning in all schools.

Response: *Yes*

Comments:

7. The district uses the school-wide assessment data to identify the needs of the schools in the following areas: infrastructure (wiring, internet connections T1, etc.) in all classrooms, in all labs, in all media centers, in the main office, in counseling offices, in support staff offices; hardware; software; professional development. If "yes", specify the needs in the comments section.

Response: *Yes*

Comments:

8. The district has identified specific actions that promote curriculum and teaching strategies to effectively integrate technology. If "yes", specify the actions in the comments section.

Response: *Yes*

Comments: *Study Island is used with students to extend learning on Grade Level Content Expectations.*

9. The district adjusts its curriculum to include technology literacy for all students.

Response: *Yes*

Comments:

10. The district adjusts its instructional program to promote technology literacy. If "yes", specify the adjustments in the comments section.

Response: *Yes*

Comments: *Landmark Academy adjusts its instructional program to promote technology literacy yearly. In pursuit of academic excellence, Landmark Academy provides technology as a natural part of the education process to ensure students master core academic skills, preparing them to succeed in a technologically driven society. A team of staff members meet monthly to discuss district technology needs and to update Landmark's technology plan.*

Stakeholders

List of names, positions and e-mail addresses of the stakeholders (staff, parents, community/business members and, as appropriate, students) who were involved in the planning, design, monitoring, and evaluation of this plan.

Title	First Name	Last Name	Position	E-mail
Mrs.	Jamie	Nestle	School Improvement Chair	nestlej@landmarkacademy.net
Mrs.	Danielle	Shannon	Elementary Administrator	shannond@landmarkacademy.net
Mrs.	Melanie	Blake	Kindergarten Teacher	blakem@landmarkacademy.net
Mrs.	Hayley	Brown	Third Grade Teacher	brownh@landmarkacademy.net
Mrs.	Rachel	Cole	MS/HS Academic Quality Co	coler@landmarkacademy.net
Mrs.	Jessica	Gilroy	HS ELA/Business Teacher	gilroyj@landmarkacademy.net
Mrs.	Dru	Runnals	Parent	noontime@firststep.net
Mr.	Travis	Gostinger	Business Administrator	gostingertr@landmarkacademy.net
Mrs.	Tanya	Dillingham	Title I Coordinator	dillinghamt@landmarkacademy.net
Mrs.	Debra	Wilton	MS/HS Administrator	wiltond@landmarkacademy.net
Mrs.	Sabrina	Vincent	EL. Academic Quality Coac	vincents@landmarkacademy.net
Mr.	Travis	Nevison	student	nestlej@landmarkacademy.net
Ms.	Ellen	Foss	student	nestlej@landmarkacademy.net

Statement of Non-Discrimination

Federal Office for Civil Rights

The institution complies with all federal laws and regulations prohibiting discrimination and with all requirements and regulations of the U.S. Department of Education. It is the policy of this school that no person on the basis of race, color, religion, national origin or ancestry, age, gender, height, weight, marital status or disability shall be subjected to discrimination in any program, service or activity for which the district/school is responsible, or for which it receives financial assistance from the U.S. Department of Education.

Contact Information

Schools/Districts are required to designate an employee to coordinate efforts to comply with and carry out non-discrimination responsibilities.

Name/Position:	J.T. Lyonette
Address:	4800 Lapeer Road, Kimball, MI 48074
Telephone Number:	(810) 982-7210

References

- Title VI of the Civil Rights Act of 1964
- The Age Discrimination Act of 1975
- The Americans with Disabilities Act of 1990
- Elliott-Larsen prohibits discrimination against religion

Supporting Documentation

The following documentation was attached. These are appended to this PDF and will display in the following pages:

- School-Parent Involvement Plan
- School-Parent Compact

Landmark Academy's Parent Involvement Plan:

Provide a description of the Parent Involvement Policy for the SCHOOL and how it carries out while addressing Title I Parent Involvement requirements.

A copy of Landmark Academy's parent involvement policy is included in the appendices. The Board of Directors sets the policy but the school carries out all the activities outlined in the policy and required by Title I. Landmark Academy encourages parental participation in its operations. Landmark Academy strongly encourages and welcomes the involvement of parents in all of the school's educational programs. Parents have the opportunity to volunteer in their child's classroom; such as assisting with guided reading groups, assisting with centers, reading to students, having lunch with the students, helping with fundraisers, assisting with special classroom events, and attending student field trips. The school recognizes that an effective school/parent partnership focused on students' educational success must exist. Landmark Academy establishes a welcoming school environment, provides communication to and from parents; such as our website, school and classroom newsletters, Skyward (an online records data base with student progress, assignments, and grade information), email, student agendas, phone/voicemail, curbside conferences, progress reports, parent/teacher conferences, bulletin boards, and classroom websites. Parents have an opportunity to be decision makers when they attend conferences, parent nights, Friends of Landmark (parent group) meetings, School Improvement meetings, Board meetings, and when they complete the annual survey. Landmark Academy also provides resources for parents on our website, at parent/teacher conferences, and parent nights. A parent group, Friends of Landmark (FOL) has also been created to give input and create opportunities for parents to be involved in the school.

Landmark Academy
Parent-Student-Teacher/Staff Compact
“A Promise of Commitment”

We, the staff and parents of Landmark Academy, commit to work together to guide each child in attaining mastery of essential academic skills, demonstrating exemplary character, and understanding their unique giftedness-enabling them to become confident leaders and lifelong learners.

We share the responsibility, for providing a nurturing environment necessary for the success of our students. We strive to enhance each child’s experience at Landmark Academy by continually assessing and evaluating our attainment of these goals as measured by descriptive outcomes.

Parent/Guardian Agreement

It is important to have my child reach his/her full academic potential. Therefore, I will encourage him/her by doing the following:

- Ensure that my child arrives at school on time every day.
- Provide my child with adequate food, shelter, clothing, and a loving, secure, and nurturing environment.
- Provide healthy and nutritious snacks/lunches for my child.
- Support the school in its efforts to maintain Positive Behavior Support.
- Exhibit positive behavior around my child and reinforce my child’s positive behavior.
- Become familiar with the Student/Parent Handbook and the School Code of Conduct.
- Recognize that the Administrator and school staff are custodial agents of my child during school hours.
- Respect and acknowledge the expertise of the administration and the school staff.
- Maintain control and composure when disagreeing with action taken by school personnel.
- Become familiar with and help my child to understand The Landmark Model for Education.
- Support my child’s Personal Best and where they are in the learning process.
- Make an effort to be actively involved and show support in the school.
- Become involved in the parent/student/teacher compact as a team member to maximize my child’s achievement and character development.
- Establish a time for sharing daily school experiences and/or completing homework/unfinished work.
- Show my child that education is important to me by modeling reading, writing, etc.
- Maintain communication with the teachers and the administration either verbally or in written form.
- Have ongoing communication with my child’s teacher(s) in regards to Academics & Behavior through agenda books, Skyward, e-mail, phone calls, etc.
- Attend parent/teacher conferences.
- Respect the school community, including all of its members.

Parent/Guardian: _____ Date: _____

Student Agreement

It is important that I do the best that I can. Therefore, I will do the following:

- Come to school and be in class on time.
- Adhere to the Dress Code Agreement.
- Have my homework and assignments completed and turned in on time.
- Have the supplies I need and be ready for each class.
- Always try to do my Personal Best.
- Utilize my agenda book to be organized and inform my parents of my daily progress.
- Show respect for myself, my school/staff, and other students.
- Follow the School-wide and Classroom Agreements.
- Do my part in keeping my school clean and safe.
- Set a regular time and place each night to complete homework/unfinished work.
- Be in charge of my education and ask for help when needed.
- Believe in myself and that I can and will learn. Failure is not an option.

Student: _____ Date: _____

Teacher/Staff Agreement

Students must be given the opportunity to succeed. Therefore, we will do the following:

- Provide a safe environment conducive to learning.
- Follow The Landmark Model for Education.
- Help discover your child's learning style, as well as their unique gifts and talents.
- Maintain open lines of communication with students and parents in order to support student learning (updating parents on progress).
- Seek ways to involve parents in classroom activities.
- Encourage a love of lifelong learning.
- Become involved in the parent/student/teacher compact as a team member to maximize your child's achievement and character development.
- Utilize Positive Behavior Support Methods in my classroom.

Teacher: _____ Date: _____

School Leadership: _____ Date: _____

Mission Statement:

Landmark Academy, recognizing the unique giftedness of the individual student, will work in cooperation with parents and the community to provide a nurturing and challenging environment that encourages academic excellence, character development and a love for lifelong learning