

Spring Branch Independent School District

Landrum Middle School

2023-2024 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

Landrum Middle School serves students in grades 6-8 within the Spring Branch Independent School District (SBISD).

Enrollment trends showed a decrease of 47 students from the 2020–2021 school year to the 2021–2022 school year. Enrollment then increased by 41 students from the 2021-2022 school year to the 2022–2023 school year. Enrollment has increased for the 2023-2024 school year by 48 students.

Enrollment Trends:

2022-2023: Enrollment – 967

2021-2022: Enrollment – 926

2020-2021: Enrollment – 973

Source: *PEIMS OnDataSuite Fall Dashboard*

The demographic profile of the students at Landrum Middle School has remained relatively consistent during the past three years. The majority of the students are Hispanic, followed by African American. Many of the students are considered economically disadvantaged, which qualifies the campus as a Title 1 school. During the 2022-2023 school year, 66.5% of the students were identified as Emergent Bilingual/English Learner (EB/EL); 79.4% At-Risk; 4.5% Immigrant; 1.1% Homeless; 14.1% of students were identified for special education services; and 5.3% were identified for gifted and talented services.

Demographic Trends: Race/Ethnicity

2022-2023: African American – 38 (3.9%)

2021-2022: African American – 27 (2.9%)

2020-2021: African American – 26 (2.7%)

2022-2023: American Indian-Alaskan Native – 0 (0.0%)

2021-2022: American Indian-Alaskan Native – *

2020-2021: American Indian-Alaskan Native – *

2022-2023: Asian – 7 (0.7%)

2021-2022: Asian – 13 (1.4%)

2020-2021: Asian – 12 (1.2%)

2022-2023: Hispanic – 890 (92.0%)

2021-2022: Hispanic – 850 (91.8%)

2020-2021: Hispanic – 892 (91.7%)

2022-2023: Native Hawaiian-Pacific Islander – 0 (0.0%)

2021-2022: Native Hawaiian-Pacific Islander – 0 (0.0%)

2020-2021: Native Hawaiian-Pacific Islander – 0 (0.0%)

2022-2023: White – 23 (2.4%)
2021-2022: White – 24 (2.6%)
2020-2021: White – 19 (2.0%)

2022-2023: Two-or-more – 9 (0.9%)
2021-2022: Two-or-more – 11 (1.2%)
2020-2021: Two-or-more – 22 (2.3%)

Source: PEIMS OnDataSuite Fall Dashboard

**Fewer than five students not shown*

Additional Student Information:

2022-2023: At-Risk – 768 (79.4%)
2021-2022: At-Risk – 742 (80.1%)
2020-2021: At-Risk – 751 (77.2%)

2022-2023: Economically Disadvantaged – 876 (90.6%)
2021-2022: Economically Disadvantaged – 858 (92.7%)
2020-2021: Economically Disadvantaged – 911 (93.6%)

2022-2023: Emergent Bilingual/English Learner – 643 (66.5%)
2021-2022: Emergent Bilingual/English Learner – 610 (65.9%)
2020-2021: Emergent Bilingual/English Learner – 568 (58.4%)

2022-2023: Gifted and Talented – 51 (5.3%)
2021-2022: Gifted and Talented – 51 (5.5%)
2020-2021: Gifted and Talented – 46 (4.7%)

2022-2023: Homeless – 11 (1.1%)
2021-2022: Homeless – 14 (1.5%)
2020-2021: Homeless – 27 (2.8%)

2022-2023: Immigrant – 43 (4.5%)
2021-2022: Immigrant – 56 (6.1%)
2020-2021: Immigrant – 57 (5.9%)

2022-2023: Migrant – *
2021-2022: Migrant – 0 (0.0%)
2020-2021: Migrant – 0 (0.0%)

2022-2023: Special Education – 136 (14.1%)
2021-2022: Special Education – 108 (11.7%)
2020-2021: Special Education – 111 (11.4%)

Source: PEIMS OnDataSuite Fall Dashboard

**Fewer than five students not shown*

Attendance Rates:

2020-2021: 92.5%

2019-2020: 97.4%

Source: 2021-2022 Texas Academic Performance Report (TAPR)

Chronic Absenteeism:

2020-2021: 27.6%

2019-2020: 10.2%

Source: 2021-2022 Texas Academic Performance Report (TAPR)

Demographics Strengths

- Landrum enrollment is continuing to grow with learners various countries.
- Over 100 new students have enrolled at LMS over the past two years. Countries include: Sudan, Ukraine, Nigeria, Russia, Honduras, and El Salvador
- Parent engagement and participation has increased over the past two years.

Problem Statements Identifying Demographics Needs

Problem Statement 1: LMS have many new students will language acquisition gaps and interruptions in their educational learning. **Root Cause:** Many students that enroll have very little consistent time in school. Their age requires them to be in middle school but their education completion is very often elementary.

Problem Statement 2: English reading levels and STAAR scores are affected due to the transition into the second language. **Root Cause:** Students lack English phonics foundation knowledge. They receive instruction at school but the family and community life is Spanish immersed.

Student Achievement

Student Achievement Summary

Landrum Middle School implements a rigorous curriculum that is aligned to state standards and continuously revised to produce and prepare all students towards T-2-4 district goals. Students will master rigorous academic standards to ensure college and career readiness. We believe campus administrators and teachers are members of the campus' Professional Learning Committees (PLC). PLC in SBISD is an ongoing collaborative team process used to establish a school-wide culture that develops teacher leadership explicitly focused on building and sustaining school improvement efforts.

A top priority in SBISD is literacy. Students receive the opportunity and skill set to experience meaningful literacy experiences that are rigorous and engaging. With their peers, students in SBISD listen, speak, read and write through the content areas with a commitment that they will become lifelong readers and writers. SBISD is driven by standards, focused on strategies, differentiated, and guided by student data. Numeracy is also a top priority in SBISD. Our goal is to provide academic experiences that build confident and creative mathematical thinkers. Students identified for special education (SPED) services or as Emergent Bilingual/English Learner (EB/EL) are also a district focus.

Below is a summary of the STAAR Reading passing rates:

2022: 6th Grade Reading - 57% Approaches; 30% Meets; 12% Masters

2021: 6th Grade Reading - 46% Approaches; 21% Meets; 8% Masters

2022: 7th Grade Reading - 63% Approaches; 38% Meets; 19% Masters

2021: 7th Grade Reading - 61% Approaches; 35% Meets; 17% Masters

2022: 8th Grade Reading - 75% Approaches; 48% Meets; 28% Masters

2021: 8th Grade Reading - 64% Approaches; 40% Meets; 18% Masters

Source: 2021-2022 Texas Academic Performance Report (TAPR)

Below is a summary of the STAAR Reading passing rates for SPED and EB/EL:

2022: SPED All Grades Reading - 44% Approaches; 24% Meets; 6% Masters

2021: SPED All Grades Reading - 23% Approaches; 20% Meets; 7% Masters

2022: EB/EL All Grades Reading - 63% Approaches; 35% Meets; 18% Masters

2021: EB/EL All Grades Reading - 56% Approaches; 30% Meets; 13% Masters

Source: 2021-2022 Texas Academic Performance Report (TAPR)

Below is a summary of the STAAR Mathematics passing rates:

2022: 6th Grade Mathematics - 65% Approaches; 19% Meets; 4% Masters

2021: 6th Grade Mathematics - 53% Approaches; 26% Meets; 8% Masters

2022: 7th Grade Mathematics - 47% Approaches; 22% Meets; 7% Masters

2021: 7th Grade Mathematics - 43% Approaches; 16% Meets; 5% Masters

2022: 8th Grade Mathematics - 55% Approaches; 21% Meets; 3% Masters

2021: 8th Grade Mathematics - 41% Approaches; 14% Meets; 2% Masters

2022: End of Course Algebra I - 83% Approaches; 45% Meets; 18% Masters

2021: End of Course Algebra I - 83% Approaches; 42% Meets; 19% Masters

Source: 2021-2022 Texas Academic Performance Report (TAPR)

Below is a summary of the STAAR Mathematics passing rates for SPED and EB/EL:

2022: SPED All Grades Mathematics - 38% Approaches; 18% Meets; 4% Masters

2021: SPED All Grades Mathematics - 28% Approaches; 19% Meets; 3% Masters

2022: EB/EL All Grades Mathematics - 57% Approaches; 22% Meets; 6% Masters

2021: EB/EL All Grades Mathematics - 51% Approaches; 21% Meets; 7% Masters

Source: 2021-2022 Texas Academic Performance Report (TAPR)

Student Achievement Strengths

When reviewing student data from STAAR, Landrum made gains in each domain (Approaches, Meets, and Masters) in reading. Data celebrations include:

Reading:

Reading 6th-8th Approaches increased with 8th grade showing the biggest gains +14%

Reading 6th-8th Meets increased with 6th grade showing the biggest gains +11%

Reading 6th-8th Masters increased with 8th grade showing the biggest gains +10%

Math:

Landrum showed growth in Approaches in all grade levels 6th-8th

8th grade showed the biggest gains in Approaches by +14%

Special Education:

LMS Sped. students showed gains and growth in Approaches and Masters. SPED students dipped by -1% in Meets.

EL students showed increased performance in Approaches and Meets. EB/EL students dipped -1% in Masters.

LMS 6th grade took the biggest dip in meets with -7% and 8th grade made the biggest gains with +7%.

In the area of Masters, 6th grade dipped by -4% and 7th grade made the biggest gains by +3%.

Problem Statements Identifying Student Achievement Needs

Problem Statement 1: Lack of parental knowledge in academic support at home. **Root Cause:** Parents have a modest education and limited familiarity of US education. Parents work long hours to provide for basic needs for their families.

Problem Statement 2: Learning gaps are created when students are not enrolled for a full academic year at LMS **Root Cause:** Students enroll and withdraw multiple times through the school year. LMS continues to have a high mobility rate.

Staff Recruitment and Retention

Staff Recruitment and Retention Summary

The Talent strategy is to recruit and retain the best employees at Landrum Middle School to support students. For employees and support personnel, this includes recruitment processes and hiring practices to develop and retain staff to meet the unique needs of each department and/or campus. Increased creativity and flexibility in our staffing, compensation, and benefit plans will help SBISD attract and retain qualified individuals. In order to meet our strategic goals, attract and retain the best talent, we focus our efforts on the following key areas:

- Recruitment and Retention of instructional, non-instructional, paraprofessional, and auxiliary staff
- On boarding processes
- Staffing and Performance Management
- Competitive Compensation and Benefits
- Benefits Training opportunities

Teacher by years of experience:

2022-2023: Beginning – 2 FTE (4.0%)

2021-2022: Beginning – 1 FTE (1.9%)

2020-2021: Beginning – 9.3 FTE (13.1%)

2022-2023: 1-5 Years – 21.1 FTE (42.7%)

2021-2022: 1-5 Years – 25.6 FTE (48.9%)

2020-2021: 1-5 Years – 38.8 FTE (54.5%)

2022-2023: 6-10 Years – 10.5 FTE (21.3%)

2021-2022: 6-10 Years – 12.3 FTE (23.5%)

2020-2021: 6-10 Years – 7.2 FTE (10.1%)

2022-2023: 11-20 Years – 11.7 FTE (23.7%)

2021-2022: 11-20 Years – 10.2 FTE (19.5%)

2020-2021: 11-20 Years – 10.2 FTE (14.3%)

2022-2023: Over 20 Years – 4.1 FTE (8.3%)

2021-2022: Over 20 Years – 3.2 FTE (6.1%)

2020-2021: Over 20 Years – 5.7 FTE (8.0%)

2022-2023: Total – 49.4 FTE (100%)

2021-2022: Total – 52.3 FTE (100%)

2020-2021: Total – 71.2 FTE (100%)

Source: PEIMS OnDataSuite, Fall Core Teacher Summary Report

Staff Recruitment and Retention Strengths

Staff recruitment has been a challenge since COVID but we have added some really good teachers to our campus. Some of our strengths have been our Math, Science, and Social Studies teams have been consistent and strong. Our new hires come highly recommended and are blending well with the campus.

Our Sped. team has experienced the biggest change due to more students qualifying for services. Our Basic students experienced good growth on STAAR last year. Overall, our challenge has been finding EB/EL teachers with the right certification. Our goal is to retain and continue to find great teachers that want to be here.

Problem Statements Identifying Staff Recruitment and Retention Needs

Problem Statement 1: LMS has struggled to find highly qualified staffing for our most critical areas such as ESL and Sped. **Root Cause:** Certified bilingual teachers are not easily found. Bilingual teachers completing their undergraduate program are not fully certified to start teaching.

Problem Statement 2: Our Sped teachers have been a challenge for the past few years. Those that are certified have chosen other campuses when offered a job. **Root Cause:** Special education teachers are not as available as in the past, and LMS will continue to work with paraprofessionals and student teachers to develop a pipeline of candidates.

Family and Community Engagement

Family and Community Engagement Summary

FAMILY ENGAGEMENT

Landrum Middle School provides a sustained and strategic focus on educating, engaging and empowering families that are aligned with the SBISD Family E3 framework, focusing on building the capacity of families and staff to work together for student academic success. The Share a Smile Customer Service commitments are embedded into the Family E3 expectations, emphasizing the importance of customer service at our campus. The campus Translation and Interpretation Procedure asserts our commitment to provide families with information they can understand. Families are invited to attend campus and district events. The Family E3 team conducts an annual needs assessment with our campus to determine family engagement strengths and areas of support.

COMMUNITY ENGAGEMENT

Landrum Middle School works closely with the SBISD Community Engagement Division to support meaningful, strategic two-way engagement of families, community members, partners, and volunteers. The district traditionally has a large and very committed network of partners and 11,000+ volunteers. During the summer, the Community Engagement team conducts a needs assessment with our campus to determine community engagement strengths and areas of support. We welcome and value volunteers who serve on our campus as mentors and tutors to support student success.

Family and Community Engagement Strengths

Many Landrum Middle School families share a sense of pride because of their roots in the community and attending Landrum Middle when they were in the SBISD school system.

Family Engagement Committee for planning events and building strong school/home connections.

Community Walks to inform and welcome parents.

Communities In Schools (CIS) help provide resources and services to parents and community.

Communication is sent in both English and Spanish to meet the needs of all.

Events include TELPAS night, Family Report Card pickup, Meet the teacher, Anxiety and Healthy Brains presentation, Loteria Night

Problem Statements Identifying Family and Community Engagement Needs

Problem Statement 1: More family engagement opportunities are needed, but when events are offered, low attendance indicates families are looking for different activities vs what is provided [curriculum nights, health fair, art show, musical showcase]. **Root Cause:** Families are seeking more entertainment type activities for their family and community involvement vs instructional type activities.

Problem Statement 2: When trainings are offered for interactive experiences related to curriculum, Canvas, Skyward, etc, parents are reluctant to attend. **Root Cause:** Some families lack access to technology to be actively engaged in learning experiences outside of the school day.

Goals

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

Performance Objective 1: ACHIEVEMENT: By June 2024, Landrum Middle School will increase student performance on STAAR Redesign Grades 6-8 exams in reading and math by at least 5 percentage points in approaches, 3 percentage points in meets, and 3 percentage points in masters.

2022-23: Reading: 70% (approaches), 43% (meets), 16% (masters); Math: 63% (approaches), 25% (meets), 7% (masters) Baseline Year

High Priority

Evaluation Data Sources: 2023 Texas Academic Performance Report (TAPR)

Summative Evaluation: Significant progress made toward meeting Objective

Strategy 1 Details
<p>Strategy 1: 6th-8th grade students will attend TEKS based study trips to support rigorous academic standards.</p> <p>Strategy's Expected Result/Impact: Provide exposure and experiences academically and socially that supports T-2-4</p> <p>Staff Responsible for Monitoring: Teachers ADMN.</p> <p>Title I: 2.5, 2.6</p> <p>Funding Sources: Student Travel - 211 - Title I, Part A - 211.11.6412 - \$2,500, Student Transportation - 211 - Title I, Part A - 211.11.6494 - \$3,000</p>
Strategy 2 Details
<p>Strategy 2: Teachers will participate in weekly department PLC to define essentials, create SMART Goals, create common assessments, review assessment data, create intervention and extension plans and plan for instruction in order to increase student performance.</p> <p>Strategy's Expected Result/Impact: 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 STAAR assessments.</p> <p>Staff Responsible for Monitoring: Teachers Instructional Specialists Librarian, Administrators</p> <p>Funding Sources: Supplies and Materials - 211 - Title I, Part A - 211.11.6399 - \$70,760, Software - 211 - Title I, Part A - 211.11.6397 - \$10,000, Technology - 211 - Title I, Part A - 211.11.6398 - \$5,000</p>

Strategy 3 Details

Strategy 3: Provide consistent and relevant training to core teachers on how to analyze student data and implement findings via cohesive lesson plans that meet the needs of all students. Provide PLC support to ensure staff are understanding and implementing strategies with fidelity based on student data that drives their instructional practices.

Strategy's Expected Result/Impact: Targeted areas of growth reached. This will lead to teacher self-efficacy in using data to guide instruction, which will provide continual quality lessons that grow student achievement.

Staff Responsible for Monitoring: Teachers

Administrators

ILT

Title I:

2.4, 2.5, 2.6

- **TEA Priorities:**

Build a foundation of reading and math

- **ESF Levers:**

Lever 5: Effective Instruction

- **Targeted Support Strategy - Additional Targeted Support Strategy**

Funding Sources: Region 4 PD - 211 - Title I, Part A - 211.13.6239 - \$500, MISC. Contract services - 211 - Title I, Part A - 6299 - \$5,750, Travel Employees - 211 - Title I, Part A - 6411 - \$4,500

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

Performance Objective 2: STUDENT GROWTH: Landrum Middle School will increase the percentage of students demonstrating STAAR Redesigned academic growth in reading and math by 5 percentage points or \geq to 85%.

2022-23: School Progress-Annual Growth /Accelerated Learning: 57%/31% (Reading); 53%/34% (Math) Baseline Year

Evaluation Data Sources: 2023 TAPR

Summative Evaluation: Some progress made toward meeting Objective

Strategy 1 Details

Strategy 1: Teachers will provide specific and timely feedback to students on their performance. Teachers will use Formative, Read180 and School City 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.

Strategy's Expected Result/Impact: Student maintained data trackers, ISNs, All in Learning, exit tickets and Google classrooms to increase student ownership and motivation.

Staff Responsible for Monitoring: Administration
Content Specialists
Teachers

Title I:
2.4, 2.5, 2.6

Funding Sources: Supplies and Materials - 199 PIC 11 - Instructional Services - 199.11.6399 - \$15,000, Supplies and Materials - 199 PIC 99 - Undistributed - 199.11.6399 - \$5,000, Career and Technology - 199 PIC 22 - Career & Technology - \$4,445, Supplies and Materials - 199 PIC 23 - Special Education - 199.23.6399 - \$930, Technology Equipment - 199 PIC 99 - Undistributed - \$12,237, Other Reading Materials - 211 - Title I, Part A - 6329 - \$6,000, Other Reading Materials (Parents) - 211 - Title I, Part A - 211.61.6329 - \$750

Strategy 2 Details

Strategy 2: LMS will add an EIT position in all core content subjects. An EIT will be in ELA, Math, Science, and Social Studies. Each of these roles will require higher class size and a stipend.

Strategy's Expected Result/Impact: Most students will now have some of our most experienced teachers providing instruction for higher learning student outcomes.

Staff Responsible for Monitoring: Administration
Instructional Specialists.

Strategy 3 Details

Strategy 3: Teachers will use MAP data to determine if students are making growth and create plans for intervention or extension in order to close gaps.

Strategy's Expected Result/Impact: Students will take ownership of their growth via MAP goal setting.

Staff Responsible for Monitoring: Teachers

Content Specialists

Administrators

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

Performance Objective 3: CLOSING THE GAPS: By June 2024, Landrum Middle School will increase the percentage of academic achievement indicators on track to meet or exceed interim targets in the redesigned closing the gaps domain by 16 component points.

2022-23: 16 of 32 Academic Achievement Points Met; 50% Component Points (Baseline Year)

Evaluation Data Sources: 2023 Federal Identification of Schools

Summative Evaluation: Some progress made toward meeting Objective

Strategy 1 Details
<p>Strategy 1: Parent Family Engagement events to assess and equip families with tools to help support students with academic needs regarding TELPAS, Mental Health Awareness and academic achievement.</p> <p>Strategy's Expected Result/Impact: Higher academic improvement. Parent awareness of important concerns and challenges of the campus.</p> <p>Staff Responsible for Monitoring: Teachers, Specialists. and ADMN.</p> <p>Funding Sources: Supplies and Materials - 211 - Title I, Part A - 211.61.6399 - \$1,763, MISC. Operating Expense - 211 - Title I, Part A - 211.61.6499 - \$750</p>

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

Performance Objective 4: ENGLISH LANGUAGE ACQUISITION PROGRESS: By June 2024, the rate of Emergent Bilingual/English Learners increasing at least one composite score level on the new TELPAS will meet or exceed the expected growth target for English Language Proficiency Status.

2022-23: New TELPAS Progress Rate 42% (Baseline Year)

Evaluation Data Sources: 2023 Federal Identification of Schools

Summative Evaluation: Some progress made toward meeting Objective

Strategy 1 Details
<p>Strategy 1: All teachers will be trained in ELPS and be aware of students TELPAS scores to determine small group, differentiated instruction using EB strategies. Teachers will implement TELPAS Tuesdays and Thursdays to review strategies for the week. EB teachers will attend Region 4 PD Bilingual/ESL conference improving instruction.</p> <p>Strategy's Expected Result/Impact: More EB students will show growth and exit before leaving for high school.</p> <p>Staff Responsible for Monitoring: Teachers Multilingual Department Specialists</p> <p>Funding Sources: Supplies and Materials - 199 PIC 25 - ESL/Bilingual - \$9,450</p>

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

Performance Objective 5: COLLEGE AND CAREER READINESS BENCHMARK: By June 2024, Landrum Middle School will increase the percentage of students who meet the college and career readiness benchmarks on the PSAT 8/9 by 5 percentage points in Evidence-based reading and writing (ERW) and 5 percentage points in mathematics.

2022-23: 17% Met ERW; 20% Met Mathematics; 11% Met Both

Evaluation Data Sources: PSAT 8/9 (Grade 8)

Summative Evaluation: Some progress made toward meeting Objective

Strategy 1 Details
<p>Strategy 1: Measure college and career readiness of students as measured on MAP "On-Track" to College Board benchmark performance in reading and math.</p> <p>Strategy's Expected Result/Impact: Increase percent of students who are "On-Track" in reading and math as measured on MAP.</p>

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

Performance Objective 6: ADVANCED COURSES: Increase the number of students completing advanced courses.

Spring 2023: 185 students completed one or more advanced courses

Spring 2022: 164 students completed one or more advanced courses

Evaluation Data Sources: Skyward course data (AAC and AP courses)

Summative Evaluation: Some progress made toward meeting Objective

Strategy 1 Details
<p>Strategy 1: All students that perform in meets and masters will be moved to AAC classes. Conduct a parent meeting at the beginning of the year to explain the difference between AAC and Academic.</p> <p>Strategy's Expected Result/Impact: More students will leave LMS with high school credits.</p> <p>Staff Responsible for Monitoring: All staff.</p> <p>Title I: 2.4</p> <p>- TEA Priorities: Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools</p>

Goal 2: STUDENT SUPPORT. Landrum Middle School students will benefit from multi-tiered systems of support.

Performance Objective 1: CORE CHARACTERISTICS OF A T-2-4 READY GRADUATE: By June 2024, Landrum Middle School will implement at least three strategies that advance the focus on Core Characteristics for every child.

Evaluation Data Sources: Campus calendar and newsletters

Summative Evaluation: Some progress made toward meeting Objective

Strategy 1 Details
<p>Strategy 1: Landrum will continue with year 3 of PBIS with a focus of building stronger student connectedness as a campus. Landrum added a Behavior Specialist position that will lead the campus with Restorative Practices and trainings. PBIS will continue with store to support PBIS system.</p> <p>Strategy's Expected Result/Impact: Stronger student connections will lead to less discipline referrals. Adding a Behavior Specialist will support teachers in meeting needs of students. Less discipline referrals will lead to higher student outcomes.</p> <p>Staff Responsible for Monitoring: All staff:</p> <p>Title I: 2.5, 2.6</p>

Goal 2: STUDENT SUPPORT. Landrum Middle School students will benefit from multi-tiered systems of support.

Performance Objective 2: INTERVENTIONS: By June 2024, Landrum Middle School will implement TIER interventions with students identified as needing academic or behavioral supports.

Evaluation Data Sources: Multiple measures

Summative Evaluation: Some progress made toward meeting Objective

Strategy 1 Details

Strategy 1: Staff will use data to identify students in Tier II and address student misconceptions and learning gaps. RTI Coordinator will support in creating intervention plans for Tier II students.

Funding Sources: Supplies and Materials - 199 PIC 30 - At Risk School Wide SCE - \$13,900

Strategy 2 Details

Strategy 2: A behavior intervention specialist was hired to help support teachers and students with classroom management and behavior concerns. Behavior Specialist will lead campus PD to address any gaps or trends noticed.

Strategy's Expected Result/Impact: With more restorative practices, students will make better choices and staff will be trained on skills to meet the behavior concerns. Behavior Specialist will also strengthen student/teacher connections.

Staff Responsible for Monitoring: Behavior Specialist

Teachers
ADMN

Title I:

2.4, 2.5, 2.6

Funding Sources: Employee Salaries - 211 - Title I, Part A - 211.11.6119 - \$204,477, Employee Salaries - 199 PIC 11 - Instructional Services - \$17,514, Substitutes - 211 - Title I, Part A - 211.11.6112 - \$14,000, Tutorials - 211 - Title I, Part A - 211.11.6116 - \$17,000, Support Personnel (Tutorials) - 211 - Title I, Part A - 211.11.6121 - \$4,500

Goal 2: STUDENT SUPPORT. Landrum Middle School students will benefit from multi-tiered systems of support.

Performance Objective 3: POST-SECONDARY PLANNING: Landrum Middle School students will engage in activities that will prepare them to meet graduation requirements and pursue a viable post-secondary outcome.

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

Summative Evaluation: Some progress made toward meeting Objective

Strategy 1 Details
<p>Strategy 1: Students will participate in a Bridge Year event to explore high growth and high demand jobs.</p> <p>Strategy's Expected Result/Impact: Students will learn about these career opportunities for paths to gainful employment.</p> <p>Staff Responsible for Monitoring: Administrators Counselors</p>

Goal 2: STUDENT SUPPORT. Landrum Middle School students will benefit from multi-tiered systems of support.

Performance Objective 4: STUDENT ATTENDANCE: By June 2024, student attendance at Landrum Middle School will increase or will be $\geq 98\%$.

Evaluation Data Sources: Skyward data, TAPR

Summative Evaluation: Some progress made toward meeting Objective

Strategy 1 Details
<p>Strategy 1: LMS will conduct weekly attendance summaries for each grade level. The grade level with the highest percentage will have some celebration. Each grade level recognition/awards will have an attendance requirement to attend or qualify.</p> <p>Strategy's Expected Result/Impact: When students are at school and in the classroom learning is high and discipline declines. Learning increases when students are present.</p> <p>Staff Responsible for Monitoring: ADA Administration Teachers</p>

Goal 3: SAFE SCHOOLS. Landrum Middle School will ensure a safe and secure learning environment.

Performance Objective 1: SAFE SCHOOL ENVIRONMENT: Align academic, behavior, and discipline systems to support a safe campus culture and maximize student learning.

Evaluation Data Sources: Discipline Data Dashboard, Review effectiveness of Behavior Intervention Plans

Summative Evaluation: Some progress made toward meeting Objective

Strategy 1 Details
<p>Strategy 1: Landrum Middle School will use hallway passes and 10/10 rule for all students that are leaving the classrooms for restrooms and hallways.</p> <p>Strategy's Expected Result/Impact: More students in the classroom and not in the hallways roaming in areas unattended. This will also increase accountability for student behavior and learning.</p> <p>Staff Responsible for Monitoring: All staff</p>

Goal 3: SAFE SCHOOLS. Landrum Middle School will ensure a safe and secure learning environment.

Performance Objective 2: SAFETY COMMITTEE: Strengthen school safety by establishing and conducting Campus Safety Committee reviews throughout the school year.

Evaluation Data Sources: Campus Safety Committee roster and calendar

Summative Evaluation: Some progress made toward meeting Objective

Strategy 1 Details

Strategy 1: CAMPUS SAFETY COMMITTEE: Establish Campus Safety Committees composed of a cross section of stake holders to look at matters related to campus safety.

Strategy's Expected Result/Impact: 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.

Staff Responsible for Monitoring: Administrators

Strategy 2 Details

Strategy 2: Participate in campus safety audit.

Strategy's Expected Result/Impact: Campus will develop action plans to address any deficiencies as a result of safety audits.

Staff Responsible for Monitoring: Administrators
Safety Committee

Goal 3: SAFE SCHOOLS. Landrum Middle School will ensure a safe and secure learning environment.

Performance Objective 3: EMERGENCY OPERATIONS: Maintain Campus Emergency Operations Procedures that comply with SB 11, and include Standard Operating Procedures.

Evaluation Data Sources: Campus emergency operation procedures documents

Summative Evaluation: Some progress made toward meeting Objective

Strategy 1 Details

Strategy 1: EMERGENCY OPERATIONS PROCEDURES: Campus EOP will align to the best practices from the Texas School Safety Center and the Standard Operating Procedures.

Strategy's Expected Result/Impact: Campus EOP turned in and filed by September 1st.

Staff Responsible for Monitoring: Administrators

Strategy 2 Details

Strategy 2: EMERGENCY OPERATIONS PROCEDURES: Update campus EOP annually and train staff at the start of each school year.

Strategy's Expected Result/Impact: Campus procedures maintained in campus EOP.

Staff training documents maintained.

EOP submitted by September 1.

Staff Responsible for Monitoring: Administrators

Safety Committee

Goal 4: FISCAL RESPONSIBILITY. Landrum Middle School will ensure efficient and effective fiscal management of resources and operations.

Performance Objective 1: FINANCIAL MANAGEMENT: Maintain high quality financial management practices.

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

Summative Evaluation: Some progress made toward meeting Objective

Strategy 1 Details
<p>Strategy 1: Conduct frequent budget meetings with Administrative Assistant and Campus Finance Specialist to review and manage money and budget.</p> <p>Strategy's Expected Result/Impact: Error free records. Documentation of purchases and orders.</p> <p>Staff Responsible for Monitoring: Principal Administrative Assistant</p>

Campus Funding Summary

199 PIC 11 - Instructional Services					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	2	1	Supplies and Materials	199.11.6399	\$15,000.00
2	2	2	Employee Salaries		\$17,514.00
Sub-Total					\$32,514.00
Budgeted Fund Source Amount					\$32,514.00
+/- Difference					\$0.00
199 PIC 22 - Career & Technology					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	2	1	Career and Technology		\$4,445.00
Sub-Total					\$4,445.00
Budgeted Fund Source Amount					\$4,445.00
+/- Difference					\$0.00
199 PIC 23 - Special Education					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	2	1	Supplies and Materials	199.23.6399	\$930.00
Sub-Total					\$930.00
Budgeted Fund Source Amount					\$930.00
+/- Difference					\$0.00
199 PIC 25 - ESL/Bilingual					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	4	1	Supplies and Materials		\$9,450.00
Sub-Total					\$9,450.00
Budgeted Fund Source Amount					\$9,450.00
+/- Difference					\$0.00
199 PIC 30 - At Risk School Wide SCE					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
2	2	1	Supplies and Materials		\$13,900.00

199 PIC 30 - At Risk School Wide SCE

Goal	Objective	Strategy	Resources Needed	Account Code	Amount
Sub-Total					\$13,900.00
Budgeted Fund Source Amount					\$13,900.00
+/- Difference					\$0.00

199 PIC 99 - Undistributed

Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	2	1	Supplies and Materials	199.11.6399	\$5,000.00
1	2	1	Technology Equipment		\$12,237.00
Sub-Total					\$17,237.00
Budgeted Fund Source Amount					\$17,237.00
+/- Difference					\$0.00

211 - Title I, Part A

Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1	Student Transportation	211.11.6494	\$3,000.00
1	1	1	Student Travel	211.11.6412	\$2,500.00
1	1	2	Technology	211.11.6398	\$5,000.00
1	1	2	Software	211.11.6397	\$10,000.00
1	1	2	Supplies and Materials	211.11.6399	\$70,760.00
1	1	3	MISC. Contract services	6299	\$5,750.00
1	1	3	Travel Employees	6411	\$4,500.00
1	1	3	Region 4 PD	211.13.6239	\$500.00
1	2	1	Other Reading Materials (Parents)	211.61.6329	\$750.00
1	2	1	Other Reading Materials	6329	\$6,000.00
1	3	1	MISC. Operating Expense	211.61.6499	\$750.00
1	3	1	Supplies and Materials	211.61.6399	\$1,763.00
2	2	2	Employee Salaries	211.11.6119	\$204,477.00
2	2	2	Substitutes	211.11.6112	\$14,000.00
2	2	2	Support Personnel (Tutorials)	211.11.6121	\$4,500.00
2	2	2	Tutorials	211.11.6116	\$17,000.00
Sub-Total					\$351,250.00
Budgeted Fund Source Amount					\$351,250.00

211 - Title I, Part A					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
				+/- Difference	\$0.00
				Grand Total Budgeted	\$429,726.00
				Grand Total Spent	\$429,726.00
				+/- Difference	\$0.00