

Spring Branch Independent School District

Landrum Middle School

2024-2025



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 an increase of nine students from the 2022–2023 school year to the 2023–2024 school year.

Enrollment Trends:

2023-2024: Enrollment – 976

2022-2023: Enrollment – 967

2021-2022: Enrollment – 926

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 2023-2024 school year, 68.8% of the students were identified as Emergent Bilingual/English Learner (EB/EL); 82.1% At-Risk; 5.5% Immigrant; 1.1% Homeless; 16.5% of students were identified for special education services; and 2.6% were identified for gifted and talented services.

Demographic Trends: Race/Ethnicity

2023-2024: African American – 37 (3.8%)

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

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

2023-2024: American Indian-Alaskan Native – *

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

2021-2022: American Indian-Alaskan Native – *

2023-2024: Asian – 11 (1.1%)

2022-2023: Asian – 7 (0.7%)

2021-2022: Asian – 13 (1.4%)

2023-2024: Hispanic – 888 (91.0%)

2022-2023: Hispanic – 890 (92.0%)

2021-2022: Hispanic – 850 (91.8%)

2023-2024: Native Hawaiian-Pacific Islander – 0 (0.0%)

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

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

2023-2024: White – 28 (2.9%)

2022-2023: White – 23 (2.4%)

2021-2022: White – 24 (2.6%)

2023-2024: Two-or-more – 9 (0.9%)

2022-2023: Two-or-more – 9 (0.9%)

2021-2022: Two-or-more – 11 (1.2%)

Source: PEIMS OnDataSuite Fall Dashboard

**Fewer than five students not shown*

Additional Student Information:

2023-2024: At-Risk – 801 (82.1%)

2022-2023: At-Risk – 768 (79.4%)

2021-2022: At-Risk – 742 (80.1%)

2023-2024: Economically Disadvantaged – 880 (90.2%)

2022-2023: Economically Disadvantaged – 876 (90.6%)

2021-2022: Economically Disadvantaged – 858 (92.7%)

2023-2024: Emergent Bilingual/English Learner – 671 (68.8%)

2022-2023: Emergent Bilingual/English Learner – 643 (66.5%)

2021-2022: Emergent Bilingual/English Learner – 610 (65.9%)

2023-2024: Gifted and Talented – 25 (2.6%)

2022-2023: Gifted and Talented – 51 (5.3%)

2021-2022: Gifted and Talented – 51 (5.5%)

2023-2024: Homeless – 11 (1.1%)

2022-2023: Homeless – 11 (1.1%)

2021-2022: Homeless – 14 (1.5%)

2023-2024: Immigrant – 54 (5.5%)

2022-2023: Immigrant – 43 (4.5%)

2021-2022: Immigrant – 56 (6.1%)

2023-2024: Migrant – *

2022-2023: Migrant – *

2021-2022: Migrant – 0 (0.0%)

2023-2024: Special Education – 161 (16.5%)

2022-2023: Special Education – 136 (14.1%)

2021-2022: Special Education – 108 (11.7%)

Source: *PEIMS OnDataSuite Fall Dashboard*

**Fewer than five students not shown*

Attendance Rates:

2021-2022: 92.9%

2020-2021: 92.5%

2019-2020: 97.4%

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

Chronic Absenteeism:

2021-2022: 23.4%

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 from 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 has many new students with 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: LMS has a high mobility rate that causes students to lose consistency with their learning time. **Root Cause:** Rates for apartments and cost of housing has increased and this area is being regentrified.

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 Redesign Reading passing rates for 2023 (Baseline Year):

6th Grade Reading - 63% Approaches; 35% Meets; 12% Masters
7th Grade Reading - 70% Approaches; 45% Meets; 18% Masters
8th Grade Reading - 76% Approaches; 51% Meets; 21% Masters

SPED All Grades Reading - 40% Approaches; 19% Meets; 4% Masters
EB/EL All Grades Reading - 65% Approaches; 38% Meets; 12% Masters
Source: 2022-2023 Texas Academic Performance Report (TAPR)

Below is a summary of the STAAR Redesign Mathematics passing rate for 2023 (Baseline Year):

6th Grade Mathematics - 65% Approaches; 21% Meets; 4% Masters
7th Grade Mathematics - 44% Approaches; 15% Meets; 3% Masters
8th Grade Mathematics - 70% Approaches; 30% Meets; 5% Masters
End of Course Algebra I - 81% Approaches; 45% Meets; 23% Masters

SPED All Grades Mathematics - 35% Approaches; 13% Meets; 7% Masters
EB/EL All Grades Mathematics - 60% Approaches; 21% Meets; 5% Masters
Source: 2022-2023 Texas Academic Performance Report (TAPR)

Student Achievement Strengths

- Landrum enrollment is continuing to grow with learners from 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, Rwanda, and Afghanistan.
- Parent engagement and participation has increased over the past two years.

Problem Statements Identifying Student Achievement Needs

Problem Statement 1: With new comers coming to Landrum, our challenge is meeting the needs of these new comers when there are gaps in the learning and school experience. Some countries charge tuition when students reach middle school and families pull them to work. **Root Cause:** Poverty, war, and access is root cause along with coming here with the gaps mentioned above.

Problem Statement 2: The majority of our students are coming below grade level. **Root Cause:** Many of our students have not been reclassified with over 4-5 years in the country.

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
- Onboarding processes
- Staffing and Performance Management
- Competitive Compensation and Benefits
- Benefits Training opportunities

Teacher by years of experience:

2023-2024: Beginning – 3.7 FTE (7.7%)

2022-2023: Beginning – 2.0 FTE (4.0%)

2021-2022: Beginning – 1.0 FTE (1.9%)

2023-2024: 1-5 Years – 13.8 FTE (28.9%)

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

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

2023-2024: 6-10 Years – 7.5 FTE (15.7%)

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

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

2023-2024: 11-20 Years – 13.3 FTE (27.8%)

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

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

2023-2024: Over 20 Years – 9.5 FTE (19.9%)

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

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

2023-2024: Total – 47.8 FTE (100%)

2022-2023: Total – 49.4 FTE (100%)

2021-2022: Total – 52.3 FTE (100%)

Source: PEIMS OnDataSuite, Fall Core Teacher Summary Report

Staff Recruitment and Retention Strengths

- Landrum began the year fully staffed in all core content areas. Landrum has a total of 28 new teacher hires to the campus.
- The new teachers to Landrum come with experience and knowledge in their content areas.
- With district budget cuts, LMS utilized Opportunity Culture, district school closure, and HISD movement to recruit and hire certified teachers. The staff hired come qualified and highly recommended.
- Landrum has the following structure in place to support teachers and grade levels.

MCL- (Math)

Instructional Specialist (ELA)

EIT (Science)

EIT (Social Studies)

Problem Statements Identifying Staff Recruitment and Retention Needs

Problem Statement 1: LMS has been challenged with finding and hiring highly qualified teachers in the areas of SPED, ESL, ELA and Math. **Root Cause:** Teacher pool has decreased and there are less certified teachers in the field and in education.

Problem Statement 2: With the lack of certified teachers, LMS had to utilize Associate Teacher roles to meet the demands of unfilled positions. **Root Cause:** More teachers are leaving and not entering public education. It's harder to attract and retain highly qualified teachers with campuses that are 90 plus percent low socioeconomic.

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 **12,000+** 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

- Landrum has seen an increase in family participation by offering multiple ways to participate. Landrum offers opportunities for in person and through Zoom.
- Landrum continues to provide training opportunities and Parent U sessions for families. Some of the trainings offered are TELPAS night, Ways to stay connected, AAC criteria and what it means, Be better prepared for high school, and the dangers of vaping and alcohol.
- Campus has a Family Engagement Committee that focuses on improving parent and school partnerships.
- Campus will continue conducting community walks in the fall and one in the spring.

Problem Statements Identifying Family and Community Engagement Needs

Problem Statement 1: We believe that when families are aware, know what their student is learning, and how to support their students, we will see an improvement in all learning outcomes. **Root Cause:** Parents are not comfortable or do not have the knowledge on how to best support their student at home. There's a need to increase school/home partnerships and communication.

Problem Statement 2: In this current economy, many of our parents are working two jobs. **Root Cause:** It's harder for parents to attend school functions because if they miss work, it would highly impact their family living situation and health.

Goals

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

Performance Objective 1: By June 2025, Landrum Middle School will increase student performance on STAAR Redesign Grades 6-8 exams in reading and math by at least 15 percentage points in approaches, 7 percentage points in meets, and 7 percentage points in masters.

2023-24: Reading: 62% (approaches), 38% (meets), 14% (masters); Math: 58% (approaches), 22% (meets), 4% (masters)

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

Evaluation Data Sources: 2023 Texas Academic Performance Report and 2024 Texas Education Agency Data Tables

Strategy 1 Details

Strategy 1: Teachers will participate in weekly PLC's to define essentials ,create SMART goals, common assessments, review assessment data, and create intervention and extension plans using software data from assessments.

Strategy's Expected Result/Impact: Improved student performance.

Staff Responsible for Monitoring: Teachers,
ILT
ADMN

Title I:
2.4, 2.6

Funding Sources: Software - 211 - Title I, Part A - 11.6397 - \$5,458, Substitutes - 199 PIC 30 - At Risk School Wide SCE - 6112 - \$500, Payroll payments - 199 PIC 11 - Instructional Services - 6116 - \$3,000, Substitutes - 199 PIC 11 - Instructional Services - 6112 - \$1,500, Software - 199 PIC 11 - Instructional Services - 6397 - \$7,000, Professional Development - 199 PIC 99 - Undistributed - 6411 - \$1,500

Strategy 2 Details

Strategy 2: 6th-8th grade students will attend TEKS based study trips to support rigorous academic standards.

Strategy's Expected Result/Impact: : Provide exposure and experiences academically and socially that supports T-2-4

Staff Responsible for Monitoring: Teachers
Staff

Title I:
2.4, 2.6

Funding Sources: Student travel - 211 - Title I, Part A - 11.6412 - \$400, Student Transportation - 211 - Title I, Part A - 11.6494 - \$400, Student travel - 199 PIC 11 - Instructional Services - 6412-6494 - \$900

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 Redesign academic growth in reading and math by 7 percentage points or \geq to 85%.

2023-24: School Progress-Annual Growth /Accelerated Learning: 51%/17% (Reading); 45%/31% (Math)

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

Evaluation Data Sources: 2023 Texas Academic Performance Report and 2024 Texas Education Agency Data Tables

Strategy 1 Details
<p>Strategy 1: LMS will have supplies and materials for tracking student data and essential standards for all core grade levels.</p> <p>Strategy's Expected Result/Impact: Student will own and know where they are in their learning. (Ownership)</p> <p>Staff Responsible for Monitoring: Teachers Administration</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>Funding Sources: Supplies and Materials - 211 - Title I, Part A - 11.6399 - \$2,000, Supplies and Materials - 199 PIC 23 - Special Education - 6399 - \$1,210, Supplies and Materials - 199 PIC 30 - At Risk School Wide SCE - 6399 - \$15,384, Technology equipment - 199 PIC 11 - Instructional Services - 6398 - \$2,000, Supplies and Materials - 199 PIC 11 - Instructional Services - 6399 - \$14,756</p>

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 2025, 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 7 component points.

2023-24: 12 of 32 Academic Achievement Points Met; 37.5% Component Points

2022-23: 16 of 32 Academic Achievement Points Met; 50.0% Component Points (Baseline Year)

Evaluation Data Sources: 2023 Federal Identification of Schools and 2024 Texas Education Agency Data Tables

Strategy 1 Details
<p>Strategy 1: All LMS core content teams will be using our DDI protocol and ESF framework to internalize lesson plans, provide CFA's, analyze data, and implement reteach lessons.</p> <p>Strategy's Expected Result/Impact: Grow all students in all content areas and STAAR.</p> <p>Staff Responsible for Monitoring: Teachers ILT Specialists</p> <p>Title I: 2.4, 2.6</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 2025, the rate of Emergent Bilingual/English Learners increasing at least one composite score level on the TELPAS will meet or exceed the expected growth target for English Language Proficiency Status.

2023-24: TELPAS Progress Rate 39%

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

Evaluation Data Sources: 2023 Federal Identification of Schools and 2024 Texas Education Agency Data Tables

Strategy 1 Details

Strategy 1: Improve parent and school communication.

Strategy's Expected Result/Impact: Parents more aware and abreast of how to support and help their students.

Staff Responsible for Monitoring: Administration

Teachers

ILT

Title I:

2.6, 4.1, 4.2

Funding Sources: Supplies and Materials- PFE - 211 - Title I, Part A - 61.6399 - \$2,450, Supplemental Pay- PFE - 211 - Title I, Part A - 61.6121 - \$400, MISC. Operating Expenses- PFE - 211 - Title I, Part A - 61.6499 - \$600

Strategy 2 Details

Strategy 2: EB students will participate in SWRL lessons during Lion Time to improve academic achievement and move to dismissal in TELPAS.

Strategy's Expected Result/Impact: More students moving into mainstream general education classes.

Staff Responsible for Monitoring: Teachers

Administration

Specialists

Title I:

2.4

Funding Sources: Supplies and Materials - 199 PIC 25 - ESL/Bilingual - 6399 - \$16,425

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 2025, 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 Reading and Writing (RW) and 5 percentage points in Mathematics.

2023-24: 15% Met RW; 6% Met Mathematics; 4% Met Both (Baseline Year)

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

Strategy 1 Details
<p>Strategy 1: CTE will provide learning opportunities for students to gain academic credits now before going to high school.</p> <p>Strategy's Expected Result/Impact: Students will begin high school with credits for graduation.</p> <p>Staff Responsible for Monitoring: Teachers Staff</p> <p>Funding Sources: Supplies and Materials - 199 PIC 22 - Career & Technology - 6399 - \$8,580</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 2024: 188 students completed one or more 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)

Strategy 1 Details
<p>Strategy 1: Landrum Middle School will increase advanced course enrollment through CTE by offering more advanced courses. For example: Spanish, Art AAC, and Engineering.</p> <p>Identifying correct placement of students through MAP and STAAR data.</p> <p>Strategy's Expected Result/Impact: More students will enter high school with more credits towards graduation.</p> <p>Staff Responsible for Monitoring: Teachers Staff</p> <p>Title I: 2.4, 2.6</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 2025, 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

Strategy 1 Details
<p>Strategy 1: LMS will be using Lion Time to complete T-2-4 counselor lessons. PBIS committee and team will be focused on PRIDE for self, school, and others. Students will be recognized each 9 weeks. LMS has increased the number of students in electives for Teen Leadership, Student Council, and NJHS. LMS will be offering parent engagement trainings to support the work at home and strengthen school/home partnerships.</p> <p>Strategy's Expected Result/Impact: Increasing student knowledge about future opportunities in the system.</p> <p>Staff Responsible for Monitoring: Teachers Staff</p> <p>Title I: 2.6, 4.2</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

Strategy 1 Details

Strategy 1: Core EIT's, MCL, Teacher Assistant, and reading specialists hired to help support teachers and students with classroom management, and teacher support. Specialists and EIT will lead school wide professional development regarding Data Driven Instruction. (DDI)

Strategy's Expected Result/Impact: Teacher capacity
Stronger learning outcomes and performance

Staff Responsible for Monitoring: Teachers
Administration
Support staff

Title I:
2.4, 2.5, 2.6

Funding Sources: Staff Payroll - 211 - Title I, Part A - 6100 - \$328,952, Region 4 - 211 - Title I, Part A - 13.6239 - \$300

Strategy 2 Details

Strategy 2: Teachers will provide tutorials after school for students not showing progress and needing extra support. Tutorials will also be used to meet new HB 1416.

Strategy's Expected Result/Impact: Less students attending summer school
More students meeting grade level expectations and requirements.

Staff Responsible for Monitoring: Teachers
Staff

Funding Sources: Tutorials - 211 - Title I, Part A - 11.6116 - \$4,000

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

Strategy 1 Details
<p>Strategy 1: LMS will provide a safe learning environment for students, staff, and community needs.</p> <p>Strategy's Expected Result/Impact: Overall improvement in climate of staff and community.</p> <p>Funding Sources: Supplies and Materials - 199 PIC 99 - Undistributed - 6399 - \$11,350</p>

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

Performance Objective 4: STUDENT ATTENDANCE: By June 2025, student attendance at Landrum Middle School will increase or will be \geq 98%.

Evaluation Data Sources: Skyward data and Texas Academic Performance Report

Strategy 1 Details
<p>Strategy 1: LMS has a weekly grade level competition that celebrates the highest attendance weekly rate. This year LMS will have a end of the 9 weeks award for the students with high attendance.</p> <p>Strategy's Expected Result/Impact: Increasing attendance will lead to better student performance outcomes.</p> <p>Staff Responsible for Monitoring: Teachers ILT</p> <p>Title I: 2.4, 2.5</p> <p>- TEA Priorities: Connect high school to career and college, Improve low-performing schools</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

Strategy 1 Details
<p>Strategy 1: LMS will continue with Live Schools and provide a PBIS store for students and staff for academic gains, growth, and behavior.</p> <p>Strategy's Expected Result/Impact: More students in class during instructional time.</p> <p>Staff Responsible for Monitoring: All staff</p> <p>Funding Sources: Misc. expenses - 199 PIC 11 - Instructional Services - 6499 - \$2,000, Misc. expenses - 199 PIC 99 - Undistributed - 6499 - \$4,000</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

Strategy 1 Details
<p>Strategy 1: CAMPUS SAFETY COMMITTEE: Establish Campus Safety Committees composed of a cross section of stakeholders to look at matters related to campus safety.</p> <p>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.</p> <p>Staff Responsible for Monitoring: Administrators</p>
Strategy 2 Details
<p>Strategy 2: Participate in campus safety audit.</p> <p>Strategy's Expected Result/Impact: Campus will develop action plans to address any deficiencies as a result of safety audits.</p> <p>Staff Responsible for Monitoring: Administrators Safety Committee</p>

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 (EOP) that comply with SB 11, and include Standard Operating Procedures.

Evaluation Data Sources: Campus Emergency Operation Procedures Documents

Strategy 1 Details
<p>Strategy 1: EMERGENCY OPERATIONS PROCEDURES: Campus EOP will align to the best practices from the Texas School Safety Center and the Standard Operating Procedures.</p> <p>Strategy's Expected Result/Impact: Campus EOP turned in and filed by September 1st.</p> <p>Staff Responsible for Monitoring: Administrators</p>
Strategy 2 Details
<p>Strategy 2: EMERGENCY OPERATIONS PROCEDURES: Update campus EOP annually and train staff at the start of each school year.</p> <p>Strategy's Expected Result/Impact: Campus procedures maintained in campus EOP. Staff training documents maintained. EOP submitted by September 1.</p> <p>Staff Responsible for Monitoring: Administrators Safety Committee</p>

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)

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	1	1	Software	6397	\$7,000.00
1	1	1	Payroll payments	6116	\$3,000.00
1	1	1	Substitutes	6112	\$1,500.00
1	1	2	Student travel	6412-6494	\$900.00
1	2	1	Technology equipment	6398	\$2,000.00
1	2	1	Supplies and Materials	6399	\$14,756.00
3	1	1	Misc. expenses	6499	\$2,000.00
Sub-Total					\$31,156.00
Budgeted Fund Source Amount					\$31,156.00
+/- Difference					\$0.00
199 PIC 22 - Career & Technology					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	5	1	Supplies and Materials	6399	\$8,580.00
Sub-Total					\$8,580.00
Budgeted Fund Source Amount					\$8,580.00
+/- Difference					\$0.00
199 PIC 23 - Special Education					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	2	1	Supplies and Materials	6399	\$1,210.00
Sub-Total					\$1,210.00
Budgeted Fund Source Amount					\$1,210.00
+/- Difference					\$0.00
199 PIC 25 - ESL/Bilingual					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	4	2	Supplies and Materials	6399	\$16,425.00
Sub-Total					\$16,425.00

199 PIC 25 - ESL/Bilingual					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
Budgeted Fund Source Amount					\$16,425.00
+/- Difference					\$0.00
199 PIC 30 - At Risk School Wide SCE					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1	Substitutes	6112	\$500.00
1	2	1	Supplies and Materials	6399	\$15,384.00
Sub-Total					\$15,884.00
Budgeted Fund Source Amount					\$15,884.00
+/- Difference					\$0.00
199 PIC 99 - Undistributed					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1	Professional Development	6411	\$1,500.00
2	3	1	Supplies and Materials	6399	\$11,350.00
3	1	1	Misc. expenses	6499	\$4,000.00
Sub-Total					\$16,850.00
Budgeted Fund Source Amount					\$16,850.00
+/- Difference					\$0.00
211 - Title I, Part A					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1	Software	11.6397	\$5,458.00
1	1	2	Student Transportation	11.6494	\$400.00
1	1	2	Student travel	11.6412	\$400.00
1	2	1	Supplies and Materials	11.6399	\$2,000.00
1	4	1	Supplemental Pay- PFE	61.6121	\$400.00
1	4	1	MISC. Operating Expenses- PFE	61.6499	\$600.00
1	4	1	Supplies and Materials- PFE	61.6399	\$2,450.00
2	2	1	Region 4	13.6239	\$300.00
2	2	1	Staff Payroll	6100	\$328,952.00
2	2	2	Tutorials	11.6116	\$4,000.00
Sub-Total					\$344,960.00

211 - Title I, Part A					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
				Budgeted Fund Source Amount	\$344,960.00
				+/- Difference	\$0.00
				Grand Total Budgeted	\$435,065.00
				Grand Total Spent	\$435,065.00
				+/- Difference	\$0.00