



January 10, 2023

Dear Parents and Community Members:

We are pleased to present you with the Annual Education Report (AER), which provides key information on the 2021-22 educational progress for Landmark Academy. The AER addresses the complex reporting information required by federal and state laws. The school's report contains information about student assessment, accountability, and teacher quality. If you have any questions about the AER, please contact Mrs. Debra Wilton for assistance.

The AER is available for you to review electronically by visiting the following website <https://bit.ly/3IpgfwE> or you may review a copy in the hospitality desk at your child's school.

For the 2021-22 school year, schools were identified based on previous years' performance using definitions and labels as required in the Every Student Succeeds Act (ESSA). A Targeted Support and Improvement (TSI) school is one that had at least one underperforming student subgroup in 2021-22. An Additional Targeted Support (ATS) school is one that had a student subgroup performing at the same level as the lowest 5% of all schools in the state in 2021-22. A Comprehensive Support and Improvement (CSI) school is one whose performance was in the lowest 5% of all schools in the state or had a graduation rate at or below 67% in 2021-22. Some schools are not identified with any of these labels. In these cases, no label is given.

Our school has not been given one of these labels

Given the global pandemic the last few school years were unprecedented for schools around the nation. Landmark Academy staff worked tirelessly to keep our students in-person as much as possible and offered a fully online option for families that chose to keep their students at home. Our school community rallied together to make the best of the situation and to implement a stable academic process for our students' learning. Given the impact to families, our school continued to monitor and put in place a

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structure to address the social-emotional and physical health of our students. Despite our efforts to support all our students, learning loss was evident. We are implementing new initiatives to help our students accelerate their learning and gain back the loss that was suffered during the last few years.

Landmark Academy has implemented Professional Learning Communities (PLCs) to strengthen our school culture and accelerate learning in the classroom. PLCs are a process which emphasize educators working collaboratively in recurring cycles of collective inquiry and research. The findings of the inquiry and research are used to increase student learning and close achievement gaps.

Further PLCs allow teacher teams to become disciplined and deliberate with data as they design and implement program improvements to enhance student learning. PLC achievement evidence suggests that when constant, high-quality collaborative inquiry becomes the norm, students will prosper, and the school culture will become enriched. We are confident that our progression of PLCs will focus collaborative efforts on student learning to continue improving achievement results.

As a part of our PLC process Landmark Academy has created and implemented several academic strategies to increase student learning. All students have a dedicated time each day for supplemental, individualized instruction with reading and math curriculum. Also, students in elementary grades attend a science lab class every week to offer them additional time with science curriculum.

Student Selection

Landmark Academy does not discriminate against students on the basis of any class protected by law. In addition, Landmark does not discriminate based on academic ability. Landmark conducts open enrollment in the spring of each year. If a class becomes full, preference is given to siblings of currently enrolled students. All other students are placed in a lottery to fill the additional spaces. Students not chosen by lottery are placed on a waiting list and seated in the order chosen by the lottery, should a seat become available.

School Improvement Plan

Landmark Academy's School Improvement Plan has been approved by the State as of August 2022.

School Description

Landmark Academy is a public school academy (charter school) that opened in September 1999. Saginaw Valley State University has been the school's chartering university since the school's inception. Our enrollment grew from 197 students during its initial year to over 750. Landmark Academy serves students in grades K- 12 and prides itself in having a strong academic program. Each of our teachers has a solid understanding of their student's unique learning style, which helps to ensure success for all students.

Our curriculum promotes academic excellence for all students in the core subject of mathematics, English/language arts (including reading), social studies and science. We also offer each student regular exposure to fine arts, music, and physical education.

Landmark Academy also includes a character education component for all grades. Staff members teach and model exemplary character traits such as honesty, respect, responsibility, sincerity, self-control, and loyalty. Our character education component is reinforced by the school's code of conduct. Our discipline philosophy maintains a solid balance that promotes an atmosphere that is nurturing and conducive to learning.

Landmark Academy utilizes federal Title 1 and state 31A At-Risk funds to support programs and services for students who are having difficulty in reading and mathematics. Certified teachers and instructional support staff provide one to one and small group instruction for students displaying the greatest need for specialized academic assistance. We use the results of the Northwest Education Association (NWEA) MAP assessments, M-STEP scores, authentic assessments, and informal teacher testing to identify and assist these students.

Core Curriculum

The Written Curriculum at Landmark Academy meets Michigan Department of Education requirements and maintains our school's Mission of academic excellence, character development, and the development of lifelong learners. Through a detailed and systematic process of analyzing the state standards (CCSS, GLCEs, HSCEs, etc.), we ensure that the knowledge and skills taught at each grade level meet state requirements, build from one grade to the next, and are rigorous enough to prepare students for success beyond high school. This multi-step process engages teaching staff in deconstructing the state standards into clear learning targets for students, identifying additional knowledge and skills that may be needed for a well-rounded curriculum, and prioritizing instructional time to guarantee student mastery of essential

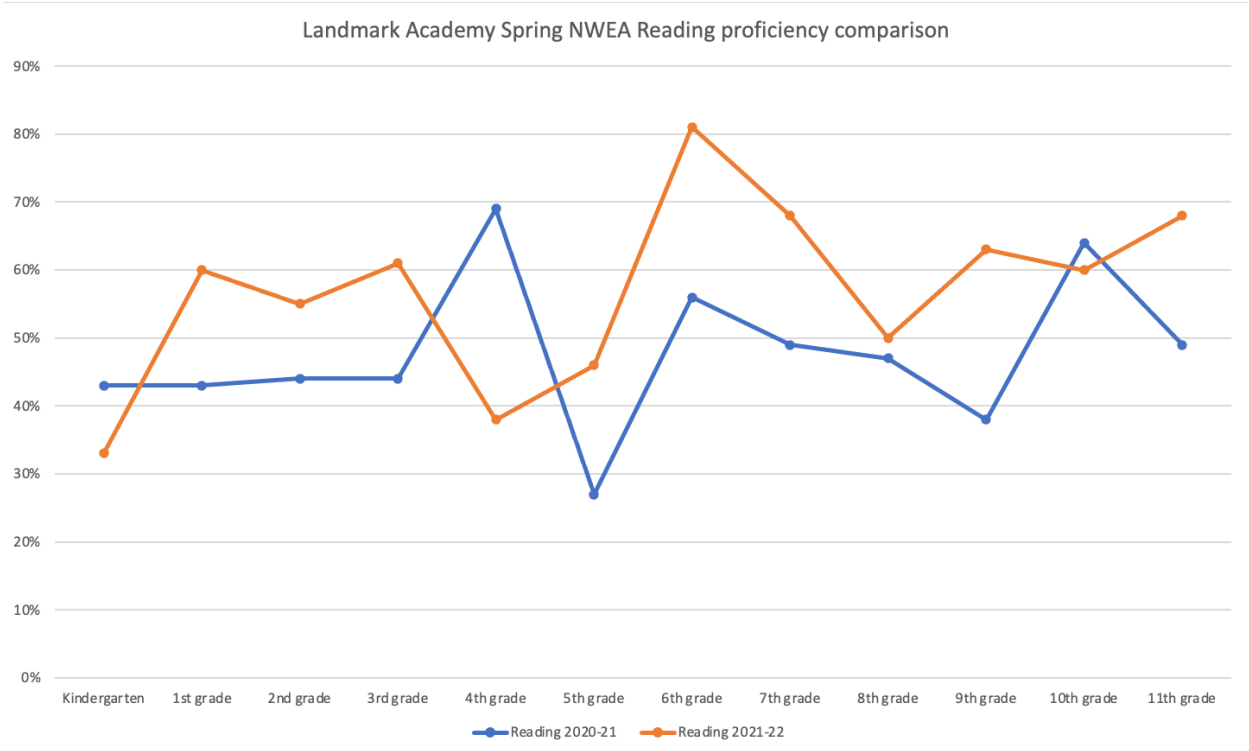
skills. The effectiveness of this curriculum design process is evidenced by stronger overall standards for Landmark Academy, a teaching staff that is fluent in what they expect students to learn, and focused instruction time dedicated to student success.

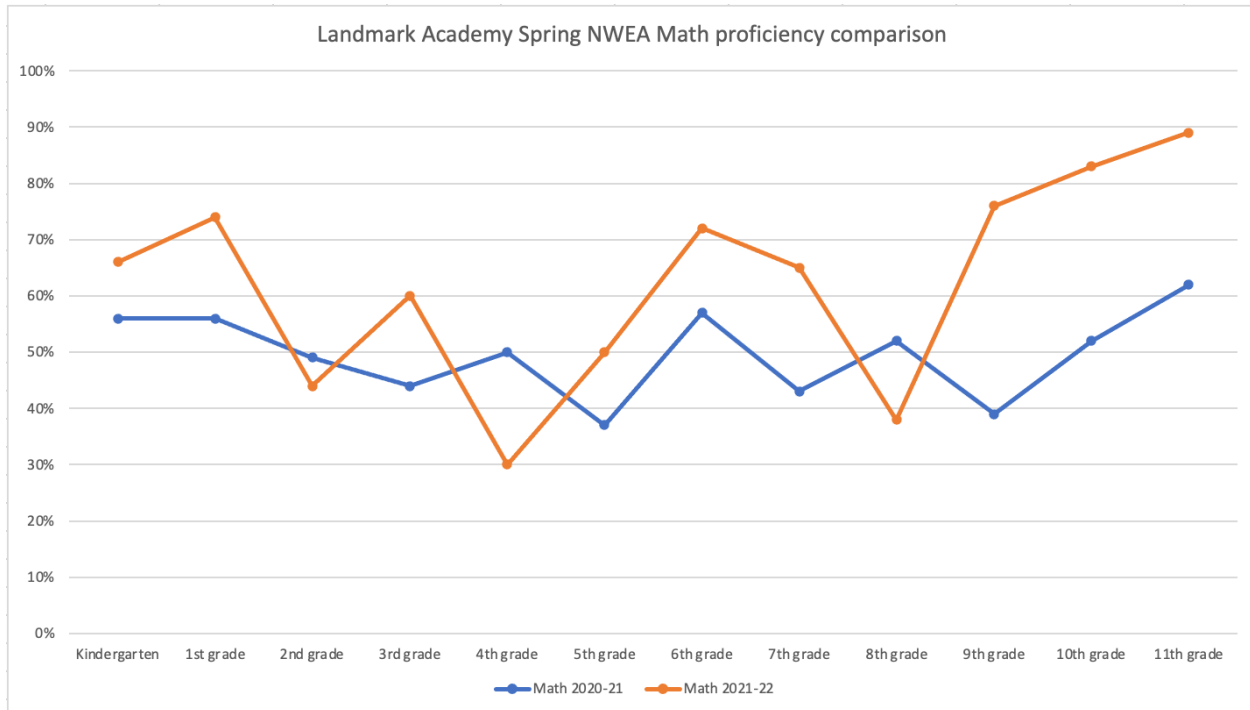
K-8 Core Curriculum <https://www.michigan.gov/mde/0,4615,7-140-28753--,-,00.html> <http://landmarkacademy.net/main/Content?Page=168>
<http://landmarkacademy.net/main/Content?Page=167>

High School Core Curriculum <http://www.michigan.gov/mde/0,1607,7-140-38924---,00.html> <http://landmarkacademy.net/guidance>

Landmark Academy also utilizes supplemental resources that serve to strengthen our instruction so that it is meaningful and interactive for our students. Saginaw Valley State University has served as a valuable resource in developing our customized curriculum including our use of pacing guides, units of study and authentic assessments.

Student Achievement Results from NWEA





Parent communication

Communication with parents is a very important part of the philosophy of Landmark Academy. At Landmark Academy it is expected that parents attend all formal parent/teacher conferences during the school year. Below identifies the number and percent of students represented by parents at parent/teacher conferences for the past two years.

Fall 2020

Elementary – 274 students represented (78%) Middle/High School – 156 students represented (38%)

Fall 2021

Elementary – 232 students represented (67%) Middle/High School – 126 students represented (30%)

High School

2020-21

Number and percent of postsecondary enrollments (Dual Enrollment)	Semester 1 – 15 (7%) Semester 2 – 17 (8%)
Number of college equivalent courses offered (AP)	0 courses
Number and percentage of students enrolled in college equivalent courses (AP)	0
Number and percentage of students receiving a score leading to college credit	0

2021-22

Number and percent of postsecondary enrollments (Dual Enrollment)	Semester 1 – 13 (6%) Semester 2 – 14 (6%)
Number of college equivalent courses offered (AP)	2 courses
Number and percentage of students enrolled in college equivalent courses (AP)	16 students (7%)
Number and percentage of students receiving a score leading to college credit	0

The 2021-22 Annual Education Report represents another successful year of operation for Landmark Academy. Our school continues to have a strong academic focus and we pride ourselves in using teaching methods that accommodate a variety of learning styles to best meet each student's individual needs.

We are grateful to our students, families, staff, and community members for helping to make Landmark Academy stand out as an extraordinary place to learn.

Sincerely,

A handwritten signature in black ink that reads "Debra A Wilton". The signature is written in a cursive style with a large, prominent "D" at the beginning.

Debra A Wilton

Superintendent