Spring Branch Independent School District

Landrum Middle School

2022-2023 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

Needs Assessment Overview

Needs Assessment Overview Summary

2022-2023 TIP   (Link TIP here)

Demographics

Demographics Summary

Landrum student population:

African American   3%

Hispanic 92%

White 3%

American Indian 2%

Asian 1%

Two or more races 2%

| 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%

| Student Information | ---------------- Campus ---------------- | | District | State |
	Count	Percent	District	State
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%
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: Total Students with Disabilities	95			
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%		

Demographics Strengths

Landrum Middle School is a community school. Many of our families attended Landrum as a student as well. Our population mirrors our surroundings and community. This is also reflected in our staff.

Problem Statements Identifying Demographics Needs

Problem Statement 1: Many of our LMS students lack the needed language proficiency to exit the ESL program. **Root Cause:** Lack of access, opportunities and some formal education. There's a high mobility rate amongst students and families which attributes to learning gaps.

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)
	2018	69%	68%	55%	*	53%	86%	-	100%	-	*	38%	*	55%	58%	54%	51%
At Meets Grade Level or Above	2019	37%	38%	22%	18%	22%	20%	*	-	-	*	9%	*	22%	23%	23%	22%
	2018	39%	41%	25%	*	22%	71%	-	83%	-	*	29%	*	24%	28%	23%	22%
At Masters Grade Level	2019	18%	18%	8%	9%	8%	0%	*	-	-	*	0%	*	8%	6%	8%	7%
	2018	19%	23%	12%	*	11%	29%	-	17%	-	*	25%	*	11%	14%	10%	8%
Grade 6 Mathematics At Approaches Grade Level or Above	2019	81%	80%	66%	55%	66%	80%	*	-	-	*	26%	*	67%	61%	66%	67%
	2018	77%	74%	55%	*	53%	86%	-	100%	-	*	40%	*	57%	50%	54%	53%
At Meets Grade Level or Above	2019	47%	51%	26%	18%	26%	40%	*	-	-	*	14%	*	28%	18%	26%	27%
	2018	44%	47%	23%	*	22%	29%	-	83%	-	*	24%	*	23%	24%	21%	22%
At Masters Grade Level	2019	21%	26%	5%	0%	6%	0%	*	-	-	*	3%	*	6%	2%	6%	6%
	2018	18%	22%	6%	*	5%	0%	-	50%	-	*	24%	*	6%	8%	5%	5%
Grade 7 Reading At Approaches Grade Level or Above	2019	76%	74%	62%	75%	59%	78%	-	100%	-	*	43%	*	64%	52%	62%	58%
	2018	74%	73%	67%	63%	67%	67%	-	75%	-	*	32%	43%	71%	52%	66%	65%
At Meets Grade Level or Above	2019	49%	51%	36%	25%	33%	78%	-	100%	-	*	33%	*	39%	25%	36%	34%
	2018	48%	51%	37%	31%	35%	44%	-	75%	-	*	27%	29%	40%	25%	35%	33%
At Masters Grade Level	2019	29%	34%	19%	13%	17%	56%	-	43%	-	*	14%	*	20%	12%	18%	16%
	2018	29%	32%	21%	25%	20%	11%	-	63%	-	*	23%	29%	23%	14%	20%	18%
Grade 7 Mathematics At Approaches Grade Level or Above	2019	75%	75%	58%	25%	56%	100%	-	100%	-	*	43%	*	60%	49%	58%	56%
	2018	72%	73%	60%	63%	59%	67%	-	71%	-	*	22%	43%	65%	44%	58%	56%
At Meets Grade Level or Above	2019	43%	51%	26%	0%	23%	56%	-	100%	-	*	33%	*	24%	32%	26%	25%
	2018	40%	48%	25%	31%	23%	44%	-	71%	-	*	19%	29%	27%	18%	24%	22%
At Masters Grade Level	2019	17%	25%	7%	0%	6%	22%	-	14%	-	*	0%	*	7%	8%	7%	7%
	2018	18%	26%	10%	6%	10%	11%	-	29%	-	*	19%	0%	11%	6%	10%	9%
Grade 7 Writing At Approaches Grade Level or Above	2019	70%	68%	60%	75%	57%	90%	-	100%	-	*	38%	*	61%	56%	61%	57%

		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)
	2018	69%	66%	56%	69%	54%	78%	-	75%	-	*	22%	29%	59%	46%	54%	51%
At Meets Grade Level or Above	2019	42%	44%	34%	25%	32%	60%	-	86%	-	*	33%	*	36%	26%	35%	33%
	2018	43%	43%	25%	38%	22%	56%	-	50%	-	*	19%	29%	27%	17%	23%	21%
At Masters Grade Level	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%

	Year	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)
	2018	65%	62%	64%	*	63%	83%	-	-	-	*	17%	*	66%	50%	64%	62%
At Meets Grade Level or Above	2019	37%	42%	34%	36%	33%	33%	-	63%	-	*	21%	*	36%	24%	34%	32%
	2018	36%	33%	28%	*	28%	33%	-	-	-	*	3%	*	30%	18%	28%	27%
At Masters Grade Level	2019	21%	26%	17%	29%	15%	22%	-	63%	-	*	4%	*	17%	18%	16%	15%
	2018	21%	19%	11%	*	10%	17%	-	-	-	*	3%	*	11%	8%	11%	9%
End of Course Algebra I At Approaches Grade Level or Above	2019	85%	84%	98%	*	99%	83%	-	100%	-	*	-	-	98%	100%	98%	99%
	2018	83%	85%	99%	-	99%	*	-	*	-	*	*	*	99%	*	99%	99%
At Meets Grade Level or Above	2019	61%	61%	84%	*	84%	67%	-	100%	-	*	-	-	83%	100%	86%	86%
	2018	55%	58%	77%	-	77%	*	-	*	-	*	*	*	76%	*	76%	78%
At Masters Grade Level	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%

		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continu-ously Enrolled	Non-Continu-ously Enrolled	Econ Disadv	EL (Current & Monitored)
	2018	81%	78%	65%	63%	65%	81%	*	86%	-	43%	27%	64%	68%	51%	64%	64%
At Meets Grade Level or Above	2019	52%	53%	35%	30%	33%	63%	*	87%	-	44%	20%	20%	35%	33%	34%	33%
	2018	50%	49%	31%	29%	30%	38%	*	79%	-	29%	14%	36%	32%	23%	29%	30%
At Masters Grade Level	2019	26%	27%	12%	9%	11%	28%	*	47%	-	11%	3%	7%	12%	9%	11%	11%
	2018	24%	22%	10%	4%	10%	8%	*	43%	-	14%	13%	0%	11%	7%	10%	10%
All Grades Writing At Approaches Grade Level or Above	2019	68%	67%	60%	75%	57%	90%	-	100%	-	*	38%	*	61%	56%	61%	57%
	2018	66%	64%	56%	69%	54%	78%	-	75%	-	*	22%	29%	59%	46%	54%	51%
At Meets Grade Level or Above	2019	38%	40%	34%	25%	32%	60%	-	86%	-	*	33%	*	36%	26%	35%	33%
	2018	41%	41%	25%	38%	22%	56%	-	50%	-	*	19%	29%	27%	17%	23%	21%
At Masters Grade Level	2019	14%	17%	10%	0%	9%	20%	-	43%	-	*	10%	*	9%	13%	10%	7%
	2018	13%	16%	8%	19%	5%	22%	-	50%	-	*	19%	0%	9%	4%	7%	5%
All Grades Science At Approaches Grade Level or Above	2019	81%	80%	70%	86%	68%	100%	-	75%	-	60%	26%	38%	70%	69%	69%	67%
	2018	80%	77%	69%	50%	69%	89%	*	-	-	*	23%	100%	72%	52%	69%	69%
At Meets Grade Level or Above	2019	54%	55%	38%	29%	35%	83%	-	75%	-	60%	16%	25%	40%	32%	36%	34%
	2018	51%	51%	37%	17%	37%	78%	*	-	-	*	5%	20%	39%	30%	38%	35%
At Masters Grade Level	2019	25%	28%	13%	21%	9%	50%	-	75%	-	20%	6%	0%	14%	11%	12%	10%
	2018	23%	23%	15%	0%	16%	11%	*	-	-	*	2%	20%	17%	2%	15%	16%
All Grades Social Studies At Approaches Grade Level or Above	2019	81%	82%	67%	64%	65%	100%	-	75%	-	*	38%	*	69%	56%	66%	63%
	2018	78%	78%	64%	*	63%	83%	-	-	-	*	17%	*	66%	50%	64%	62%
At Meets Grade Level or Above	2019	55%	60%	34%	36%	33%	33%	-	63%	-	*	21%	*	36%	24%	34%	32%
	2018	53%	54%	28%	*	28%	33%	-	-	-	*	3%	*	30%	18%	28%	27%
At Masters Grade Level	2019	33%	39%	17%	29%	15%	22%	-	63%	-	*	4%	*	17%	18%	16%	15%
	2018	31%	34%	11%	*	10%	17%	-	-	-	*	3%	*	11%	8%	11%	9%

Student Learning Strengths

Landrum Middle School showed gains in the approaches level in every tested area and tested grade level. There's been a big increase in focus with our EB students and instruction. The LMS PLC process has been strengthened by every team and content areas identify and track unit essentials.

Problem Statements Identifying Student Learning Needs

Problem Statement 1: There's been a intentional focus on approaches for student achievement. Although student achievement increased in the approaches level, LMS missed the mark in meets and masters. **Root Cause:** Not having a systemic approach to respond to data. Also keeping the bar at approaches and not masters caused improvement but not enough, especially in the areas of meets and masters.

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. Campus implements at least one strategy per week with TELPAS Tuesday's.

- Created a PBIS behavior management system. Lions exhibit PRIDE- Prepared, Respect, Integrity, Determined, Excellence.

- Use of priority standards to create meaningful lessons aligned to state assessment requirements.

- Effective PLCs = 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.

School Processes & Programs Strengths

Landrum Middle School participated in the first cohort of PBIS. The implemented a PBIS team that had 3 days of training and created our mantra of Lion "PRIDE".

P- prepared

R- respect

I- integrity

D- determined

E- excellence

This process has created a school wide common language in how we improve campus culture and behavior. An audit was conducted at the end of last year and most all implementation was in place and working. The areas of improvement were: Teacher acknowledgement, consistent use of language in the classrooms, and use the reward system.

To address the recommendations for improvement, LMS is using Live Schools for student acknowledgement and new PRIDE acronym for better understanding.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1: The number of OSS and no systemic common language approach to discipline were high compared to other district and like schools. **Root Cause:** No

systemic approach, and consistent monitoring of what's working and not working. Only administration owning and creating procedures to address behavior.

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.

Perceptions Strengths

There's been a significant focus on improving family/school connectedness.

For example:

- Two community walks per year
- Family engagement monthly sessions driven by student data and trends
- TELPAS parent engagement night
- Culture celebration
- School Carnival
- Landrum Alumni support

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Priority Problem Statements

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 2023, Landrum Middle School will increase student performance on STAAR Grades 6-8 exams in reading and math by at least 8% in approaches level and 5% in meets and masters levels.

All Students:
2021-22: Reading: 66% (approaches), 40% (meets), 21% (masters); Math: 60% (approaches), 24% (meets), 7% (masters)
2020-21: Reading: 58% (approaches), 32% (meets), 14% (masters); Math: 52% (approaches), 23% (meets), 7% (masters)

Only Landrum Middle School Students (excludes KIPP Courage):
2021-22: Reading: 60% (approaches), 32% (meets), 15% (masters); Math: 60% approaches), 23% (meets), 6% (masters)
2020-21: Reading: 53% (approaches), 29% (meets), 13% (masters); Math: 52% (approaches), 24% (meets), 7% (masters)

Evaluation Data Sources: State Accountability Report Domain 1 (available mid-August)

Strategy 1 Details	Reviews			
Strategy 1: 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.	**Formative**			**Summative**
	Oct	**Jan**	**Apr**	**June**
Strategy's Expected Result/Impact: 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. **Staff Responsible for Monitoring:** Teachers Instructional Specialists Administrators **Funding Sources:** Other Reading Materials-Lib - 199 PIC 99 - Undistributed - 199.12.6329.000.041.99.0.041 - $2,000, Other Payroll Payments - 199 PIC 11 - Instructional Services - 199.11.6116.000.041.11.0.041 - $1,000, Salary - 211 - Title I, Part A - 6119 and 6129 - $250,995, Other Reading Materials - 211 - Title I, Part A - 12.6329 - $5,000, Supplies and Materials - 282 ARP21 (ESSER III Campus Allocations) - $13,400, Overtime - 199 PIC 99 - Undistributed - 199.52.6121.000.041.99.0.041 - $600				

Strategy 2 Details	Reviews			
Strategy 2: 6th-8th grade students will attend TEKS based study trips to support rigorous academic standards.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Teachers Administrators Counselors Instructional Leadership Team **Staff Responsible for Monitoring:** Teachers Administrators Counselors Instructional Leadership Team **Funding Sources:** Medicare - 199 PIC 23 - Special Education - 199.11.6141.000.041.23.0.041, Substitute - 199 PIC 23 - Special Education - 199.11.6112.000.041.23.0.041, Workers Comp - 199 PIC 23 - Special Education - 199.11.6143.000.041.23.0.041, Student Travel - 211 - Title I, Part A - 6412 - $7,500, Student Transportation - 211 - Title I, Part A - 6494 - $5,000, Transportation - 282 ARP21 (ESSER III Campus Allocations) - $5,000, Travel- Employee - 199 PIC 99 - Undistributed - 199.23.6411.000.041.99.0.041 - $1,500, Supplies and Materials - 199 PIC 23 - Special Education - $910, Student Travel - 199 PIC 11 - Instructional Services - $1,000	Oct	Jan	Apr	June

Strategy 3 Details	Reviews			
Strategy 3: Teachers will participate in weekly department PLCs 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.	**Formative**			**Summative**
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 the STAAR assessments. Elevated student awareness to encourage continuing education. **Staff Responsible for Monitoring:** Teachers Instructional Specialists Librarian Administrators **Funding Sources:** Software - 211 - Title I, Part A - 6397 - $5,000, Region 4 - 211 - Title I, Part A - 6239 - $1,423, Employee Travel - 211 - Title I, Part A - 6411 - $3,000, Other Reading Materials - 211 - Title I, Part A - 6329 - $2,500, Leveled Texts - 282 ARP21 (ESSER III Campus Allocations) - $13,000, Library Texts - 282 ARP21 (ESSER III Campus Allocations) - $5,000, Misc. Contracted Services - 211 - Title I, Part A - 6299 - $1,424, Supplies and Materials - 199 PIC 11 - Instructional Services - $20,021	Oct	Jan	Apr	June

0% No Progress	100% Accomplished	→ Continue/Modify	✕ Discontinue

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 % of students demonstrating progress in reading and math by 5% points or more on MOY MAP and by 8% points year over year on STAAR Progress.

2021-22: Reading - 49% met CGI; Math - 43% met CGI; 66% of STAAR Progress (Baseline Year)

Evaluation Data Sources: BOY to MOY MAP Reports Grades 6-8
Year over year STAAR progress Grades 6-8 (Campus Accountability Report, Domain 2A component score available in August)

Strategy 1 Details	Reviews			
Strategy 1: Teachers will use MAP data to determine if students are making growth and create plans for intervention or extension in order to close gaps.	Formative			Summative
Strategy's Expected Result/Impact: Students will take ownership of their growth via MAP goal setting. **Staff Responsible for Monitoring:** Teachers Content Specialists Administrators	Oct	Jan	Apr	June

Strategy 2 Details	Reviews			
Strategy 2: Teachers will provide specific and timely feedback to students on their performance. Teachers will use All In Learning, Formative, Read 180 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.	Formative			Summative
Strategy's Expected Result/Impact: Student maintained data trackers, ISNs, All In Learning, exit tickets and Google classrooms to increase student awareness and motivation. **Staff Responsible for Monitoring:** Administrators Content Specialists	Oct	Jan	Apr	June
Funding Sources: 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 - $5,000, Supply/Materials - 199 PIC 11 - Instructional Services - 199.11.6399.000.041.11.0.041 - $17,000, Supplies and Materials - 199 PIC 99 - Undistributed - $3,390				

Strategy 3 Details	Reviews			
Strategy 3: All teachers will be trained on and incorporate 7 Steps to a Language Rich Interactive Classroom to support EB students to demonstrate progress in content areas and close gaps.	**Formative**			**Summative**
	Oct	Jan	Apr	June
Strategy's Expected Result/Impact: Students will be engaged in lessons that are rich in visuals, vocabulary development and higher rigor to gain a deeper understanding of the content. **Staff Responsible for Monitoring:** Administrators Content Specialists **Funding Sources:** Supplies/Materials- At Risk - 199 PIC 30 - At Risk School Wide SCE - 199.11.6399.000.041.30.0.041 - $12,850				

Strategy 4 Details	Reviews			
Strategy 4: Landrum will add an EIT position in science. This role will coach staff on how to effectively review data, plan and implement learning experiences for their students.	**Formative**			**Summative**
	Oct	Jan	Apr	June
Strategy's Expected Result/Impact: Students will now have voice and agency in their learning experiences and will be able to perform at higher levels on assessments. **Staff Responsible for Monitoring:** Administrators Content Specialists				

Strategy 5 Details	Reviews			
Strategy 5: Science teachers will use Gizmos to reinforce content taught and allow students to build schema to understand complex concepts.	**Formative**			**Summative**
	Oct	Jan	Apr	June
Strategy's Expected Result/Impact: Students will attain and retain learned curriculum and perform at the mastery level on state assessments. **Staff Responsible for Monitoring:** Administration Science Expanded Impact Teacher				

Strategy 6 Details	Reviews			
Strategy 6: Students will be expected to use a student data tracker in all content areas to acquire a deeper understanding of their learning or misconceptions to enhance the culture of student ownership.	**Formative**			**Summative**
	Oct	Jan	Apr	June
Strategy's Expected Result/Impact: Students taking ownership in their learning and maintaining higher student achievement. **Staff Responsible for Monitoring:** Teachers				

Strategy 7 Details	Reviews			
Strategy 7: Social Studies teachers will use Activ Classroom to reinforce content taught and provide rich learning experiences for all students. Activ Classrooms also provides intervention and extension assessments. **Strategy's Expected Result/Impact:** Students will show learning growth in Social Studies TEKS expectations as they build schema with warm-up questions. **Staff Responsible for Monitoring:** Administration Teachers	**Formative**			**Summative**
	Oct	**Jan**	**Apr**	**June**

0% No Progress	100% Accomplished	→ Continue/Modify	✕ Discontinue

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

Performance Objective 3: ADVANCED COURSES: Increase the number of students enrolled in advanced courses.

Fall 2022: 313 students enrolled in one or more advanced courses
Fall 2021: 283 students enrolled in one or more advanced courses

Evaluation Data Sources: Skyward Course Enrollment Data

Strategy 1 Details	Reviews			
Strategy 1: 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**			**Summative**
	Oct	**Jan**	**Apr**	**June**
Strategy's Expected Result/Impact: Students will earn high school credits in middle school. **Staff Responsible for Monitoring:** Administration Counselors Teachers **Funding Sources:** Supplies and Materials - 199 PIC 22 - Career & Technology - $1,735				
0% No Progress 100% Accomplished ➡ Continue/Modify ✖ Discontinue				

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 2023, the rate of Emergent Bilingual/English Learners increasing at least one Composite Score level will increase by 7 percentage points or ≥ to 80%.

All Students:
2021-2022: TELPAS Progress Rate 40% (Based on completed TELPAS administrations in both 2021 and 2022.)

Only Landrum Middle School Students (excludes KIPP Courage):
2021-2022: TELPAS Progress Rate 44% (Based on completed TELPAS administrations in both 2021 and 2022.)

Evaluation Data Sources: State Accountability Report Domain 3

Strategy 1 Details	Reviews			
Strategy 1: Landrum will implement Talk Read Talk Write strategies in content areas and ILT will conduct learning walks for implementation and monitoring. LMS will have PD for all content areas to improve campus wide strategies to improve our EB student's academic progress.	**Formative**			**Summative**
	Oct	**Jan**	**Apr**	**June**
Strategy's Expected Result/Impact: More EB students will show growth and exit before leaving for high school. **Staff Responsible for Monitoring:** Teachers Specialist Multilingual department				

Strategy 2 Details	Reviews			
Strategy 2: All teachers will be trained on ELPS and be aware of students TELPAS scores to determine small group, differentiated instruction using EB strategies. Teachers will implement TELPAS Tuesday's to review strategies to for the week.	**Formative**			**Summative**
	Oct	**Jan**	**Apr**	**June**
Strategy's Expected Result/Impact: More EB students will show growth and exit before leaving for high school. **Staff Responsible for Monitoring:** Teachers Specialist Multilingual department **Funding Sources:** Supplies and Materials - 199 PIC 25 - ESL/Bilingual - $9,725				

Strategy 3 Details	Reviews			
Strategy 3: LMS will add EB tutor to support small group intervention.	**Formative**			**Summative**
Strategy's Expected Result/Impact: More EB students will show growth and exit before leaving for high school.	**Oct**	**Jan**	**Apr**	**June**
Staff Responsible for Monitoring: Teachers Tutor ILT **Funding Sources:** 282 ARP21 - 282 ARP21 (ESSER III Campus Allocations) - $27,300				

0% No Progress   100% Accomplished   → Continue/Modify   ✕ Discontinue

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

Performance Objective 1: INTERVENTIONS: By June 2023, Landrum Middle School will implement TIER II interventions with students identified as needing additional supports in reading and/or math.

    Evaluation Data Sources: MAP

Strategy 1 Details	Reviews			
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.	**Formative**			**Summative**
Strategy's Expected Result/Impact: More effective approach for students that need Tier II support. Teacher's first teach and intervention practices will be stronger.	**Oct**	**Jan**	**Apr**	**June**
Staff Responsible for Monitoring: Staff CAIS ILT				

0%	No Progress	100%	Accomplished	→	Continue/Modify	✖	Discontinue

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

Performance Objective 2: 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	Reviews			
Strategy 1: Students will participate in a Bridge Year event to explore high growth and high demand jobs.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Students will learn about these career opportunities for paths to gainful employment. **Staff Responsible for Monitoring:** Administrators Counselors **Funding Sources:** Student Transfer - 199 PIC 99 - Undistributed - 199.52.6121.000.041.99.0.041	**Oct**	**Jan**	**Apr**	**June**
Strategy 2 Details	**Reviews**			
Strategy 2: Students will complete a course selection process aligned to their career and endorsement path for their 9th grade year.	**Formative**			**Summative**
Strategy's Expected Result/Impact: All students will have a full schedule of courses selected for 9th grade. **Staff Responsible for Monitoring:** Administrators Counselors	**Oct**	**Jan**	**Apr**	**June**
Strategy 3 Details	**Reviews**			
Strategy 3: Students will complete a 4-Year Plan prior to entering 9th grade.	**Formative**			**Summative**
Strategy's Expected Result/Impact: All 8th grade students will: -choose a career path aligned to an endorsement, and -plan their courses across all 4 years of high school. **Staff Responsible for Monitoring:** Administrators Counselors	**Oct**	**Jan**	**Apr**	**June**
0% No Progress 100% Accomplished → Continue/Modify ✗ Discontinue				

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

Performance Objective 3: CORE CHARACTERISTICS OF A T-2-4 READY GRADUATE: By June 2023, 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	Reviews			
Strategy 1: Landrum will incorporate PBIS strategies to have a common language and expectations for all students to promote ethical and service minded empathetic and self aware students.	**Formative**			**Summative**

Strategy's Expected Result/Impact: Behavior referrals will decrease and improve academic results. Students will be more responsible for their actions.
    Staff Responsible for Monitoring: All staff
SOC
 	
    Title I:
4.1, 4.2
    Funding Sources: Community Services - 211 - Title I, Part A - 61.6299, 6329,6399,6499 - $3,072
	Oct	**Jan**	**Apr**	**June**

Strategy 2 Details	Reviews			
Strategy 2: Landrum will implement campus wide Lion Time to provide interventions and extensions for all students. This will incorporate persistent and adaptable and academically prepared students.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Students will be equipped with the knowledge skills to be successful in life and perseveres with confidence. **Staff Responsible for Monitoring:** All staff.	**Oct**	**Jan**	**Apr**	**June**

Strategy 3 Details	Reviews			
Strategy 3: Landrum will incorporate a new study skills class geared for students to extend high levels of learning through project based activities. This will incorporate academic prepared and being a resourceful problem solver.	**Formative**			**Summative**
Strategy's Expected Result/Impact: More students will be able to move to meets and masters levels in state assessments. **Staff Responsible for Monitoring:** Study skills teachers MISF Advanced Academics Administration	**Oct**	**Jan**	**Apr**	**June**

0% No Progress	100% Accomplished	→ Continue/Modify	✖ Discontinue

Goal 3: SAFE SCHOOLS. Landrum Middle School will ensure a safe and orderly 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	Reviews			
Strategy 1: Landrum Middle School will use hallway passes and 10/10 rule for all students that are leaving the classrooms for restrooms and tardies. **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. **Staff Responsible for Monitoring:** All staff	**Formative**			**Summative**
	Oct	**Jan**	**Apr**	**June**
0% No Progress	100% Accomplished	→ Continue/Modify	✕ Discontinue	

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

Strategy 1 Details	Reviews			
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.	**Formative**			**Summative**
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	**Oct**	**Jan**	**Apr**	**June**
Strategy 2 Details	**Reviews**			
Strategy 2: HARRIS COUNTY DEPARTMENT OF EDUCATION: Participate in the Harris County Department of Education (HCDE) campus safety audit.	**Formative**			**Summative**
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	**Oct**	**Jan**	**Apr**	**June**
0% No Progress 100% Accomplished → Continue/Modify ✕ Discontinue				

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

Strategy 1 Details	Reviews			
Strategy 1: EMERGENCY OPERATIONS PROCEDURES: Campus EOP will align to the best practices from the Texas School Safety Center and the Standard Operating Procedures, such as the "I Love You Guys" Foundation.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Campus EOP turned in and filed by September 1st. **Staff Responsible for Monitoring:** Administrators	**Oct**	**Jan**	**Apr**	**June**
Strategy 2 Details	**Reviews**			
Strategy 2: EMERGENCY OPERATIONS PROCEDURES: Update campus EOP annually and train staff at the start of each school year.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Campus procedures maintained in campus EOP. Staff training documents maintained. EOPs submitted by September 1. **Staff Responsible for Monitoring:** Administrators Safety Committee **Funding Sources:** Supply- Clinic - 199 PIC 99 - Undistributed - 199.33.6399.000.041.99.0.041	**Oct**	**Jan**	**Apr**	**June**

0% No Progress   100% Accomplished   Continue/Modify   ✗ Discontinue

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	Reviews			
Strategy 1: Conduct frequent budget meetings with Administrative Assistant and Campus Finance Specialist to review and manage money and budget. **Strategy's Expected Result/Impact:** Error free records. Documentation of purchases and orders. **Staff Responsible for Monitoring:** Principal Administrative Assistant	**Formative**			**Summative**
	Oct	**Jan**	**Apr**	**June**
0% No Progress	100% Accomplished	→ Continue/Modify	✖ Discontinue	

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	$1,000.00
1	1	2	Student Travel		$1,000.00
1	1	3	Supplies and Materials		$20,021.00
1	2	2	Supply/Materials	199.11.6399.000.041.11.0.041	$17,000.00
				Sub-Total	$39,021.00
				Budgeted Fund Source Amount	$39,021.00
				+/- Difference	$0.00

199 PIC 22 - Career & Technology

Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	3	1	Supplies and Materials		$1,735.00
				Sub-Total	$1,735.00
				Budgeted Fund Source Amount	$1,735.00
				+/- Difference	$0.00

199 PIC 23 - Special Education

Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	2	Supplies and Materials		$910.00
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
				Sub-Total	$910.00
				Budgeted Fund Source Amount	$910.00
				+/- Difference	$0.00

199 PIC 25 - ESL/Bilingual

Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	4	2	Supplies and Materials		$9,725.00
				Sub-Total	$9,725.00
				Budgeted Fund Source Amount	$9,725.00

			199 PIC 25 - ESL/Bilingual		
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
				+/- Difference	$0.00

			199 PIC 30 - At Risk School Wide SCE		
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	2	3	Supplies/Materials- At Risk	199.11.6399.000.041.30.0.041	$12,850.00
				Sub-Total	$12,850.00
				Budgeted Fund Source Amount	$12,850.00
				+/- Difference	$0.00

			199 PIC 99 - Undistributed		
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	1	1	Overtime	199.52.6121.000.041.99.0.041	$600.00
1	1	1	Other Reading Materials-Lib	199.12.6329.000.041.99.0.041	$2,000.00
1	1	2	Travel- Employee	199.23.6411.000.041.99.0.041	$1,500.00
1	2	2	Technology Equipment	199.23.6398.000.041.99.0.041	$5,000.00
1	2	2	Supplies and Materials		$3,390.00
2	2	1	Student Transfer	199.52.6121.000.041.99.0.041	$0.00
3	3	2	Supply- Clinic	199.33.6399.000.041.99.0.041	$0.00
				Sub-Total	$12,490.00
				Budgeted Fund Source Amount	$12,490.00
				+/- Difference	$0.00

			211 - Title I, Part A		
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	1	1	Salary	6119 and 6129	$250,995.00
1	1	1	Other Reading Materials	12.6329	$5,000.00
1	1	2	Student Transportation	6494	$5,000.00
1	1	2	Student Travel	6412	$7,500.00
1	1	3	Misc. Contracted Services	6299	$1,424.00
1	1	3	Employee Travel	6411	$3,000.00
1	1	3	Software	6397	$5,000.00
1	1	3	Other Reading Materials	6329	$2,500.00
1	1	3	Region 4	6239	$1,423.00

211 - Title I, Part A					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	2	2	Supply/Material	6399	$17,286.00
1	2	2	Technology Equipment	6398	$5,000.00
2	3	1	Community Services	61.6299, 6329,6399,6499	$3,072.00
				Sub-Total	$307,200.00
				Budgeted Fund Source Amount	$307,200.00
				+/- Difference	$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	4	3	282 ARP21		$27,300.00
				Sub-Total	$63,700.00
				Budgeted Fund Source Amount	$84,871.00
				+/- Difference	$21,171.00
				Grand Total Budgeted	$468,802.00
				Grand Total Spent	$447,631.00
				+/- Difference	$21,171.00