

Spring Branch Independent School District

Landrum Middle School

2020-2021 Campus Improvement Plan



Mission Statement

Lions **I**nspire **O**thers to **N**ever **S**ettle

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.

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Comprehensive Needs Assessment

Demographics

Demographics Summary

Student Information	----- Campus -----		District	State
	Count	Percent		
Total Students	1,041	100.0%	34,632	5,416,400
Students by Grade:				
Early Childhood Education	0	0.0%	0.2%	0.3%
Pre-Kindergarten	0	0.0%	5.9%	4.4%
Kindergarten	0	0.0%	6.6%	6.9%
Grade 1	0	0.0%	6.7%	7.1%
Grade 2	0	0.0%	6.9%	7.2%
Grade 3	0	0.0%	7.2%	7.3%
Grade 4	0	0.0%	7.4%	7.6%
Grade 5	107	10.3%	7.6%	7.7%
Grade 6	318	30.5%	7.5%	7.7%
Grade 7	305	29.3%	7.3%	7.5%
Grade 8	311	29.9%	7.3%	7.5%
Grade 9	0	0.0%	7.8%	8.1%
Grade 10	0	0.0%	7.6%	7.4%
Grade 11	0	0.0%	7.0%	6.9%
Grade 12	0	0.0%	6.9%	6.5%
Ethnic Distribution:				
African American	38	3.7%	4.9%	12.6%
Hispanic	942	90.5%	59.2%	52.6%
White	34	3.3%	26.9%	27.4%
American Indian	3	0.3%	0.3%	0.4%
Asian	15	1.4%	6.5%	4.5%
Pacific Islander	0	0.0%	0.0%	0.2%
Two or More Races	9	0.9%	2.2%	2.4%

Student Information	----- Campus -----			
	Count	Percent	District	State
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%		

Student Achievement

Student Achievement 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%

	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	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%
	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%

	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)	
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%
	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%
	2018	86%	81%	70%	*	70%	100%	-	-	-	*	14%	*	73%	54%	71%	68%
At Meets Grade Level or Above	2019	55%	57%	48%	43%	46%	89%	-	75%	-	*	17%	*	51%	34%	45%	43%
	2018	49%	47%	30%	*	30%	50%	-	-	-	*	7%	*	31%	23%	31%	28%
At Masters Grade Level	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%
	2018	86%	75%	64%	*	64%	*	-	-	-	*	21%	*	65%	58%	63%	65%
At Meets Grade Level or Above	2019	57%	53%	33%	40%	32%	*	-	*	-	*	17%	*	32%	38%	33%	28%
	2018	51%	37%	24%	*	24%	*	-	-	-	*	7%	*	24%	23%	23%	27%
At Masters Grade Level	2019	17%	19%	4%	10%	3%	*	-	*	-	*	4%	*	3%	8%	3%	4%

		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)
Grade 8 Science	2018	15%	12%	2%	*	2%	*	-	-	-	*	3%	*	2%	0%	2%	2%
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%
At Masters Grade Level	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%
At Masters Grade Level	2019	25%	30%	14%	21%	11%	22%	-	75%	-	*	8%	*	15%	9%	13%	12%
Grade 8 Social Studies	2018	28%	28%	17%	*	18%	17%	-	-	-	*	3%	*	19%	3%	18%	18%
At Approaches Grade Level or Above	2019	69%	69%	67%	64%	65%	100%	-	75%	-	*	38%	*	69%	56%	66%	63%
At Meets Grade Level or Above	2018	65%	62%	64%	*	63%	83%	-	-	-	*	17%	*	66%	50%	64%	62%
At Masters Grade Level	2019	37%	42%	34%	36%	33%	33%	-	63%	-	*	21%	*	36%	24%	34%	32%
At Masters Grade Level	2018	36%	33%	28%	*	28%	33%	-	-	-	*	3%	*	30%	18%	28%	27%
At Masters Grade Level	2019	21%	26%	17%	29%	15%	22%	-	63%	-	*	4%	*	17%	18%	16%	15%
End of Course Algebra I	2018	21%	19%	11%	*	10%	17%	-	-	-	*	3%	*	11%	8%	11%	9%
At Approaches Grade Level or Above	2019	85%	84%	98%	*	99%	83%	-	100%	-	*	-	-	98%	100%	98%	99%
At Meets Grade Level or Above	2018	83%	85%	99%	-	99%	*	-	*	-	*	*	*	99%	*	99%	99%
At Masters Grade Level	2019	61%	61%	84%	*	84%	67%	-	100%	-	*	-	-	83%	100%	86%	86%
At Masters Grade Level	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%

	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)	
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%
	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%

		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)
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%

School Culture and Climate

School Culture and Climate Summary

Landrum has been using Panorama data to focus on school climate. With data showing climate as improving, for the 2020-2021 school year, Landrum will move it's focus to School Belonging.

SCHOOL CONNECTEDNESS: By June 2021, the % of Landrum Middle School students who feel connected as both individuals and learners will increase by at least [X] points.
Goal 2020: School belonging 57% 2019: School belonging 52% 2019-20: Not Rated due to COVID 2018-19: School Connectedness - 55% 2017-18: School Connectedness - 59%

Goals

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

Performance Objective 1: ACHIEVEMENT: By June 2021, Landrum Middle School will increase student performance on STAAR Grades 6-8 exams in reading and math by at least 3% points at each performance level (approaches, meets, masters).

All Students:

Goals: 2020-21: Reading 56% (approaches), 28% (meets), 13% (masters). Math 63% (approaches), 26% (meets) 7% (masters).

2019-20: Not Rated due to COVID

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

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

Only Landrum Middle School Students (excludes KIPP Courage):

2019-20: Not Rated due to COVID

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

Evaluation Data Sources: STAAR 3-8 Reports

Summative Evaluation: None

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 pre-AP classes, students will be provided text one grade level above their current reading level. 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 Material - 211 - Title I, Part A - 211.11.6329.000.041.30.0.000.FBG21 - \$5,000	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June

Strategy 2: 8th grade students will attend a college and career day at a SBISD campus. Strategy's Expected Result/Impact: Teachers Administrators Counselors Instructional Leadership Team Staff Responsible for Monitoring: Teachers Administrators Counselors Instructional Leadership Team	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3: Increased the number of study skill sections for all grade levels. Students will engage in research based learning and present their findings to the class. Students will learn how to take notes independently, research topics, make formal presentations, and test taking strategies. 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 - 211.11.6397.000.041.30.0.000.FBG21 - \$2,000	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
<div> <div>0% No Progress</div> <div>100% Accomplished</div> <div>→ Continue/Modify</div> <div>✗ Discontinue</div> </div>				

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

Performance Objective 2: GAP-CLOSING: By June 2021, Landrum Middle School will increase overall performance on STAAR Grades 6-8 exams to narrow the gap or improve performance above the target by at least 5% between EL students and non EL students while all performance improves.

2019-20: Not Rated due to COVID

2018-19: English Learners 4%; non-English Learners 38%

2017-18: English Learners 2%; non-English Learners 16%

Evaluation Data Sources: STAAR Reports and State Accountability Reports

Summative Evaluation: None

Strategy 1: Push for projects and presentations in both PreAP and Academic classes. Strategy's Expected Result/Impact: Students gain better understanding of content when responsible for presenting to others. Staff Responsible for Monitoring: Teachers Specialists Administration Funding Sources: Supply/Material - 211 - Title I, Part A - 211.11.6399.000.041.30.0.000.FBG21 - \$5,000	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2: SSRI- student choice, time to read, audio availability (during Do Now) Strategy's Expected Result/Impact: Students increase reading comprehension and fluency. Staff Responsible for Monitoring: Teachers Specialists Funding Sources: Other Reading Materials - 211 - Title I, Part A - 211.11.6329.000.041.30.0.000.FBG21 - \$1,000	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3: Teachers will incorporate ESL strategies in all lessons to engage students in reading, writing, listening and speaking. Strategy's Expected Result/Impact: Increase of students exiting LEP status;MAP growth; Increase STAAR approaches, Meets and Masters levels; Increase in PSAT scores; Increase in Panorama Survey. Staff Responsible for Monitoring: Teachers Specialists Funding Sources: Travel-Employee - 211 - Title I, Part A - 211.13.6411.000.041.30.0.000.FBG21 - \$4,500, Misc Contract Services - 211 - Title I, Part A - 211.13.6299.000.041.30.0.000.FBG21 - \$400, Region ESC Services - 211 - Title I, Part A - 211.13.6239.000.041.30.0.000.FBG21 - \$2,500	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June

Strategy 4: Provide Differentiation of Product, Process and/or Content at least twice a week, incorporating the Proficiency Scales included in District Curriculum Documents. Strategy's Expected Result/Impact: MAP growth; Increase STAAR approaches, Meets and Masters levels; Increase in PSAT scores; Increase in Panorama Survey Staff Responsible for Monitoring: Teachers Specialists	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 5: Enhance Backwards Planning; ensuring each day focuses on specific unit assessment items. Strategy's Expected Result/Impact: MAP growth; Increase STAAR approaches, Meets and Masters levels; Increase in PSAT scores; Increase in Panorama Survey Staff Responsible for Monitoring: Teachers Specialists	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 6: Teachers will extend learning time through instructional day and after school tutorials through intervention and enrichment lessons. Strategy's Expected Result/Impact: Increased content time to ensure student performance at proficient level. Staff Responsible for Monitoring: Teachers Specialists Administrators Funding Sources: Tutorials - 211 - Title I, Part A - 211.11.6116.000.041.30.0.000.FBG21	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 7: Educate parents on parenting techniques and how to guide their child to success during their teenage years. Strategy's Expected Result/Impact: Students will be more engaged with guidance from parents who read literature on how to parent and guide teens during their adolescent years. Staff Responsible for Monitoring: Admin Team Funding Sources: Supply/Material - 211 - Title I, Part A (FBG20 Carryover) - 211.61.6399.000.041.30.0.000.FBG20 - \$199, Technology - 211 - Title I, Part A (FBG20 Carryover) - 211.61.6398.000.041.30.0.000.FBG20 - \$1,274, Other Reading Material - 211 - Title I, Part A (FBG20 Carryover) - 211.61.6329.000.041.30.0.000.FBG20 - \$407, Misc Operating Expense - 211 - Title I, Part A (FBG20 Carryover) - 211.61.6499.000.041.30.0.000.FBG20 - \$1,896, Supply/Material - 211 - Title I, Part A - 211.61.6399.000.041.30.0.000.FBG21 - \$1,000, Other Reading Material - 211 - Title I, Part A - 211.61.6329.000.041.30.0.000.FBG21 - \$455, Misc Operating Expense - 211 - Title I, Part A - 211.61.6499.000.041.30.0.000.FBG21 - \$126	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
<div> <div>0% No Progress</div> <div>100% Accomplished</div> <div>→ Continue/Modify</div> <div>✗ Discontinue</div> </div>				

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

Performance Objective 3: STUDENT GROWTH: By June 2021, Landrum Middle School will increase the % of students who meet or exceed conditional growth index (CGI) targets on Measures of Academic Progress: Reading (6-8) increase by 3% points, Math (6-8) increase by 3% points.

Goal: 2020-2021- Reading 47% & Math 50%

2019-20: Not Rated due to COVID

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

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

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

Summative Evaluation: None

Strategy 1: Teachers will use MAP data to help students set growth targets. Strategy's Expected Result/Impact: Students will take ownership of their growth via MAP goal setting. Staff Responsible for Monitoring: Teachers Content Specialists Administrators	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2: ELA teachers will utilize the Raz Kids literacy software to enhance students reading skills and learning capacity. Strategy's Expected Result/Impact: Student MAP growth and increase STAAR approaches, meets and masters levels. Increase in PSAT scores. Staff Responsible for Monitoring: Teachers Content Specialists Administrators Funding Sources: Software - 211 - Title I, Part A - 211.11.6397.000.041.30.0.000.FBG21 - \$1,000	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3: Content teams will provided differentiation of product, process and product at least twice per week incorporating proficiency scales included in District curriculum documents. Strategy's Expected Result/Impact: Student MAP growth and increase STAAR approaches, meets and masters levels. Increase in PSAT scores. Staff Responsible for Monitoring: Teachers Content Specialists Administrators	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 4: Through best practices, teachers will create personalized learning opportunities for students. Students will be given more options as it relates to learning the content. Strategy's Expected Result/Impact: Student MAP growth and increase STAAR approaches, meets and masters levels. Increase in PSAT scores. Staff Responsible for Monitoring: Teachers Content Specialists Administrators	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June

Strategy 5: Teachers will provide specific and timely feedback to students on their performance. Teachers will use All In Learning software to provide feedback on students learning and progress. Teachers will also use Interactive Student Notebooks and classroom supplies to record their processing of the curriculum. Finally, teachers will have students use technology to expand the learning experience in their classrooms through digital expansion. Strategy's Expected Result/Impact: Student maintained data trackers, ISN's, All In Learning, exit tickets and Google classrooms to increase student awareness and motivation. Staff Responsible for Monitoring: Administrators Content Specialists Funding Sources: Software - 211 - Title I, Part A - 211.11.6397.000.041.30.0.000.FBG21 - \$1,000, Supply/Material - 211 - Title I, Part A - 211.11.6399.000.041.30.0.000.FBG21 - \$19,912, Technology Equipment - 211 - Title I, Part A - 211.11.6397.000.041.30.0.000.FBG21 - \$2,701, Supply/Material - 211 - Title I, Part A (FBG20 Carryover) - 211.11.6399.000.041.30.0.000.FBG20 - \$7,125	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 6: All teachers will be trained on ELPS and be aware of students TELPAS scores to determine small group, differentiated instruction using EL strategies. 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	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 7: LMS will add a lead intervention specialist position. Sofia Guerrero will occupy this role and coach staff on how to effectively plan and implement personalized learning experiences for their students. Additionally,our content specialists will attend a Region 4 training on cognitive coaching. 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 Funding Sources: Travel-Employee - 211 - Title I, Part A - 211.13.6411.000.041.30.0.000.FBG21 - \$500, Region ESC Service - 211 - Title I, Part A - 211.13.6239.000.041.30.0.000.FBG21 - \$1,500	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 8: Science teachers will use the Stem Scopes curriculum to reinforce content taught and allow students to build schemas to understand complex concepts. Strategy's Expected Result/Impact: Students will attain and retain learned curriculum and perform at mastery level on state assessments. Staff Responsible for Monitoring: Administration Science Expanded Impact Teacher	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 9: Students will be expected to use a universal student data tracker to acquire a deeper understanding of their learning or misconceptions. Strategy's Expected Result/Impact: Students taking ownership in their learning and maintain higher student achievement. Staff Responsible for Monitoring: Teachers	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June

Strategy 10: Math teachers will use TEKing Toward STAAR warm up packets (aligned to STAAR structure and rigor) as curriculum to help students process TEKS and standards. Strategy's Expected Result/Impact: Students will show learning growth in math TEKS expectations as they build schemas with warm-up questions. Staff Responsible for Monitoring: Administration Math MCL	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 11: ELA content Multi Classroom Leader and Extended Impact Teacher will take professional development at the Harris County Dept. of Education center in teaching effectively incorporating whole class novels. Strategy's Expected Result/Impact: All students will benefit from reading instruction that fosters reading a shared text as a whole group. Staff Responsible for Monitoring: Administration Funding Sources: Misc Contract Services - 211 - Title I, Part A - 211.13.6299.000.041.30.0.000.FBG21 - \$3,600	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
<div> <div>0% No Progress</div> <div>100% Accomplished</div> <div>→ Continue/Modify</div> <div>✗ Discontinue</div> </div>				

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

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

Fall 2020: 150 students enrolled in one or more advanced courses
Fall 2019: 235 students enrolled in one or more advanced courses

Evaluation Data Sources: Skyward Course Enrollment Data
Summative Evaluation: None

Strategy 1: [Insert Strategy]	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
<div><div><div>0%</div><div>No Progress</div></div><div><div>100%</div><div>Accomplished</div></div><div><div>→</div><div>Continue/Modify</div></div><div><div>✗</div><div>Discontinue</div></div></div>				

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

Performance Objective 1: SCHOOL CONNECTEDNESS: By June 2021, the % of Landrum Middle School students who feel connected as both individuals and learners will increase by at least 1% points.

Goal 2020: School belonging 57%

2018- 2019: School belonging 52%

2019-20: Not Rated due to COVID

2018-19: School Connectedness - 55%

2017-18: School Connectedness - 59%

Evaluation Data Sources: Panorama Student Survey

Summative Evaluation: None

Strategy 1: Teachers will encourage students to attend school and community events (Talent Show, Multicultural Event, Parent Night, Wellness Events, Sporting Events, Fine Arts Events, and other events. Strategy's Expected Result/Impact: Landrum's campus culture panoramic survey score will increase. Staff Responsible for Monitoring: Teachers Instructional Specialists Administration Counselors	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2: Teachers will teach character lessons through advisory each Monday. Character Strong curriculum will be on-boarded in October. Strategy's Expected Result/Impact: Students will feel more connected to their campus. Staff Responsible for Monitoring: Teachers Instructional Specialists Administration Counselors	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3: Teachers will create enrichment activities for students to choose during early release days. Students will be given an opportunity to chose from approximately 20 E-Track courses and engage with staff and peers in building school connectedness. Strategy's Expected Result/Impact: Students will feel a sense of belongingness, school pride, and will take an active role in school events. Panorama data to improve in school belonging. Staff Responsible for Monitoring: Teachers Instructional Specialists Administration Counselors	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June

Strategy 4: Teachers will recognize more students in awards ceremonies for each nine weeks. (Spot light athletics, fine arts, character) (Awards Ceremony each nine weeks during early release days). Strategy's Expected Result/Impact: Increase students awareness and appreciation of the cultures and pride in one's individual joy of coming to school and student motivation. Staff Responsible for Monitoring: Teachers Instructional Specialists Administration Counselors	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 5: Landrum will incorporate more pep rallies and grade level competitions throughout the school year. Strategy's Expected Result/Impact: Increase students sense of belongingness, school pride, and foster connectedness. Staff Responsible for Monitoring: Teachers Instructional Specialists Administration	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 6: Landrum staff will incorporate more events to increase community and family engagement. Engagement opportunities include a free bilingual wellness lecture series, community walks, dual language classes sponsored by CIS, health fair, Fall Festival, 5K fun run, etc. Strategy's Expected Result/Impact: Increase parent involvement and presence on campus. Improved student achievement. Staff Responsible for Monitoring: Administration Sub Committees	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 7: Teachers will be trained on highly effective restorative practices to keep students engaged in the classroom with minimal disruptions. We will consult with Kevin Curtis with NEDRP,LL. Strategy's Expected Result/Impact: Reduced time students out of classroom engagement due to office referrals. More time on engaged in instructional activities. Staff Responsible for Monitoring: Administration	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
<div> <div>0% No Progress</div> <div>100% Accomplished</div> <div>→ Continue/Modify</div> <div>✗ Discontinue</div> </div>				

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

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

Evaluation Data Sources: Training materials and attendance rosters

Summative Evaluation: None





Strategy 1: Students will build soft skills to enhance their secondary and post-secondary opportunities. Strategy's Expected Result/Impact: Students will obtain higher scores on the Panorama SEL Skills Survey. Staff Responsible for Monitoring: Administrators Counselors Teachers	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2: Students will develop the skills to make effective goals and decisions around career planning. Strategy's Expected Result/Impact: All 7th grade students will complete a Career Cluster Finder assessment to determine to their proposed career. Staff Responsible for Monitoring: Adminstrator Counselor	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3: Through the implementation of Character Strong, students will become more socially aware of how their actions and decisions impact others. Strategy's Expected Result/Impact: Decrease in discipline incidents. Staff Responsible for Monitoring: Administrators Counselors Teachers	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
<div> <div>0% No Progress</div> <div>100% Accomplished</div> <div>→ Continue/Modify</div> <div>✗ Discontinue</div> </div>				

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

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

Evaluation Data Sources: 4-Year Plan
Endorsement Selection Form

Summative Evaluation: None





Strategy 1: 8th grade students participate in Guthrie campus visits to learn more about CTE Programs of Study. Strategy's Expected Result/Impact: Students will determine if they want to pursue a career and technical opportunity. Staff Responsible for Monitoring: Administrators Counselors	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2: Students will participate in a Bridge Year event to explore high growth and high demand jobs. Strategy's Expected Result/Impact: Students will learn about these career opportunities for paths to gainful employment. Staff Responsible for Monitoring: Administrators Counselors	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3: Students will complete a course selection process aligned to their career and endorsement path for their 9th grade year. Strategy's Expected Result/Impact: All students will have a full schedule of courses selected for 9th grade. Staff Responsible for Monitoring: Administrators Counselors	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 4: Students will complete a 4-Year Plan prior to entering 9th grade. 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	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

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

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

Evaluation Data Sources: Campus Safety Committee roster

Summative Evaluation: None





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	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2: HARRIS COUNTY DEPARTMENT OF EDUCATION: Participate in the Harris County Department of Education (HCDE) 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	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

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

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

Evaluation Data Sources: Campus emergency operation procedures documents

Summative Evaluation: None

Strategy 1: EMERGENCY OPERATIONS PROCEDURES: Campus EOP will align to the best practices from the Texas School SafetyCenter and the Standard Operating Procedures, such as the "I Love You Guys" Foundation. Strategy's Expected Result/Impact: Campus EOP turned in and filed by September 1st. Staff Responsible for Monitoring: Administrators	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
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. EOPs submitted by September 1. Staff Responsible for Monitoring: Administrators Safety Committee	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
<div> <div>  No Progress </div> <div>  Accomplished </div> <div>  Continue/Modify </div> <div>  Discontinue </div> </div>				

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

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

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

Summative Evaluation: None

Strategy 1: Conduct frequent budget meetings with Administrative Assistant to review and manage money. Strategy's Expected Result/Impact: Error free records. Documentation of purchases and orders. Staff Responsible for Monitoring: Principal Administrative Assistant	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
<div><div><div>0%</div>No Progress</div><div><div>100%</div>Accomplished</div><div><div>→</div>Continue/Modify</div><div><div>✗</div>Discontinue</div></div>				

Campus Funding Summary

211 - Title I, Part A					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1	Other Reading Material	211.11.6329.000.041.30.0.000.FBG21	\$5,000.00
1	1	3	Software	211.11.6397.000.041.30.0.000.FBG21	\$2,000.00
1	2	1	Supply/Material	211.11.6399.000.041.30.0.000.FBG21	\$5,000.00
1	2	2	Other Reading Materials	211.11.6329.000.041.30.0.000.FBG21	\$1,000.00
1	2	3	Travel-Employee	211.13.6411.000.041.30.0.000.FBG21	\$4,500.00
1	2	3	Misc Contract Services	211.13.6299.000.041.30.0.000.FBG21	\$400.00
1	2	3	Region ESC Services	211.13.6239.000.041.30.0.000.FBG21	\$2,500.00
1	2	6	Tutorials	211.11.6116.000.041.30.0.000.FBG21	\$0.00
1	2	7	Supply/Material	211.61.6399.000.041.30.0.000.FBG21	\$1,000.00
1	2	7	Other Reading Material	211.61.6329.000.041.30.0.000.FBG21	\$455.00
1	2	7	Misc Operating Expense	211.61.6499.000.041.30.0.000.FBG21	\$126.00
1	3	2	Software	211.11.6397.000.041.30.0.000.FBG21	\$1,000.00
1	3	5	Software	211.11.6397.000.041.30.0.000.FBG21	\$1,000.00
1	3	5	Supply/Material	211.11.6399.000.041.30.0.000.FBG21	\$19,912.00
1	3	5	Technology Equipment	211.11.6397.000.041.30.0.000.FBG21	\$2,701.00
1	3	7	Travel-Employee	211.13.6411.000.041.30.0.000.FBG21	\$500.00
1	3	7	Region ESC Service	211.13.6239.000.041.30.0.000.FBG21	\$1,500.00
1	3	11	Misc Contract Services	211.13.6299.000.041.30.0.000.FBG21	\$3,600.00
Sub-Total					\$52,194.00
Budgeted Fund Source Amount					\$285,510.00
+/- Difference					\$233,316.00
211 - Title I, Part A (FBG20 Carryover)					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	2	7	Supply/Material	211.61.6399.000.041.30.0.000.FBG20	\$199.00
1	2	7	Technology	211.61.6398.000.041.30.0.000.FBG20	\$1,274.00
1	2	7	Other Reading Material	211.61.6329.000.041.30.0.000.FBG20	\$407.00

211 - Title I, Part A (FBG20 Carryover)					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	2	7	Misc Operating Expense	211.61.6499.000.041.30.0.000.FBG20	\$1,896.00
1	3	5	Supply/Material	211.11.6399.000.041.30.0.000.FBG20	\$7,125.00
Sub-Total					\$10,901.00
Budgeted Fund Source Amount					\$27,355.44
+/- Difference					\$16,454.44
276 Instructional Continuity Grant					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
					\$0.00
Sub-Total					\$0.00
Budgeted Fund Source Amount					\$6,649.00
+/- Difference					\$6,649.00
Grand Total					\$63,095.00

Addendums