

# **Spring Branch Independent School District**

## **Landrum Middle School**

### **2021-2022 Campus Improvement Plan**



# Mission Statement

Lions Inspire Others to Never Settle

## Vision

### Landrum Middle School Vision Statement

We are committed to cultivating rigorous learning opportunities and fostering meaningful relationships. Landrum will prepare every child to be independent, goal driven risk-takers in a collaborative and safe learning environment.

## Core Values

**Every Child:** We put students at the heart of everything we do.

**Collective Greatness:** We, as a community, leverage our individual strengths to reach challenging goals.

**Collaborative Spirit:** We believe in each other and find joy in our work.

**Limitless Curiosity:** We never stop learning and growing.

**Moral Compass:** We are guided by strong character, ethics and integrity.

## Core Characteristics of a T-2-4 Ready Graduate

**Academically Prepared:** Every Child finds joy in learning, has a learner's mindset and is motivated and equipped with the knowledge, skills and competencies to succeed in life.

**Ethical & Service-Minded:** Every Child acts with integrity, is personally responsible for their actions and is a civically-engaged community member.

**Empathetic & Self-Aware:** Every Child appreciates differences, forms secure relationships and cares for their own and others' emotional, mental and physical health.

**Persistent & Adaptable:** Every Child is fueled by their own passions, interests and goals and perseveres with confidence and courage.

**Resourceful Problem-Solver:** Every Child thinks critically and creatively and applies knowledge to find and solve problems.

**Communicator & Collaborator:** Every Child skillfully conveys thoughts, ideas, knowledge and information and is a receptive and responsive listener.

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# Comprehensive Needs Assessment

## Demographics

### Demographics Summary

Student Information	----- Campus -----			
	Count	Percent	District	State
Total Students	1,041	100.0%	34,632	5,416,400
Students by Grade:				
Early Childhood Education	0	0.0%	0.2%	0.3%
Pre-Kindergarten	0	0.0%	5.9%	4.4%
Kindergarten	0	0.0%	6.6%	6.9%
Grade 1	0	0.0%	6.7%	7.1%
Grade 2	0	0.0%	6.9%	7.2%
Grade 3	0	0.0%	7.2%	7.3%
Grade 4	0	0.0%	7.4%	7.6%
Grade 5	107	10.3%	7.6%	7.7%
Grade 6	318	30.5%	7.5%	7.7%
Grade 7	305	29.3%	7.3%	7.5%
Grade 8	311	29.9%	7.3%	7.5%
Grade 9	0	0.0%	7.8%	8.1%
Grade 10	0	0.0%	7.6%	7.4%
Grade 11	0	0.0%	7.0%	6.9%
Grade 12	0	0.0%	6.9%	6.5%
Ethnic Distribution:				
African American	38	3.7%	4.9%	12.6%
Hispanic	942	90.5%	59.2%	52.6%
White	34	3.3%	26.9%	27.4%
American Indian	3	0.3%	0.3%	0.4%
Asian	15	1.4%	6.5%	4.5%
Pacific Islander	0	0.0%	0.0%	0.2%

Student Information	----- Campus -----			
	Count	Percent	District	State
Two or More Races	9	0.9%	2.2%	2.4%
Economically Disadvantaged	951	91.4%	58.9%	60.6%
Non-Educationally Disadvantaged	90	8.6%	41.1%	39.4%
Section 504 Students	49	4.7%	6.1%	6.5%
English Learners (EL)	527	50.6%	34.2%	19.5%
Students w/ Disciplinary Placements (2017-18)	37	3.3%	0.8%	1.4%
Students w/ Dyslexia	31	3.0%	2.9%	3.6%
At-Risk	869	83.5%	55.6%	50.1%
Students with Disabilities by Type of Primary Disability:	95			
Total Students with Disabilities				
By Type of Primary Disability				
Students with Intellectual Disabilities	61	64.2%	38.4%	42.4%
Students with Physical Disabilities	7	7.4%	24.5%	21.9%
Students with Autism	12	12.6%	18.3%	13.7%
Students with Behavioral Disabilities	15	15.8%	17.5%	20.6%
Students with Non-Categorical Early Childhood	0	0.0%	1.4%	1.4%
Mobility (2017-18):				
Total Mobile Students	118	10.4%	11.2%	15.4%
By Ethnicity:				
African American	14	1.2%		
Hispanic	91	8.1%		
White	11	1.0%		
American Indian	2	0.2%		
Asian	0	0.0%		
Pacific Islander	0	0.0%		

# Student Learning

## Student Learning Summary

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EL (Current & Monitored)	
STAAR Performance Rates by Tested Grade, Subject, and Performance Level																	
Grade 5 Reading^ At Approaches Grade Level or Above	2019	86%	83%	77%	-	74%	100%	-	-	*	57%	60%	76%	82%	77%	75%	
	2018	84%	77%	71%	*	70%	*	*	-	-	*	33%	*	72%	64%	71%	69%
At Meets Grade Level or Above	2019	54%	54%	42%	-	37%	89%	-	-	*	14%	60%	39%	53%	38%	36%	
	2018	54%	51%	37%	*	36%	*	*	-	-	*	0%	*	39%	18%	36%	37%
At Masters Grade Level	2019	29%	32%	20%	-	15%	78%	-	-	*	14%	20%	18%	29%	16%	14%	
	2018	26%	26%	14%	*	14%	*	*	-	-	*	0%	*	16%	0%	13%	14%
Grade 5 Mathematics^ At Approaches Grade Level or Above	2019	90%	86%	78%	-	76%	100%	-	-	*	43%	100%	76%	88%	78%	81%	
	2018	91%	86%	81%	*	81%	*	*	-	-	*	22%	*	82%	67%	80%	82%
At Meets Grade Level or Above	2019	58%	58%	38%	-	35%	78%	-	-	*	14%	40%	36%	47%	36%	36%	
	2018	58%	54%	39%	*	38%	*	*	-	-	*	0%	*	40%	33%	38%	37%
At Masters Grade Level	2019	36%	40%	19%	-	17%	44%	-	-	*	14%	20%	19%	18%	17%	17%	
	2018	30%	29%	9%	*	8%	*	*	-	-	*	0%	*	8%	17%	8%	9%
Grade 5 Science At Approaches Grade Level or Above	2019	75%	71%	62%	-	60%	100%	-	-	*	14%	40%	61%	71%	62%	59%	
	2018	76%	70%	72%	*	71%	*	*	-	-	*	33%	*	75%	50%	72%	72%
At Meets Grade Level or Above	2019	49%	46%	40%	-	36%	78%	-	-	*	14%	40%	38%	47%	37%	35%	
	2018	41%	38%	31%	*	30%	*	*	-	-	*	0%	*	32%	17%	28%	26%
At Masters Grade Level	2019	24%	23%	11%	-	5%	78%	-	-	*	0%	0%	10%	18%	9%	6%	
	2018	17%	14%	9%	*	10%	*	*	-	-	*	0%	*	10%	0%	7%	9%
Grade 6 Reading At Approaches Grade Level or Above	2019	68%	66%	49%	45%	49%	20%	*	-	-	*	14%	*	49%	50%	49%	51%

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EL (Current & Monitored)	
At Meets Grade Level or Above	2018	69%	68%	55%	*	53%	86%	-	100%	-	*	38%	*	55%	58%	54%	51%
	2019	37%	38%	22%	18%	22%	20%	*	-	-	*	9%	*	22%	23%	23%	22%
At Masters Grade Level	2018	39%	41%	25%	*	22%	71%	-	83%	-	*	29%	*	24%	28%	23%	22%
	2019	18%	18%	8%	9%	8%	0%	*	-	-	*	0%	*	8%	6%	8%	7%
Grade 6 Mathematics At Approaches Grade Level or Above	2018	19%	23%	12%	*	11%	29%	-	17%	-	*	25%	*	11%	14%	10%	8%
	2019	81%	80%	66%	55%	66%	80%	*	-	-	*	26%	*	67%	61%	66%	67%
At Meets Grade Level or Above	2018	77%	74%	55%	*	53%	86%	-	100%	-	*	40%	*	57%	50%	54%	53%
	2019	47%	51%	26%	18%	26%	40%	*	-	-	*	14%	*	28%	18%	26%	27%
At Masters Grade Level	2018	44%	47%	23%	*	22%	29%	-	83%	-	*	24%	*	23%	24%	21%	22%
	2019	21%	26%	5%	0%	6%	0%	*	-	-	*	3%	*	6%	2%	6%	6%
Grade 7 Reading At Approaches Grade Level or Above	2018	18%	22%	6%	*	5%	0%	-	50%	-	*	24%	*	6%	8%	5%	5%
	2019	76%	74%	62%	75%	59%	78%	-	100%	-	*	43%	*	64%	52%	62%	58%
At Meets Grade Level or Above	2018	74%	73%	67%	63%	67%	67%	-	75%	-	*	32%	43%	71%	52%	66%	65%
	2019	49%	51%	36%	25%	33%	78%	-	100%	-	*	33%	*	39%	25%	36%	34%
At Masters Grade Level	2018	48%	51%	37%	31%	35%	44%	-	75%	-	*	27%	29%	40%	25%	35%	33%
	2019	29%	34%	19%	13%	17%	56%	-	43%	-	*	14%	*	20%	12%	18%	16%
Grade 7 Mathematics At Approaches Grade Level or Above	2018	29%	32%	21%	25%	20%	11%	-	63%	-	*	23%	29%	23%	14%	20%	18%
	2019	75%	75%	58%	25%	56%	100%	-	100%	-	*	43%	*	60%	49%	58%	56%
At Meets Grade Level or Above	2018	72%	73%	60%	63%	59%	67%	-	71%	-	*	22%	43%	65%	44%	58%	56%
	2019	43%	51%	26%	0%	23%	56%	-	100%	-	*	33%	*	24%	32%	26%	25%
At Masters Grade Level	2018	40%	48%	25%	31%	23%	44%	-	71%	-	*	19%	29%	27%	18%	24%	22%
	2019	17%	25%	7%	0%	6%	22%	-	14%	-	*	0%	*	7%	8%	7%	7%
Grade 7 Writing At Approaches Grade Level or Above	2018	18%	26%	10%	6%	10%	11%	-	29%	-	*	19%	0%	11%	6%	10%	9%
	2019	70%	68%	60%	75%	57%	90%	-	100%	-	*	38%	*	61%	56%	61%	57%

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At Meets Grade Level or Above	2018	69%	66%	56%	69%	54%	78%	-	75%	-	*	22%	29%	59%	46%	54%	51%
	2019	42%	44%	34%	25%	32%	60%	-	86%	-	*	33%	*	36%	26%	35%	33%
At Masters Grade Level	2018	43%	43%	25%	38%	22%	56%	-	50%	-	*	19%	29%	27%	17%	23%	21%
	2019	18%	22%	10%	0%	9%	20%	-	43%	-	*	10%	*	9%	13%	10%	7%
	2018	15%	19%	8%	19%	5%	22%	-	50%	-	*	19%	0%	9%	4%	7%	5%
Grade 8 Reading^ At Approaches Grade Level or Above	2019	86%	85%	83%	86%	82%	100%	-	75%	-	*	46%	*	85%	72%	82%	80%
At Meets Grade Level or Above	2018	86%	81%	70%	*	70%	100%	-	-	-	*	14%	*	73%	54%	71%	68%
	2019	55%	57%	48%	43%	46%	89%	-	75%	-	*	17%	*	51%	34%	45%	43%
At Masters Grade Level	2018	49%	47%	30%	*	30%	50%	-	-	-	*	7%	*	31%	23%	31%	28%
	2019	28%	33%	20%	21%	17%	44%	-	50%	-	*	13%	*	20%	17%	17%	15%
	2018	27%	26%	13%	*	13%	33%	-	-	-	*	3%	*	14%	9%	14%	13%
Grade 8 Mathematics^ At Approaches Grade Level or Above	2019	88%	85%	77%	70%	78%	*	-	*	-	*	38%	*	78%	73%	77%	77%
At Meets Grade Level or Above	2018	86%	75%	64%	*	64%	*	-	-	-	*	21%	*	65%	58%	63%	65%
	2019	57%	53%	33%	40%	32%	*	-	*	-	*	17%	*	32%	38%	33%	28%
At Masters Grade Level	2018	51%	37%	24%	*	24%	*	-	-	-	*	7%	*	24%	23%	23%	27%
	2019	17%	19%	4%	10%	3%	*	-	*	-	*	4%	*	3%	8%	3%	4%
	2018	15%	12%	2%	*	2%	*	-	-	-	*	3%	*	2%	0%	2%	2%
Grade 8 Science At Approaches Grade Level or Above	2019	81%	80%	73%	86%	71%	100%	-	75%	-	*	29%	*	74%	69%	72%	70%
At Meets Grade Level or Above	2018	76%	73%	68%	*	68%	83%	-	-	-	*	21%	*	70%	53%	68%	68%
	2019	51%	55%	38%	29%	35%	89%	-	75%	-	*	17%	*	40%	27%	36%	34%
At Masters Grade Level	2018	52%	51%	40%	*	39%	67%	-	-	-	*	6%	*	41%	34%	41%	39%
	2019	25%	30%	14%	21%	11%	22%	-	75%	-	*	8%	*	15%	9%	13%	12%
	2018	28%	28%	17%	*	18%	17%	-	-	-	*	3%	*	19%	3%	18%	18%
Grade 8 Social Studies At Approaches Grade Level or Above	2019	69%	69%	67%	64%	65%	100%	-	75%	-	*	38%	*	69%	56%	66%	63%

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At Meets Grade Level or Above	2018	65%	62%	64%	*	63%	83%	-	-	-	*	17%	*	66%	50%	64%	62%
	2019	37%	42%	34%	36%	33%	33%	-	63%	-	*	21%	*	36%	24%	34%	32%
At Masters Grade Level	2018	36%	33%	28%	*	28%	33%	-	-	-	*	3%	*	30%	18%	28%	27%
	2019	21%	26%	17%	29%	15%	22%	-	63%	-	*	4%	*	17%	18%	16%	15%
End of Course Algebra I At Approaches Grade Level or Above	2018	21%	19%	11%	*	10%	17%	-	-	-	*	3%	*	11%	8%	11%	9%
	2019	85%	84%	98%	*	99%	83%	-	100%	-	*	-	-	98%	100%	98%	99%
At Meets Grade Level or Above	2018	83%	85%	99%	-	99%	*	-	*	-	*	*	*	99%	*	99%	99%
	2019	61%	61%	84%	*	84%	67%	-	100%	-	*	-	-	83%	100%	86%	86%
At Masters Grade Level	2018	55%	58%	77%	-	77%	*	-	*	-	*	*	*	76%	*	76%	78%
	2019	37%	18%	50%	*	48%	50%	-	100%	-	*	-	-	49%	67%	51%	50%
	2018	32%	15%	42%	-	43%	*	-	*	-	*	*	*	42%	*	42%	46%
All Grades All Subjects At Approaches Grade Level or Above	2019	78%	76%	68%	68%	66%	91%	*	85%	-	93%	34%	66%	69%	62%	67%	66%
	2018	77%	74%	65%	62%	64%	83%	*	83%	-	65%	25%	60%	67%	51%	64%	63%
At Meets Grade Level or Above	2019	50%	51%	36%	30%	33%	67%	*	81%	-	52%	20%	23%	37%	30%	35%	33%
	2018	48%	48%	31%	30%	30%	50%	*	72%	-	40%	13%	30%	32%	23%	30%	29%
At Masters Grade Level	2019	24%	25%	14%	15%	12%	38%	*	53%	-	30%	6%	7%	14%	12%	13%	12%
	2018	22%	22%	12%	14%	12%	14%	*	44%	-	20%	11%	9%	13%	8%	12%	11%
All Grades ELA/Reading At Approaches Grade Level or Above	2019	75%	72%	66%	70%	64%	81%	*	87%	-	100%	33%	67%	67%	60%	65%	64%
	2018	74%	71%	65%	58%	64%	85%	*	86%	-	86%	27%	50%	67%	55%	64%	63%
At Meets Grade Level or Above	2019	48%	49%	36%	30%	34%	75%	*	87%	-	56%	17%	33%	38%	30%	35%	33%
	2018	46%	47%	31%	25%	30%	54%	*	79%	-	43%	19%	21%	33%	25%	30%	29%
At Masters Grade Level	2019	21%	21%	16%	15%	14%	50%	*	47%	-	44%	8%	13%	16%	13%	14%	13%
	2018	19%	20%	15%	21%	15%	19%	*	43%	-	29%	15%	21%	16%	12%	15%	13%
All Grades Mathematics At Approaches Grade Level or Above	2019	82%	80%	71%	58%	70%	94%	*	87%	-	100%	34%	87%	72%	64%	70%	71%

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At Meets Grade Level or Above	2018	81%	78%	65%	63%	65%	81%	*	86%	-	43%	27%	64%	68%	51%	64%	64%
	2019	52%	53%	35%	30%	33%	63%	*	87%	-	44%	20%	20%	35%	33%	34%	33%
At Masters Grade Level	2018	50%	49%	31%	29%	30%	38%	*	79%	-	29%	14%	36%	32%	23%	29%	30%
	2019	26%	27%	12%	9%	11%	28%	*	47%	-	11%	3%	7%	12%	9%	11%	11%
All Grades Writing At Approaches Grade Level or Above	2018	24%	22%	10%	4%	10%	8%	*	43%	-	14%	13%	0%	11%	7%	10%	10%
	2019	68%	67%	60%	75%	57%	90%	-	100%	-	*	38%	*	61%	56%	61%	57%
At Meets Grade Level or Above	2018	66%	64%	56%	69%	54%	78%	-	75%	-	*	22%	29%	59%	46%	54%	51%
	2019	38%	40%	34%	25%	32%	60%	-	86%	-	*	33%	*	36%	26%	35%	33%
At Masters Grade Level	2018	41%	41%	25%	38%	22%	56%	-	50%	-	*	19%	29%	27%	17%	23%	21%
	2019	14%	17%	10%	0%	9%	20%	-	43%	-	*	10%	*	9%	13%	10%	7%
All Grades Science At Approaches Grade Level or Above	2018	13%	16%	8%	19%	5%	22%	-	50%	-	*	19%	0%	9%	4%	7%	5%
	2019	81%	80%	70%	86%	68%	100%	-	75%	-	60%	26%	38%	70%	69%	69%	67%
At Meets Grade Level or Above	2018	80%	77%	69%	50%	69%	89%	*	-	-	*	23%	100%	72%	52%	69%	69%
	2019	54%	55%	38%	29%	35%	83%	-	75%	-	60%	16%	25%	40%	32%	36%	34%
At Masters Grade Level	2018	51%	51%	37%	17%	37%	78%	*	-	-	*	5%	20%	39%	30%	38%	35%
	2019	25%	28%	13%	21%	9%	50%	-	75%	-	20%	6%	0%	14%	11%	12%	10%
All Grades Social Studies At Approaches Grade Level or Above	2018	23%	23%	15%	0%	16%	11%	*	-	-	*	2%	20%	17%	2%	15%	16%
	2019	81%	82%	67%	64%	65%	100%	-	75%	-	*	38%	*	69%	56%	66%	63%
At Meets Grade Level or Above	2018	78%	78%	64%	*	63%	83%	-	-	-	*	17%	*	66%	50%	64%	62%
	2019	55%	60%	34%	36%	33%	33%	-	63%	-	*	21%	*	36%	24%	34%	32%
At Masters Grade Level	2018	53%	54%	28%	*	28%	33%	-	-	-	*	3%	*	30%	18%	28%	27%
	2019	33%	39%	17%	29%	15%	22%	-	63%	-	*	4%	*	17%	18%	16%	15%
	2018	31%	34%	11%	*	10%	17%	-	-	-	*	3%	*	11%	8%	11%	9%

# School Processes & Programs

## School Processes & Programs Summary

- Campus-wide focus on embedding QTEL strategies to ensure our EL learners are getting the support they need to be successful.
- Enrichment track courses support healthy staff and student social and emotional well being.
- Created the 3R's for PBIS behavior management system. Lions are: Respectful, Responsible, and Ready to Learn. Introduced Lion Loot to 6th graders as a pilot grade level to incorporate PBIS.
- Use of priority standards to create meaningful lessons aligned to state assessment requirements.
- Effective PLC's = ongoing process in which our LMS staff work collaboratively in recurring cycles of collective inquiry and action research to achieve better results for the students they serve. Professional learning communities operate under the assumption that the key to improved learning for students is continuous job-embedded learning for educators. Collaborated with Brig Lane from Solution Tree for 2 PLC learning days.
- Continuous on-campus staff development to foster limitless curiosity with our staff. Staff strengths and talents are tapped into to lead professional staff development around best practices.
- Personalized learning specialists coach teachers on how to imbed student voice and agency into their lessons.

# Perceptions

## Perceptions Summary

We are committed to cultivating rigorous learning opportunities and fostering meaningful relationships. Landrum will prepare every child to be independent, goal driven risk-takers in a collaborative and safe learning environment. Our motto is "Lions Inspire Others to Never Settle". We are moving toward a campus wide digital expansion where all students will be given a Chromebook to use as a tool for learning.

Landrum has made campus culture and being culturally responsive a priority this year. Campus created a committee and celebrated the first National Hispanic Heritage Week, Black history month celebrations, Hope tree, and Cultural holiday celebrations.

# Comprehensive Needs Assessment Data Documentation

The following data were used to verify the comprehensive needs assessment analysis:

## Improvement Planning Data

- District goals

## Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain
- Effective Schools Framework data
- Accountability Distinction Designations
- Federal Report Card Data

## Student Data: Assessments

- STAAR End-of-Course current and longitudinal results, including all versions
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Student Success Initiative (SSI) data for Grades 5 and 8
- SSI: Think Through Math assessment data for Grades 3-8 and Algebra I (TEA approved statewide license)
- Local benchmark or common assessments data
- Running Records results
- Observation Survey results

## Student Data: Student Groups

- Male / Female performance, progress, and participation data
- Special education/non-special education population including discipline, progress and participation data
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data
- Section 504 data
- Homeless data
- Gifted and talented data
- Dyslexia Data
- Response to Intervention (RtI) student achievement data

## Student Data: Behavior and Other Indicators

- Attendance data
- Mobility rate, including longitudinal data
- Discipline records
- Tobacco, alcohol, and other drug-use data
- Student surveys and/or other feedback
- School safety data

## Employee Data

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- Teacher/Student Ratio
- State certified and high quality staff data
- Campus leadership data
- Campus department and/or faculty meeting discussions and data
- TTESS data

#### **Parent/Community Data**

- Parent surveys and/or other feedback
- Parent engagement rate

#### **Support Systems and Other Data**

- Organizational structure data
- Processes and procedures for teaching and learning, including program implementation
- Budgets/entitlements and expenditures data
- Study of best practices

# Goals

**Goal 1: STUDENT ACHIEVEMENT.** Every student at Landrum Middle School will master rigorous academic standards to ensure college and career readiness.

**Performance Objective 1: ACHIEVEMENT:** By June 2022, Landrum Middle School will increase student performance on STAAR Grades 6-8 exams in reading and math by at least 5% points at each performance level (approaches, meets, masters).

All Students:

2020-21: Reading: 58% (approaches), 32% (meets), 14% (masters); Math: 52% (approaches), 23% (meets), 7% (masters)

2019-20: Not Rated due to COVID

2018-19: Reading: 53% (approaches), 25% (meets), 10% (masters); Math: 59% (approaches), 23% (meets), 4% (masters)

2017-18: Reading: 51% (approaches), 20% (meets), 8% (masters); Math: 49% (approaches), 16% (meets), 2% (masters)


Only Landrum Middle School Students (excludes KIPP Courage):

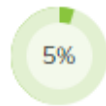
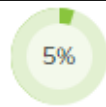




2020-21: Reading: 53% (approaches), 29% (meets), 13% (masters); Math: 52% (approaches), 24% (meets), 7% (masters)

2019-20: Not Rated due to COVID

2018-19: Reading: 51% (approaches), 20% (meets), 8% (masters); Math: 49% (approaches), 16% (meets), 2% (masters)

**Evaluation Data Sources:** State Accountability Reports

Strategy 1 Details	Formative Reviews		
<p><b>Strategy 1:</b> Teachers will provide differentiated text in all content areas at the appropriate reading level of the student based on their Lexile level. In AAC classes, students will be provided text one grade level above their current reading level.</p> <p><b>Strategy's Expected Result/Impact:</b> Students will read more fluently and increase their academic vocabulary in each content area. Student academic growth, such as increase in STAAR meets and masters levels. Increase in 8th grade PSAT scores.</p> <p><b>Staff Responsible for Monitoring:</b> Teachers Instructional Specialists Administrators</p> <p><b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6, 3.1, 3.2</p> <p><b>Funding Sources:</b> Supplies and Materials - 282 ARP21 (ESSER III Campus Allocations) - \$13,400, Salary - 211 - Title I, Part A - 6119 and 6129 - \$236,104, Overtime - 199 PIC 99 - Undistributed - 199.52.6121.000.041.99.0.041, Other Reading Materials - 211 - Title I, Part A - 12.6329 - \$2,000, Other Reading Materials-Lib - 199 PIC 99 - Undistributed - 199.12.6329.000.041.99.0.041, Other Reading Material - 211 - Title I, Part A - 6329 - \$3,000, Other Payroll Payments - 199 PIC 11 - Instructional Services - 199.11.6116.000.041.11.0.041</p>	Formative		
	Oct	Jan	Apr
			

Strategy 2 Details	Formative Reviews		
<p><b>Strategy 2:</b> 6th-8th grade students will attend study trips.</p> <p><b>Strategy's Expected Result/Impact:</b> Teachers Administrators Counselors Instructional Leadership Team</p> <p><b>Staff Responsible for Monitoring:</b> Teachers Administrators Counselors Instructional Leadership Team</p> <p><b>Funding Sources:</b> Transportation - 282 ARP21 (ESSER III Campus Allocations) - \$5,000, Substitute - 199 PIC 23 - Special Education - 199.11.6112.000.041.23.0.041, Travel- Employee - 199 PIC 99 - Undistributed - 199.23.6411.000.041.99.0.041, Medicare - 199 PIC 23 - Special Education - 199.11.6141.000.041.23.0.041, Workers Comp - 199 PIC 23 - Special Education - 199.11.6143.000.041.23.0.041, Student Transportation - 211 - Title I, Part A - 6494 - \$5,000, Student Travel - 211 - Title I, Part A - 6412 - \$7,500</p>	<b>Formative</b>		
	<b>Oct</b>	<b>Jan</b>	<b>Apr</b>
			
Strategy 3 Details	Formative Reviews		
<p><b>Strategy 3:</b> Increased the number of study skill sections for all grade levels. Students will engage in research based learning and present their findings to the class. Students will learn how to take notes independently, research topics, make formal presentations, and test taking strategies.</p> <p><b>Strategy's Expected Result/Impact:</b> Students will increase the amount of time reading, listening, speaking and writing time during the instructional day. Growth on MAP scores as well as growth on student performance on the STAAR assessments. Elevated student awareness to encourage continuing education.</p> <p><b>Staff Responsible for Monitoring:</b> Teachers Instructional Specialists Librarian Administrators</p> <p><b>Funding Sources:</b> Library Texts - 282 ARP21 (ESSER III Campus Allocations) - \$5,000, Leveled Texts - 282 ARP21 (ESSER III Campus Allocations) - \$13,000, Employee Travel - 211 - Title I, Part A - 23.6411 - \$1,000, Software - 211 - Title I, Part A - 6397 - \$5,000, Other Reading Materials - 211 - Title I, Part A - 23.6329 - \$300, Misc. Contract Services - 211 - Title I, Part A - 23.6299 - \$1,000</p>	<b>Formative</b>		
	<b>Oct</b>	<b>Jan</b>	<b>Apr</b>
			
 No Progress  Accomplished  Continue/Modify  Discontinue			

**Goal 1: STUDENT ACHIEVEMENT.** Every student at Landrum Middle School will master rigorous academic standards to ensure college and career readiness.

**Performance Objective 2: GAP-CLOSING:** By June 2022, Landrum Middle School will increase overall performance on STAAR Grades 6-8 exams to narrow the gap or improve performance above the target by at least 5% between EL students and non EL students while all performance improves.

All Students:

2020-21: English Learners 19%; non-English Learners 44%

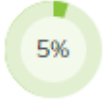
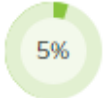
2019-20: Not Rated due to COVID

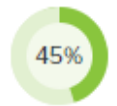
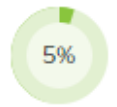







Only Landrum Middle School Students (excludes KIPP Courage):

2020-21: English Learners 19%; non-English Learners 43%

2019-20: Not Rated due to COVID

**Evaluation Data Sources:** State Accountability Report Domain 1

Strategy 1 Details	Formative Reviews		
<p><b>Strategy 1:</b> Push for projects and presentations in both AAC and Academic classes.  <b>Strategy's Expected Result/Impact:</b> Students gain better understanding of content when responsible for presenting to others.  <b>Staff Responsible for Monitoring:</b> Teachers                      Specialists                      Administration  <b>Title I Schoolwide Elements:</b> 2.4, 2.6, 3.1, 3.2  <b>Funding Sources:</b> Tutor EL - 282 ARP21 (ESSER III Campus Allocations) - 11.6112 - \$27,300, Supplies/Materials- Bilingual - 199 PIC 25 - ESL/Bilingual - 199.11.6399.000.041.25.0.041</p>	Formative		
	Oct	Jan	Apr
			
Strategy 2 Details	Formative Reviews		
<p><b>Strategy 2:</b> SSRI- student choice, time to read, audio availability (during Do Now)  <b>Strategy's Expected Result/Impact:</b> Students increase reading comprehension and fluency.  <b>Staff Responsible for Monitoring:</b> Teachers                      Specialists  <b>Funding Sources:</b> Software - 199 PIC 11 - Instructional Services - 199.11.6397.000.041.11.0.041, Other Reading Materials - 199 PIC 11 - Instructional Services - 199.11.6329.000.041.11.0.041</p>	Formative		
	Oct	Jan	Apr
			

Strategy 3 Details	Formative Reviews		
<p><b>Strategy 3:</b> Teachers will incorporate ESL strategies in all lessons to engage students in reading, writing, listening and speaking.</p> <p><b>Strategy's Expected Result/Impact:</b> Increase of students exiting LEP status;MAP growth; Increase STAAR approaches, Meets and Masters levels; Increase in PSAT scores; Increase in Panorama Survey.</p> <p><b>Staff Responsible for Monitoring:</b> Teachers Specialists</p> <p><b>Funding Sources:</b> Misc Operating Expense - 199 PIC 99 - Undistributed - 199.23.6499.000.041.99.0.041</p>	<b>Formative</b>		
	<b>Oct</b>	<b>Jan</b>	<b>Apr</b>
			
Strategy 4 Details	Formative Reviews		
<p><b>Strategy 4:</b> Provide Differentiation of Product, Process and/or Content at least twice a week, incorporating the Proficiency Scales included in District Curriculum Documents.</p> <p><b>Strategy's Expected Result/Impact:</b> MAP growth; Increase STAAR approaches, Meets and Masters levels; Increase in PSAT scores; Increase in Panorama Survey</p> <p><b>Staff Responsible for Monitoring:</b> Teachers Specialists</p>	<b>Formative</b>		
	<b>Oct</b>	<b>Jan</b>	<b>Apr</b>
			
Strategy 5 Details	Formative Reviews		
<p><b>Strategy 5:</b> Enhance Backwards Planning; ensuring each day focuses on specific unit assessment items.</p> <p><b>Strategy's Expected Result/Impact:</b> MAP growth; Increase STAAR approaches, Meets and Masters levels; Increase in PSAT scores; Increase in Panorama Survey</p> <p><b>Staff Responsible for Monitoring:</b> Teachers Specialists</p>	<b>Formative</b>		
	<b>Oct</b>	<b>Jan</b>	<b>Apr</b>
			
Strategy 6 Details	Formative Reviews		
<p><b>Strategy 6:</b> Teachers will extend learning time through instructional day and after school tutorials through intervention and enrichment lessons.</p> <p><b>Strategy's Expected Result/Impact:</b> Increased content time to ensure student performance at proficient level.</p> <p><b>Staff Responsible for Monitoring:</b> Teachers Specialists Administrators</p>	<b>Formative</b>		
	<b>Oct</b>	<b>Jan</b>	<b>Apr</b>
			
Strategy 7 Details	Formative Reviews		
<p><b>Strategy 7:</b> Educate parents on parenting techniques and how to guide their child to success during their teenage years.</p> <p><b>Strategy's Expected Result/Impact:</b> Students will be more engaged with guidance from parents who read literature on how to parent and guide teens during their adolescent years.</p> <p><b>Staff Responsible for Monitoring:</b> Admin Team</p> <p><b>Funding Sources:</b> Supply/Material - 211 - Title I, Part A - 61.6399 - \$250, Misc Operating Expense - 211 - Title I, Part A - 61.6499 - \$200</p>	<b>Formative</b>		
	<b>Oct</b>	<b>Jan</b>	<b>Apr</b>
			
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**Goal 1: STUDENT ACHIEVEMENT.** Every student at Landrum Middle School will master rigorous academic standards to ensure college and career readiness.

**Performance Objective 3: STUDENT GROWTH:** By June 2022, Landrum Middle School will increase the % of students who meet or exceed conditional growth index (CGI) targets on Measures of Academic Progress: Reading (6-8) increase by 3% points, Math 3-5 increase by 3% points.




2020-21: Reading - 37% met CGI; Math - 58% met CGI


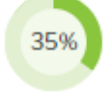

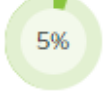
2019-20: Not Rated due to COVID


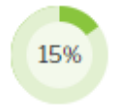




2018-19: Reading - 44% met CGI; Math - 47 % met CGI

2017-18: Reading - 47% met CGI; Math - 54 % met CGI

**Evaluation Data Sources:** Measures of Academic Progress (MAP) reports

Strategy 1 Details	Formative Reviews		
<p><b>Strategy 1:</b> Teachers will use MAP data to help students set growth targets.  <b>Strategy's Expected Result/Impact:</b> Students will take ownership of their growth via MAP goal setting.  <b>Staff Responsible for Monitoring:</b> Teachers                      Content Specialists                      Administrators</p>	<b>Formative</b>		
	<b>Oct</b>	<b>Jan</b>	<b>Apr</b>
			
Strategy 2 Details	Formative Reviews		
<p><b>Strategy 2:</b> Content teams will provided differentiation of product, process and product at least twice per week incorporating proficiency scales included in District curriculum documents.  <b>Strategy's Expected Result/Impact:</b> Student MAP growth and increased STAAR approaches, meets and masters levels. Increase in PSAT scores.  <b>Staff Responsible for Monitoring:</b> Teachers                      Content Specialists                      Administrators  <b>Funding Sources:</b> Employee Travel - 211 - Title I, Part A - 13.6411 - \$1,000, Region 4 - 211 - Title I, Part A - 13.6239 - \$400, Registration - 211 - Title I, Part A - 13.6299 - \$1,100</p>	<b>Formative</b>		
	<b>Oct</b>	<b>Jan</b>	<b>Apr</b>
			
Strategy 3 Details	Formative Reviews		
<p><b>Strategy 3:</b> Through best practices, teachers will create personalized learning opportunities for students. Students will be given more options as it relates to learning the content.  <b>Strategy's Expected Result/Impact:</b> Student MAP growth and increased STAAR approaches, meets and masters levels. Increase in PSAT scores.  <b>Staff Responsible for Monitoring:</b> Teachers                      Content Specialists                      Administrators</p>	<b>Formative</b>		
	<b>Oct</b>	<b>Jan</b>	<b>Apr</b>
			

Strategy 4 Details	Formative Reviews		
<p><b>Strategy 4:</b> Teachers will provide specific and timely feedback to students on their performance. Teachers will use All In Learning software to provide feedback on students learning and progress. Teachers will also use Interactive Student Notebooks and classroom supplies to record their processing of the curriculum. Finally, teachers will have students use technology to expand the learning experience in their classrooms through digital expansion.</p> <p><b>Strategy's Expected Result/Impact:</b> Student maintained data trackers, ISN's, All In Learning, exit tickets and Google classrooms to increase student awareness and motivation.</p> <p><b>Staff Responsible for Monitoring:</b> Administrators Content Specialists</p> <p><b>Funding Sources:</b> Supply/Material - 211 - Title I, Part A - 6399 - \$17,286, Technology Equipment - 211 - Title I, Part A - 6398 - \$5,000, Technology Equipment - 199 PIC 99 - Undistributed - 199.23.6398.000.041.99.0.041, Supply/Materials - 199 PIC 11 - Instructional Services - 199.11.6399.000.041.11.0.041</p>	<b>Formative</b>		
	<b>Oct</b>	<b>Jan</b>	<b>Apr</b>
	 10%		
Strategy 5 Details	Formative Reviews		
<p><b>Strategy 5:</b> All teachers will be trained on ELPS and be aware of students' TELPAS scores to determine small group, differentiated instruction using EL strategies.</p> <p><b>Strategy's Expected Result/Impact:</b> Students will be engaged in lessons that are rich in visuals, vocabulary development and higher rigor to gain a deeper understanding of the content.</p> <p><b>Staff Responsible for Monitoring:</b> Administrators Content Specialists</p> <p><b>Funding Sources:</b> Supplies/Materials- At Risk - 199 PIC 30 - At Risk School Wide SCE - 199.11.6399.000.041.30.0.041</p>	<b>Formative</b>		
	<b>Oct</b>	<b>Jan</b>	<b>Apr</b>
	 35%		
Strategy 6 Details	Formative Reviews		
<p><b>Strategy 6:</b> LMS will add a lead intervention specialist position. Sofia Guerrero will occupy this role and coach staff on how to effectively plan and implement personalized learning experiences for their students. Additionally, our content specialists will attend a Region 4 training on cognitive coaching.</p> <p><b>Strategy's Expected Result/Impact:</b> Students will now have voice and agency in their learning experiences and will be able to perform at higher levels on assessments.</p> <p><b>Staff Responsible for Monitoring:</b> Administrators Content Specialists</p>	<b>Formative</b>		
	<b>Oct</b>	<b>Jan</b>	<b>Apr</b>
	 5%		
Strategy 7 Details	Formative Reviews		
<p><b>Strategy 7:</b> Science teachers will use the Stem Scopes curriculum to reinforce content taught and allow students to build schemas to understand complex concepts.</p> <p><b>Strategy's Expected Result/Impact:</b> Students will attain and retain learned curriculum and perform at the mastery level on state assessments.</p> <p><b>Staff Responsible for Monitoring:</b> Administration Science Expanded Impact Teacher</p>	<b>Formative</b>		
	<b>Oct</b>	<b>Jan</b>	<b>Apr</b>
	 5%		

Strategy 8 Details	Formative Reviews		
<p><b>Strategy 8:</b> Students will be expected to use a universal student data tracker to acquire a deeper understanding of their learning or misconceptions.</p> <p><b>Strategy's Expected Result/Impact:</b> Students taking ownership in their learning and maintain higher student achievement.</p> <p><b>Staff Responsible for Monitoring:</b> Teachers</p>	<b>Formative</b>		
	<b>Oct</b>	<b>Jan</b>	<b>Apr</b>
			
Strategy 9 Details	Formative Reviews		
<p><b>Strategy 9:</b> Math teachers will use TEKing Toward STAAR warm up packets (aligned to STAAR structure and rigor) as curriculum to help students process TEKS and standards.</p> <p><b>Strategy's Expected Result/Impact:</b> Students will show learning growth in math TEKS expectations as they build schemas with warm-up questions.</p> <p><b>Staff Responsible for Monitoring:</b> Administration Math MCL</p>	<b>Formative</b>		
	<b>Oct</b>	<b>Jan</b>	<b>Apr</b>
			
Strategy 10 Details	Formative Reviews		
<p><b>Strategy 10:</b> ELA content Multi Classroom Leader and Expanded Impact Teacher will take professional development at the Harris County Dept. of Education center in teaching effectively incorporating whole class novels.</p> <p><b>Strategy's Expected Result/Impact:</b> All students will benefit from reading instruction that fosters reading a shared text as a whole group.</p> <p><b>Staff Responsible for Monitoring:</b> Administration</p>	<b>Formative</b>		
	<b>Oct</b>	<b>Jan</b>	<b>Apr</b>
<div style="display: flex; justify-content: space-around; align-items: center;"> <span> No Progress</span> <span> Accomplished</span> <span> Continue/Modify</span> <span> Discontinue</span> </div>			

**Goal 1: STUDENT ACHIEVEMENT.** Every student at Landrum Middle School will master rigorous academic standards to ensure college and career readiness.






**Performance Objective 4: ADVANCED COURSES:** Strengthen the level of advanced academic instruction in order to increase student preparation for and success in advanced courses that are aligned to high school.

Fall 2021: 265 students enrolled in one or more advanced courses

Fall 2020: 150 students enrolled in one or more advanced courses

Fall 2019: 235 students enrolled in one or more advanced courses

**Evaluation Data Sources:** Skyward Course Enrollment Data

Strategy 1 Details	Formative Reviews		
<b>Strategy 1:</b> LMS will continue to align and provide courses for students to receive credits for high school. LMS counselors will promote core selections and provide more options for students to take advanced courses. LMS will review STAAR data, report cards, and district assessments to identify students for advanced courses.	Formative		
	Oct	Jan	Apr
			
<div style="display: flex; justify-content: space-around; align-items: center;"> <span> No Progress</span> <span> Accomplished</span> <span> Continue/Modify</span> <span> Discontinue</span> </div>			

**Goal 1: STUDENT ACHIEVEMENT.** Every student at Landrum Middle School will master rigorous academic standards to ensure college and career readiness.

**Performance Objective 5: ENGLISH LANGUAGE ACQUISITION PROGRESS:** By June 2022, the rate of English Learners increasing at least one Composite Score level will increase by 10 percentage points or 80%.

All Students:

2020-2021: TELPAS Progress Rate 40%;

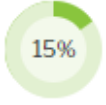




2019-2020: Not Rated due to COVID

Only Landrum Middle School Students (excludes KIPP Courage),

2020-2021: TELPAS Progress Rate 44%;

2019-2020: Not Rated due to COVID

**Evaluation Data Sources:** State Accountability Report Domain 3

Strategy 1 Details	Formative Reviews		
<p><b>Strategy 1:</b> Landrum will participate in Talk Read Talk Write professional development and conduct learning walks for implementation and monitoring. LMS will have PD for all content areas to improve campus wide strategies to improve our EL students academic progress.</p> <p><b>Strategy's Expected Result/Impact:</b> More EL students will show growth and exit before leaving for high school.</p> <p><b>Staff Responsible for Monitoring:</b> Teachers Specialist Bilingual department</p>	Formative		
	Oct	Jan	Apr
			
<p style="text-align: center;">  No Progress                 Accomplished                 Continue/Modify                 Discontinue         </p>			

**Goal 2: STUDENT SUPPORT.** Every student at Landrum Middle School will benefit from an aligned system that supports his/her academic and social-emotional needs.





**Performance Objective 1: SCHOOL CONNECTEDNESS:** By June 2022, the % of Landrum Middle School students who feel connected as both individuals and learners will increase by at least 3% points.

2020-21: School Belonging 44%  
 2019-20: Not Rated due to COVID  
 2018- 19: School Belonging 52%  
 2017- 18: School Belonging 44%

2020-21: School Connectedness - 44%  
 2019-20: Not Rated due to COVID  
 2018-19: School Connectedness - 55%  
 2017-18: School Connectedness - 59%

**Evaluation Data Sources:** Panorama Student Survey





Strategy 1 Details	Formative Reviews		
<p><b>Strategy 1:</b> Teachers will teach character lessons through advisory each Monday. Character Strong curriculum will be on-boarded in October.  <b>Strategy's Expected Result/Impact:</b> Students will feel more connected to their campus.  <b>Staff Responsible for Monitoring:</b> Teachers                      Instructional Specialists                      Administration                      Counselors</p>	<b>Formative</b>		
	<b>Oct</b>	<b>Jan</b>	<b>Apr</b>
Strategy 2 Details	Formative Reviews		
<p><b>Strategy 2:</b> Teachers will create enrichment activities for students to choose during early release days. Students will be given an opportunity to chose from approximately 20 E-Track courses and engage with staff and peers in building school connectedness.  <b>Strategy's Expected Result/Impact:</b> Students will feel a sense of belongingness, school pride, and will take an active role in school events.                      Panorama data to improve in school belonging.  <b>Staff Responsible for Monitoring:</b> Teachers                      Instructional Specialists                      Administration                      Counselors  <b>Funding Sources:</b> Supply-Manufacturing - 199 PIC 22 - Career &amp; Technology - 199.11.6399.343.041.22.0.041</p>	<b>Formative</b>		
	<b>Oct</b>	<b>Jan</b>	<b>Apr</b>

Strategy 3 Details	Formative Reviews		
<p><b>Strategy 3:</b> Teachers will recognize more students in awards ceremonies for each nine weeks. (Spot light athletics, fine arts, character) (Awards Ceremony each nine weeks during early release days).</p> <p><b>Strategy's Expected Result/Impact:</b> Increase students awareness and appreciation of the cultures and pride in one's individual joy of coming to school and student motivation.</p> <p><b>Staff Responsible for Monitoring:</b> Teachers Instructional Specialists Administration Counselors</p>	<b>Formative</b>		
	<b>Oct</b>	<b>Jan</b>	<b>Apr</b>
Strategy 4 Details	Formative Reviews		
<p><b>Strategy 4:</b> Landrum staff will incorporate more events to increase community and family engagement. Engagement opportunities include a free bilingual wellness lecture series, community walks, dual language classes sponsored by CIS, health fair, Fall Festival, 5K fun run, etc.</p> <p><b>Strategy's Expected Result/Impact:</b> Increase parent involvement and presence on campus. Improved student achievement.</p> <p><b>Staff Responsible for Monitoring:</b> Administration Sub Committees</p> <p><b>Funding Sources:</b> Supplies and Materials - 211 - Title I, Part A - 61.6399 - \$250, PFE events - 211 - Title I, Part A - 61.6499 - \$200, PFE events-Translation - 211 - Title I, Part A - 61.6125 - \$600, Technology - 211 - Title I, Part A - 61.6398 - \$3,000</p>	<b>Formative</b>		
	<b>Oct</b>	<b>Jan</b>	<b>Apr</b>
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  0% No Progress         </div> <div style="text-align: center;">  100% Accomplished         </div> <div style="text-align: center;">  Continue/Modify         </div> <div style="text-align: center;">  Discontinue         </div> </div>			

**Goal 2: STUDENT SUPPORT.** Every student at Landrum Middle School will benefit from an aligned system that supports his/her academic and social-emotional needs.

**Performance Objective 2: GUIDANCE AND COUNSELING:** Each grade level classroom will implement and support character education and social-emotional learning curriculum.





**Evaluation Data Sources:** Training materials and attendance rosters

Strategy 1 Details	Formative Reviews		
<p><b>Strategy 1:</b> Students will build soft skills to enhance their secondary and post-secondary opportunities.  <b>Strategy's Expected Result/Impact:</b> Students will obtain higher scores on the Panorama SEL Skills Survey.  <b>Staff Responsible for Monitoring:</b> Administrators                      Counselors                      Teachers  <b>Funding Sources:</b> Supply/Materials Sp ED - 199 PIC 23 - Special Education - 199.11.6399.000.041.23.0.041</p>	<b>Formative</b>		
	<b>Oct</b>	<b>Jan</b>	<b>Apr</b>
Strategy 2 Details	Formative Reviews		
<p><b>Strategy 2:</b> Students will develop the skills to make effective goals and decisions around career planning.  <b>Strategy's Expected Result/Impact:</b> All 7th grade students will complete a Career Cluster Finder assessment to determine to their proposed career.  <b>Staff Responsible for Monitoring:</b> Administrator                      Counselor  <b>Funding Sources:</b> Supply- Counselor - 199 PIC 99 - Undistributed - 199.31.6399.000.041.99.0.041</p>	<b>Formative</b>		
	<b>Oct</b>	<b>Jan</b>	<b>Apr</b>
Strategy 3 Details	Formative Reviews		
<p><b>Strategy 3:</b> Through the implementation of Character Strong, students will become more socially aware of how their actions and decisions impact others.  <b>Strategy's Expected Result/Impact:</b> Decrease in discipline incidents.  <b>Staff Responsible for Monitoring:</b> Administrators                      Counselors                      Teachers</p>	<b>Formative</b>		
	<b>Oct</b>	<b>Jan</b>	<b>Apr</b>
 No Progress  Accomplished  Continue/Modify  Discontinue			

**Goal 2: STUDENT SUPPORT.** Every student at Landrum Middle School will benefit from an aligned system that supports his/her academic and social-emotional needs.

**Performance Objective 3: EIGHTH GRADE PLANNING:** 100% of 8th graders at Landrum Middle School will complete a 4-year plan aligned to their endorsement to ensure graduation requirements are met.





**Evaluation Data Sources:** 4-Year Plan  
Endorsement Selection Form

Strategy 1 Details	Formative Reviews		
<b>Strategy 1:</b> Students will participate in a Bridge Year event to explore high growth and high demand jobs. <b>Strategy's Expected Result/Impact:</b> Students will learn about these career opportunities for paths to gainful employment. <b>Staff Responsible for Monitoring:</b> Administrators Counselors <b>Funding Sources:</b> Student Transfer - 199 PIC 99 - Undistributed - 199.52.6121.000.041.99.0.041	<b>Formative</b>		
	<b>Oct</b>	<b>Jan</b>	<b>Apr</b>
Strategy 2 Details	Formative Reviews		
<b>Strategy 2:</b> Students will complete a course selection process aligned to their career and endorsement path for their 9th grade year. <b>Strategy's Expected Result/Impact:</b> All students will have a full schedule of courses selected for 9th grade. <b>Staff Responsible for Monitoring:</b> Administrators Counselors <b>Title I Schoolwide Elements:</b> 2.5	<b>Formative</b>		
	<b>Oct</b>	<b>Jan</b>	<b>Apr</b>
Strategy 3 Details	Formative Reviews		
<b>Strategy 3:</b> Students will complete a 4-Year Plan prior to entering 9th grade. <b>Strategy's Expected Result/Impact:</b> All 8th grade students will: -choose a career path aligned to an endorsement, and -plan their courses across all 4 years of high school. <b>Staff Responsible for Monitoring:</b> Administrators Counselors	<b>Formative</b>		
	<b>Oct</b>	<b>Jan</b>	<b>Apr</b>
 No Progress  Accomplished  Continue/Modify  Discontinue			

**Goal 3: SAFE SCHOOLS.** Landrum Middle School will ensure a safe and orderly environment.

**Performance Objective 1: SAFETY COMMITTEE:** Strengthen school safety by establishing and conducting Campus Safety Committee reviews throughout the school year.





**Evaluation Data Sources:** Campus Safety Committee roster

Strategy 1 Details	Formative Reviews		
<p><b>Strategy 1: CAMPUS SAFETY COMMITTEE:</b> Establish Campus Safety Committees composed of a cross section of stake holders to look at matters related to campus safety.</p> <p><b>Strategy's Expected Result/Impact:</b> Each Campus principal will recruit a safety team and provide a roster. Each campus team will meet three times/year so that all campuses will be able to refine safety practices.</p> <p><b>Staff Responsible for Monitoring:</b> Administrators</p>	<b>Formative</b>		
	<b>Oct</b>	<b>Jan</b>	<b>Apr</b>
Strategy 2 Details	Formative Reviews		
<p><b>Strategy 2: HARRIS COUNTY DEPARTMENT OF EDUCATION:</b> Participate in the Harris County Department of Education (HCDE) campus safety audit.</p> <p><b>Strategy's Expected Result/Impact:</b> Campus will develop action plans to address any deficiencies as a result of safety audits.</p> <p><b>Staff Responsible for Monitoring:</b> Administrators Safety Committee</p>	<b>Formative</b>		
	<b>Oct</b>	<b>Jan</b>	<b>Apr</b>
<p style="text-align: center;">  No Progress                 Accomplished                 Continue/Modify                 Discontinue         </p>			

**Goal 3: SAFE SCHOOLS.** Landrum Middle School will ensure a safe and orderly environment.

**Performance Objective 2: EMERGENCY OPERATIONS:** Develop Campus Emergency Operations Procedures that comply with SB 11, and include Standard Operating Procedures.





**Evaluation Data Sources:** Campus emergency operation procedures documents

Strategy 1 Details	Formative Reviews		
<p><b>Strategy 1:</b> EMERGENCY OPERATIONS PROCEDURES: Campus EOP will align to the best practices from the Texas School SafetyCenter and the Standard Operating Procedures, such as the "I Love You Guys" Foundation.</p> <p><b>Strategy's Expected Result/Impact:</b> Campus EOP turned in and filed by September 1st.</p> <p><b>Staff Responsible for Monitoring:</b> Administrators</p>	<b>Formative</b>		
	<b>Oct</b>	<b>Jan</b>	<b>Apr</b>
Strategy 2 Details	Formative Reviews		
<p><b>Strategy 2:</b> EMERGENCY OPERATIONS PROCEDURES: Update campus EOP annually and train staff at the start of each school year.</p> <p><b>Strategy's Expected Result/Impact:</b> Campus procedures maintained in campus EOP. Staff training documents maintained. EOPs submitted by September 1.</p> <p><b>Staff Responsible for Monitoring:</b> Administrators Safety Committee</p> <p><b>Funding Sources:</b> Supply- Clinic - 199 PIC 99 - Undistributed - 199.33.6399.000.041.99.0.041</p>	<b>Formative</b>		
	<b>Oct</b>	<b>Jan</b>	<b>Apr</b>
 No Progress  Accomplished  Continue/Modify  Discontinue			

**Goal 4: FISCAL RESPONSIBILITY.** Landrum Middle School will ensure efficient and effective fiscal management of resources and operations to maximize learning for all students.

**Performance Objective 1: FINANCIAL MANAGEMENT:** Maintain high quality financial management practices so that financial resources provide the maximum possible support for T-2-4.

**Evaluation Data Sources:** Year-To-Date (YTD) Budget Reports (monthly, quarterly, annually)

Strategy 1 Details	Formative Reviews		
<p><b>Strategy 1:</b> Conduct frequent budget meetings with Administrative Assistant to review and manage money.</p> <p><b>Strategy's Expected Result/Impact:</b> Error free records. Documentation of purchases and orders.</p> <p><b>Staff Responsible for Monitoring:</b> Principal Administrative Assistant</p>	Formative		
	Oct	Jan	Apr
<div style="display: flex; justify-content: space-around; align-items: center;"> <span> No Progress</span> <span> Accomplished</span> <span> Continue/Modify</span> <span> Discontinue</span> </div>			

# Campus Funding Summary

199 PIC 11 - Instructional Services					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1	Other Payroll Payments	199.11.6116.000.041.11.0.041	\$0.00
1	2	2	Software	199.11.6397.000.041.11.0.041	\$0.00
1	2	2	Other Reading Materials	199.11.6329.000.041.11.0.041	\$0.00
1	3	4	Supply/Materials	199.11.6399.000.041.11.0.041	\$0.00
<b>Sub-Total</b>					\$0.00
<b>Budgeted Fund Source Amount</b>					\$37,201.00
<b>+/- Difference</b>					\$37,201.00
199 PIC 22 - Career & Technology					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
2	1	2	Supply-Manufacturing	199.11.6399.343.041.22.0.041	\$0.00
<b>Sub-Total</b>					\$0.00
<b>Budgeted Fund Source Amount</b>					\$500.00
<b>+/- Difference</b>					\$500.00
199 PIC 23 - Special Education					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	2	Substitute	199.11.6112.000.041.23.0.041	\$0.00
1	1	2	Medicare	199.11.6141.000.041.23.0.041	\$0.00
1	1	2	Workers Comp	199.11.6143.000.041.23.0.041	\$0.00
2	2	1	Supply/Materials Sp ED	199.11.6399.000.041.23.0.041	\$0.00
<b>Sub-Total</b>					\$0.00
<b>Budgeted Fund Source Amount</b>					\$840.00
<b>+/- Difference</b>					\$840.00
199 PIC 25 - ESL/Bilingual					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	2	1	Supplies/Materials- Bilingual	199.11.6399.000.041.25.0.041	\$0.00
<b>Sub-Total</b>					\$0.00
<b>Budgeted Fund Source Amount</b>					\$9,225.00

199 PIC 25 - ESL/Bilingual					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
<b>+/- Difference</b>					<b>\$9,225.00</b>
199 PIC 30 - At Risk School Wide SCE					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	3	5	Supplies/Materials- At Risk	199.11.6399.000.041.30.0.041	\$0.00
<b>Sub-Total</b>					<b>\$0.00</b>
<b>Budgeted Fund Source Amount</b>					<b>\$14,075.00</b>
<b>+/- Difference</b>					<b>\$14,075.00</b>
199 PIC 99 - Undistributed					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1	Overtime	199.52.6121.000.041.99.0.041	\$0.00
1	1	1	Other Reading Materials-Lib	199.12.6329.000.041.99.0.041	\$0.00
1	1	2	Travel- Employee	199.23.6411.000.041.99.0.041	\$0.00
1	2	3	Misc Operating Expense	199.23.6499.000.041.99.0.041	\$0.00
1	3	4	Technology Equipment	199.23.6398.000.041.99.0.041	\$0.00
2	2	2	Supply- Counselor	199.31.6399.000.041.99.0.041	\$0.00
2	3	1	Student Transfer	199.52.6121.000.041.99.0.041	\$0.00
3	2	2	Supply- Clinic	199.33.6399.000.041.99.0.041	\$0.00
<b>Sub-Total</b>					<b>\$0.00</b>
<b>Budgeted Fund Source Amount</b>					<b>\$9,760.00</b>
<b>+/- Difference</b>					<b>\$9,760.00</b>
211 - Title I, Part A					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1	Salary	6119 and 6129	\$236,104.00
1	1	1	Other Reading Materials	12.6329	\$2,000.00
1	1	1	Other Reading Material	6329	\$3,000.00
1	1	2	Student Transportation	6494	\$5,000.00
1	1	2	Student Travel	6412	\$7,500.00
1	1	3	Employee Travel	23.6411	\$1,000.00
1	1	3	Software	6397	\$5,000.00
1	1	3	Other Reading Materials	23.6329	\$300.00

211 - Title I, Part A					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	3	Misc. Contract Services	23.6299	\$1,000.00
1	2	7	Supply/Material	61.6399	\$250.00
1	2	7	Misc Operating Expense	61.6499	\$200.00
1	3	2	Employee Travel	13.6411	\$1,000.00
1	3	2	Region 4	13.6239	\$400.00
1	3	2	Registration	13.6299	\$1,100.00
1	3	4	Supply/Material	6399	\$17,286.00
1	3	4	Technology Equipment	6398	\$5,000.00
2	1	4	Supplies and Materials	61.6399	\$250.00
2	1	4	PFE events	61.6499	\$200.00
2	1	4	PFE events-Translation	61.6125	\$600.00
2	1	4	Technology	61.6398	\$3,000.00
<b>Sub-Total</b>					\$290,190.00
<b>Budgeted Fund Source Amount</b>					\$290,190.00
<b>+/- Difference</b>					\$0.00
282 ARP21 (ESSER III Campus Allocations)					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1	Supplies and Materials		\$13,400.00
1	1	2	Transportation		\$5,000.00
1	1	3	Library Texts		\$5,000.00
1	1	3	Leveled Texts		\$13,000.00
1	2	1	Tutor EL	11.6112	\$27,300.00
<b>Sub-Total</b>					\$63,700.00
<b>Budgeted Fund Source Amount</b>					\$63,700.00
<b>+/- Difference</b>					\$0.00
<b>Grand Total</b>					\$353,890.00

# Addendums