# Spring Branch Independent School District

# Landrum Middle School

# 2019-2020 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.

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# Comprehensive Needs Assessment

## Needs Assessment Overview

Many of our students are 2 to 5 grade levels below reading level when they enroll here at Landrum. Additionally, 53% of our students are labeled LEP, which requires additional planning for EL sheltered classes. Our professional development centers around teaching teachers how to implement high-yield EL strategies and differentiation.

# Demographics

**Demographics Summary**

| Student Information | Campus | | District | State |
| --- | --- | --- | --- | --- |
| | Count | Percent | District | State |
| Total Students | 1,041 | 100.0% | 34,632 | 5,416,400 |
| Students by Grade:<br>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:<br>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 | | District | State |
|---|---|---|---|---|
| | 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% | | |

**Demographics Strengths**

We are a homogeneous demographic here at LMS.

**Problem Statements Identifying Demographics Needs**

**Problem Statement 1**: Our students come to us reading below grade level. **Root Cause**: Lack of family support and poor feeder pattern structures.

# Student Academic Achievement

**Student Academic 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 | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| 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% | 7 |
| | 2018 | 84% | 77% | 71% | * | 70% | * | * | - | - | * | 33% | * | 72% | 64% | 71% | 6 |
| At Meets Grade Level or Above | 2019 | 54% | 54% | 42% | - | 37% | 89% | - | - | - | * | 14% | 60% | 39% | 53% | 38% | 3 |
| | 2018 | 54% | 51% | 37% | * | 36% | * | * | - | - | * | 0% | * | 39% | 18% | 36% | 3 |
| At Masters Grade Level | 2019 | 29% | 32% | 20% | - | 15% | 78% | - | - | - | * | 14% | 20% | 18% | 29% | 16% | 1 |
| | 2018 | 26% | 26% | 14% | * | 14% | * | * | - | - | * | 0% | * | 16% | 0% | 13% | 1 |
| **Grade 5 Mathematics^** | | | | | | | | | | | | | | | | | |
| At Approaches Grade Level or Above | 2019 | 90% | 86% | 78% | - | 76% | 100% | - | - | - | * | 43% | 100% | 76% | 88% | 78% | 8 |
| | 2018 | 91% | 86% | 81% | * | 81% | * | * | - | - | * | 22% | * | 82% | 67% | 80% | 8 |
| At Meets Grade Level or Above | 2019 | 58% | 58% | 38% | - | 35% | 78% | - | - | - | * | 14% | 40% | 36% | 47% | 36% | 3 |

| | | 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 |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | 2018 | 58% | 54% | 39% | * | 38% | * | * | - | - | * | 0% | * | 40% | 33% | 38% |
| At Masters Grade Level | 2019 | 36% | 40% | 19% | - | 17% | 44% | - | - | - | * | 14% | 20% | 19% | 18% | 17% |
| | 2018 | 30% | 29% | 9% | * | 8% | * | * | - | - | * | 0% | * | 8% | 17% | 8% |
| Grade 5 Science At Approaches Grade Level or Above | 2019 | 75% | 71% | 62% | - | 60% | 100% | - | - | - | * | 14% | 40% | 61% | 71% | 62% |
| | 2018 | 76% | 70% | 72% | * | 71% | * | * | - | - | * | 33% | * | 75% | 50% | 72% |
| At Meets Grade Level or Above | 2019 | 49% | 46% | 40% | - | 36% | 78% | - | - | - | * | 14% | 40% | 38% | 47% | 37% |
| | 2018 | 41% | 38% | 31% | * | 30% | * | * | - | - | * | 0% | * | 32% | 17% | 28% |
| At Masters Grade Level | 2019 | 24% | 23% | 11% | - | 5% | 78% | - | - | - | * | 0% | 0% | 10% | 18% | 9% |
| | 2018 | 17% | 14% | 9% | * | 10% | * | * | - | - | * | 0% | * | 10% | 0% | 7% |
| Grade 6 Reading At Approaches Grade Level or Above | 2019 | 68% | 66% | 49% | 45% | 49% | 20% | * | - | - | * | 14% | * | 49% | 50% | 49% |
| | 2018 | 69% | 68% | 55% | * | 53% | 86% | - | 100% | - | * | 38% | * | 55% | 58% | 54% |
| At Meets Grade Level or Above | 2019 | 37% | 38% | 22% | 18% | 22% | 20% | * | - | - | * | 9% | * | 22% | 23% | 23% |
| | 2018 | 39% | 41% | 25% | * | 22% | 71% | - | 83% | - | * | 29% | * | 24% | 28% | 23% |

| | | 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 | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| 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% | |
| | 2018 | 77% | 74% | 55% | * | 53% | 86% | - | 100% | - | * | 40% | * | 57% | 50% | 54% | 5 |
| At Meets Grade Level or Above | 2019 | 47% | 51% | 26% | 18% | 26% | 40% | * | - | - | * | 14% | * | 28% | 18% | 26% | 2 |
| | 2018 | 44% | 47% | 23% | * | 22% | 29% | - | 83% | - | * | 24% | * | 23% | 24% | 21% | 2 |
| At Masters Grade Level | 2019 | 21% | 26% | 5% | 0% | 6% | 0% | * | - | - | * | 3% | * | 6% | 2% | 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% | 5 |
| | 2018 | 74% | 73% | 67% | 63% | 67% | 67% | - | 75% | - | * | 32% | 43% | 71% | 52% | 66% | ( |
| At Meets Grade Level or Above | 2019 | 49% | 51% | 36% | 25% | 33% | 78% | - | 100% | - | * | 33% | * | 39% | 25% | 36% | 3 |
| | 2018 | 48% | 51% | 37% | 31% | 35% | 44% | - | 75% | - | * | 27% | 29% | 40% | 25% | 35% | 3 |
| At Masters Grade Level | 2019 | 29% | 34% | 19% | 13% | 17% | 56% | - | 43% | - | * | 14% | * | 20% | 12% | 18% | 1 |

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|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
|  | 2018 | 29% | 32% | 21% | 25% | 20% | 11% | - | 63% | - | * | 23% | 29% | 23% | 14% | 20% |
| Grade 7 Mathematics At Approaches Grade Level or Above | 2019 | 75% | 75% | 58% | 25% | 56% | 100% | - | 100% | - | * | 43% | * | 60% | 49% | 58% |
|  | 2018 | 72% | 73% | 60% | 63% | 59% | 67% | - | 71% | - | * | 22% | 43% | 65% | 44% | 58% |
| At Meets Grade Level or Above | 2019 | 43% | 51% | 26% | 0% | 23% | 56% | - | 100% | - | * | 33% | * | 24% | 32% | 26% |
|  | 2018 | 40% | 48% | 25% | 31% | 23% | 44% | - | 71% | - | * | 19% | 29% | 27% | 18% | 24% |
| At Masters Grade Level | 2019 | 17% | 25% | 7% | 0% | 6% | 22% | - | 14% | - | * | 0% | * | 7% | 8% | 7% |
|  | 2018 | 18% | 26% | 10% | 6% | 10% | 11% | - | 29% | - | * | 19% | 0% | 11% | 6% | 10% |
| Grade 7 Writing At Approaches Grade Level or Above | 2019 | 70% | 68% | 60% | 75% | 57% | 90% | - | 100% | - | * | 38% | * | 61% | 56% | 61% |
|  | 2018 | 69% | 66% | 56% | 69% | 54% | 78% | - | 75% | - | * | 22% | 29% | 59% | 46% | 54% |
| At Meets Grade Level or Above | 2019 | 42% | 44% | 34% | 25% | 32% | 60% | - | 86% | - | * | 33% | * | 36% | 26% | 35% |
|  | 2018 | 43% | 43% | 25% | 38% | 22% | 56% | - | 50% | - | * | 19% | 29% | 27% | 17% | 23% |
| At Masters Grade Level | 2019 | 18% | 22% | 10% | 0% | 9% | 20% | - | 43% | - | * | 10% | * | 9% | 13% | 10% |
|  | 2018 | 15% | 19% | 8% | 19% | 5% | 22% | - | 50% | - | * | 19% | 0% | 9% | 4% | 7% |

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|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| **Grade 8 Reading^** At Approaches Grade Level or Above | 2019 | 86% | 85% | 83% | 86% | 82% | 100% | - | 75% | - | * | 46% | * | 85% | 72% | 82% | 8 |
| | 2018 | 86% | 81% | 70% | * | 70% | 100% | - | - | - | * | 14% | * | 73% | 54% | 71% | |
| At Meets Grade Level or Above | 2019 | 55% | 57% | 48% | 43% | 46% | 89% | - | 75% | - | * | 17% | * | 51% | 34% | 45% | |
| | 2018 | 49% | 47% | 30% | * | 30% | 50% | - | - | - | * | 7% | * | 31% | 23% | 31% | |
| At Masters Grade Level | 2019 | 28% | 33% | 20% | 21% | 17% | 44% | - | 50% | - | * | 13% | * | 20% | 17% | 17% | |
| | 2018 | 27% | 26% | 13% | * | 13% | 33% | - | - | - | * | 3% | * | 14% | 9% | 14% | |
| **Grade 8 Mathematics^** At Approaches Grade Level or Above | 2019 | 88% | 85% | 77% | 70% | 78% | * | - | * | - | * | 38% | * | 78% | 73% | 77% | |
| | 2018 | 86% | 75% | 64% | * | 64% | * | - | - | - | * | 21% | * | 65% | 58% | 63% | |
| At Meets Grade Level or Above | 2019 | 57% | 53% | 33% | 40% | 32% | * | - | * | - | * | 17% | * | 32% | 38% | 33% | |
| | 2018 | 51% | 37% | 24% | * | 24% | * | - | - | - | * | 7% | * | 24% | 23% | 23% | |
| At Masters Grade Level | 2019 | 17% | 19% | 4% | 10% | 3% | * | - | * | - | * | 4% | * | 3% | 8% | 3% | |
| | 2018 | 15% | 12% | 2% | * | 2% | * | - | - | - | * | 3% | * | 2% | 0% | 2% | |

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|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| Grade 8 Science At Approaches Grade Level or Above | 2019 | 81% | 80% | 73% | 86% | 71% | 100% | - | 75% | - | * | 29% | * | 74% | 69% | 72% |  |
|  | 2018 | 76% | 73% | 68% | * | 68% | 83% | - | - | - | * | 21% | * | 70% | 53% | 68% |  |
| At Meets Grade Level or Above | 2019 | 51% | 55% | 38% | 29% | 35% | 89% | - | 75% | - | * | 17% | * | 40% | 27% | 36% |  |
|  | 2018 | 52% | 51% | 40% | * | 39% | 67% | - | - | - | * | 6% | * | 41% | 34% | 41% |  |
| At Masters Grade Level | 2019 | 25% | 30% | 14% | 21% | 11% | 22% | - | 75% | - | * | 8% | * | 15% | 9% | 13% |  |
|  | 2018 | 28% | 28% | 17% | * | 18% | 17% | - | - | - | * | 3% | * | 19% | 3% | 18% |  |
| Grade 8 Social Studies At Approaches Grade Level or Above | 2019 | 69% | 69% | 67% | 64% | 65% | 100% | - | 75% | - | * | 38% | * | 69% | 56% | 66% |  |
|  | 2018 | 65% | 62% | 64% | * | 63% | 83% | - | - | - | * | 17% | * | 66% | 50% | 64% |  |
| At Meets Grade Level or Above | 2019 | 37% | 42% | 34% | 36% | 33% | 33% | - | 63% | - | * | 21% | * | 36% | 24% | 34% |  |
|  | 2018 | 36% | 33% | 28% | * | 28% | 33% | - | - | - | * | 3% | * | 30% | 18% | 28% |  |
| At Masters Grade Level | 2019 | 21% | 26% | 17% | 29% | 15% | 22% | - | 63% | - | * | 4% | * | 17% | 18% | 16% |  |
|  | 2018 | 21% | 19% | 11% | * | 10% | 17% | - | - | - | * | 3% | * | 11% | 8% | 11% |  |

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|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| **End of Course Algebra I** At Approaches Grade Level or Above | 2019 | 85% | 84% | 98% | * | 99% | 83% | - | 100% | - | * | - | - | 98% | 100% | 98% | 9 |
| | 2018 | 83% | 85% | 99% | - | 99% | * | - | * | - | * | * | * | 99% | * | 99% | 9 |
| At Meets Grade Level or Above | 2019 | 61% | 61% | 84% | * | 84% | 67% | - | 100% | - | * | - | - | 83% | 100% | 86% | 8 |
| | 2018 | 55% | 58% | 77% | - | 77% | * | - | * | - | * | * | * | 76% | * | 76% | 7 |
| At Masters Grade Level | 2019 | 37% | 18% | 50% | * | 48% | 50% | - | 100% | - | * | - | - | 49% | 67% | 51% | 5 |
| | 2018 | 32% | 15% | 42% | - | 43% | * | - | * | - | * | * | * | 42% | * | 42% | 4 |
| **All Grades All Subjects** At Approaches Grade Level or Above | 2019 | 78% | 76% | 68% | 68% | 66% | 91% | * | 85% | - | 93% | 34% | 66% | 69% | 62% | 67% | 6 |
| | 2018 | 77% | 74% | 65% | 62% | 64% | 83% | * | 83% | - | 65% | 25% | 60% | 67% | 51% | 64% | 6 |
| At Meets Grade Level or Above | 2019 | 50% | 51% | 36% | 30% | 33% | 67% | * | 81% | - | 52% | 20% | 23% | 37% | 30% | 35% | 3 |
| | 2018 | 48% | 48% | 31% | 30% | 30% | 50% | * | 72% | - | 40% | 13% | 30% | 32% | 23% | 30% | 2 |
| At Masters Grade Level | 2019 | 24% | 25% | 14% | 15% | 12% | 38% | * | 53% | - | 30% | 6% | 7% | 14% | 12% | 13% | 1 |
| | 2018 | 22% | 22% | 12% | 14% | 12% | 14% | * | 44% | - | 20% | 11% | 9% | 13% | 8% | 12% | 1 |

|  | 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 | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| **All Grades ELA/Reading** | | | | | | | | | | | | | | | | |
| At Approaches Grade Level or Above 2019 | 75% | 72% | 66% | 70% | 64% | 81% | * | 87% | - | 100% | 33% | 67% | 67% | 60% | 65% | ( |
| 2018 | 74% | 71% | 65% | 58% | 64% | 85% | * | 86% | - | 86% | 27% | 50% | 67% | 55% | 64% | ( |
| At Meets Grade Level or Above 2019 | 48% | 49% | 36% | 30% | 34% | 75% | * | 87% | - | 56% | 17% | 33% | 38% | 30% | 35% | 3 |
| 2018 | 46% | 47% | 31% | 25% | 30% | 54% | * | 79% | - | 43% | 19% | 21% | 33% | 25% | 30% | 2 |
| At Masters Grade Level 2019 | 21% | 21% | 16% | 15% | 14% | 50% | * | 47% | - | 44% | 8% | 13% | 16% | 13% | 14% | 1 |
| 2018 | 19% | 20% | 15% | 21% | 15% | 19% | * | 43% | - | 29% | 15% | 21% | 16% | 12% | 15% | 1 |
| **All Grades Mathematics** | | | | | | | | | | | | | | | | |
| At Approaches Grade Level or Above 2019 | 82% | 80% | 71% | 58% | 70% | 94% | * | 87% | - | 100% | 34% | 87% | 72% | 64% | 70% | |
| 2018 | 81% | 78% | 65% | 63% | 65% | 81% | * | 86% | - | 43% | 27% | 64% | 68% | 51% | 64% | ( |
| At Meets Grade Level or Above 2019 | 52% | 53% | 35% | 30% | 33% | 63% | * | 87% | - | 44% | 20% | 20% | 35% | 33% | 34% | 3 |
| 2018 | 50% | 49% | 31% | 29% | 30% | 38% | * | 79% | - | 29% | 14% | 36% | 32% | 23% | 29% | 3 |
| At Masters Grade Level 2019 | 26% | 27% | 12% | 9% | 11% | 28% | * | 47% | - | 11% | 3% | 7% | 12% | 9% | 11% | 1 |
| 2018 | 24% | 22% | 10% | 4% | 10% | 8% | * | 43% | - | 14% | 13% | 0% | 11% | 7% | 10% | 1 |

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

|  |  | 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 |  |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| **All Grades Social Studies** | | | | | | | | | | | | | | | | | |
| At Approaches Grade Level or Above | 2019 | 81% | 82% | 67% | 64% | 65% | 100% | - | 75% | - | * | 38% | * | 69% | 56% | 66% | ( |
|  | 2018 | 78% | 78% | 64% | * | 63% | 83% | - | - | - | * | 17% | * | 66% | 50% | 64% | ( |
| At Meets Grade Level or Above | 2019 | 55% | 60% | 34% | 36% | 33% | 33% | - | 63% | - | * | 21% | * | 36% | 24% | 34% | : |
|  | 2018 | 53% | 54% | 28% | * | 28% | 33% | - | - | - | * | 3% | * | 30% | 18% | 28% | : |
| At Masters Grade Level | 2019 | 33% | 39% | 17% | 29% | 15% | 22% | - | 63% | - | * | 4% | * | 17% | 18% | 16% | : |
|  | 2018 | 31% | 34% | 11% | * | 10% | 17% | - | - | - | * | 3% | * | 11% | 8% | 11% | ( |

**Student Academic Achievement Strengths**

8th Grade Reading, 8th Grade Science and 8th Grade Social Studies are our student academic strengths.

# School Processes & Programs

**School Processes & Programs Summary**

- Campus-wide focus on embedding QTEL strategies to ensure our EL learners are getting the support they need to be successful.

- Enrichment track courses support healthy staff and student social and emotional well being.

- 5P model for campus wide discipline structure.

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

- Effective PLC's = ongoing process in which our LMS staff work collaboratively in recurring cycles of collective inquiry and action research to achieve better results for the students they serve. Professional earning communities operate under the assumption that the key to improved learning for students is continuous job-embedded learning for educators.

- Continuous on-campus staff development to foster limitless curiosity with our staff. Staff strengths and talents are tapped into to lead professional staff development around best practices.

- Personalized learning specilists coaches teachers on how to imbed student voice and agency into their lessons.


**School Processes & Programs Strengths**

- All staff is trained on QTEL / EL best practice strategies. Accountability is built in to hold all staff accountable for implementing these practices.

- Enrichment track courses are offered to get our students plugged in to their passion. This allows all students to make a social and emotional connection with their fellow peers and teachers.

- 5P model requires that all staff calibrate their classroom management practices to increase instructional effectiveness for students achievement.

- All staff use priority standards and proficiency scales to differentiate learning for students.

- PLC work allows for teachers to calibrate assessments and backwards plan instruction, intervention and enrichment for student success.

- Staff development adds value to our teachers' tool kit for enhanced engagement and achievement.

- Personalized learning allows teachers to reach students at their readiness level and give them an entry point into the lesson for scaffold achievement.

# 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.

**Perceptions Strengths**

Our strengths are aligned with our Core Values of Every Child, Collective Greatness, Collaborative Spirit, Limitless Curiosity and Moral Compass.

# Priority Problem Statements

# Comprehensive Needs Assessment Data Documentation

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

**Improvement Planning Data**

- District goals
- Campus Performance Objectives Summative Review from previous year
- Current and/or prior year(s) campus and/or district improvement plans
- State and federal planning requirements

**Accountability Data**

- Texas Academic Performance Report (TAPR) data
- PBMAS data

# Goals

## Goal 1: In order to achieve T-2-4, students will consistently meet appropriately ambitious academic growth targets.

**Performance Objective 1:** By June 2020, at least 60% of Landrum students will meet or exceed growth expectations on MAP.
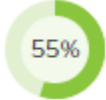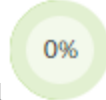
2018-19: Reading - 44% met CGI; Math - 47 % met CGI
2017-18: Reading - 47% met CGI; Math - 54 % met CGI

**Evaluation Data Source(s) 1:** MAP EOY Data

**Summative Evaluation 1:**

| Strategy Description | ELEMENTS | Monitor | Strategy's Expected Result/Impact | Formative Reviews | | |
|---|---|---|---|---|---|---|
| | | | | Nov | Jan | Mar |
| 1) Teachers will use MAP data to help students set growth targets. | 2.4, 3.1, 3.2 | Teachers, content specialists and administrators. | Students will take ownership of their growth via MAP goal setting. | 75% | 85% | 50% |
| 2) ELA teachers will utilize the Raz Kids literacy software to enhance students reading skills and learning capacity. | 2.4, 2.5 | Teachers, content specialists and administrators. | Student MAP growth and increase STAAR approaches, meets and masters levels. Increase in PSAT scores. | 70% | 80% | 80% |
| 3) Content teams will provided differentiation of product, process and product at least twice per week incorporating proficiency scales included in District curriculum documents. | 2.4, 2.5 | Teachers, content specialists and administrators. | Student MAP growth and increase STAAR approaches, meets and masters levels. Increase in PSAT scores. | 65% | 75% | 75% |
| **Funding Sources**: 199 PIC 30 - At Risk School Wide SCE - 5960.00 | | | | | | |
| 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. | 2.4, 2.5 | Teachers, content specialists and administrators. | Student MAP growth and increase STAAR approaches, meets and masters levels. Increase in PSAT scores. | 25% | 20% | 35% |
| **Funding Sources**: 211 - Title I, Part A - 9910.00 | | | | | | |

| Strategy Description | ELEMENTS | Monitor | Strategy's Expected Result/Impact | Formative Reviews | | |
|---|---|---|---|---|---|---|
| | | | | Nov | Jan | Mar |
| 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 though digital expansion. | 2.4, 2.5 | Administrators and content specialists. | Student maintained data trackers, ISN's, All In Learning, exit tickets and Google classrooms to increase student awareness and motivation. | 45% | 50% | 70% |
| **Funding Sources**: 211 - Title I, Part A - 41143.00 | | | | | | |
| 6) All teachers will be trained on ELPS and be aware of students TELPAS scores to determine small group, differentiated instruction using EL strategies. | 2.4 | Administrators and content specialists. | Students will be engaged in lessons that are rich in visuals, vocabulary development and higher rigor to gain a deeper understanding of the content. | 100% | 100% | 100% |
| **Funding Sources**: 199 PIC 25 - ESL/Bilingual - 1545.00 | | | | | | |
| 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. | 2.4, 2.5, 2.6 | Administration and content specialists. | Students will now have voice and agency in their learning experiences and will be able to perform at higher levels on assessments. | 100% | 100% | 100% |
| **Funding Sources**: 211 - Title I, Part A - 205714.00 | | | | | | |
| 8) Science teachers will use the Stem Scopes curriculum to reinforce content taught and allow students to build schemas to understand complex concepts. | 2.4, 2.5, 2.6 | Administration and Science Expanded Impact Teacher | Students will attain and retain learned curriculum and perform at mastery level on state assessments. | 100% | 100% | 100% |
| 9) Students will be expected to use a universal student data tracker to acquire a deeper understanding of their learning or misconceptions. | 2.4, 2.6 | Teachers | Students taking ownership in their learning and maintain higher student achievement. | 55% | 45% | 50% |
| 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. | 2.4, 2.5 | Administration and math MCL | Students will show learning growth in math TEKS expectations as they build schemas with warm-up questions. | 100% | 100% | 100% |
| **Funding Sources**: 211 - Title I, Part A - 2477.00 | | | | | | |
| 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. | 2.4, 2.5, 2.6 | Administration | All students will benefit from reading instruction that fosters reading a shared text as a whole group. | 65% | 80% | 80% |
| **Funding Sources**: 211 - Title I, Part A - 3661.00 | | | | | | |

100% = Accomplished    0% = No Progress    ✗ = Discontinue

# Goal 2: In order to achieve T-2-4, students will feel connected to their school community as both an individual and a learner.
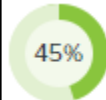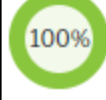
**Performance Objective 1:** By June 2020, at least 65% of Landrum Middle School students will respond favorably on school climate the Panorama survey.

2018-19: School Climate - 55%
2017-18: School Climate - 50%

**Evaluation Data Source(s) 1:** Panorama EOY Data

**Summative Evaluation 1:**

| Strategy Description | ELEMENTS | Monitor | Strategy's Expected Result/Impact | Formative Reviews | | |
|---|---|---|---|---|---|---|
| | | | | Nov | Jan | Mar |
| 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 | 3.1, 3.2 | Teachers Instructional Specialists Administration Counselors | Landrum's campus culture panoramic survey score will increase. | 45% | 35% | 35% |
| **Funding Sources**: 211 - Title I, Part A - 2845.00 | | | | | | |
| 2) Teachers will teach character lessons through advisory each Monday. Character Strong curriculum will be on-boarded in October. | 2.6 | Teachers Instructional Specialists Administration Counselors | Students will feel more connected to their campus. | 100% | 100% | 100% |
| 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 | 2.5, 2.6 | Teachers Instructional Specialists Administration Counselors | 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. | 100% | 100% | 100% |
| 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) | 3.1, 3.2 | Teachers Instructional Specialists Administration Counselors | Increase students awareness and appreciation of the cultures and pride in one's individual joy of coming to school and student motivation. | 100% | 100% | 100% |
| 5) Landrum will incorporate more pep rallies and grade level competitions throughout the school year. | 3.1, 3.2 | Teachers Instructional Specialists Administration | Increase students sense of belongingness, school pride, and foster connectedness. | 100% | 100% | 100% |

| Strategy Description | ELEMENTS | Monitor | Strategy's Expected Result/Impact | Formative Reviews | | |
|---|---|---|---|---|---|---|
| | | | | Nov | Jan | Mar |
| 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, 5 K fun run, etc.. | 2.4, 2.6, 3.1 | admin and sub committees | Increase parent involvement and presence on campus. Improved student achievement. | 50% | 55% | 20% |
| 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. | 2.4, 2.5, 2.6 | Administration | Reduced time students out of classroom engagement due to office referrals. More time on engaged in instructional activities. | 100% | 100% | 100% |

| 100% | | 0% | | ✗ | |
|---|---|---|---|---|---|
| | = Accomplished | | = No Progress | | = Discontinue |

# Goal 3: In order to achieve, T-2-4, students will demonstrate college-ready academic performance.
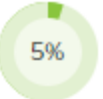
**Performance Objective 1:** By June 2020, at least 30% of Landrum Middle School Students will perform at post-secondary-ready levels on the PSAT (390 verbal & 430 math) and/or MAP (66-77th percentile reading, 70-84th percentile math).

2018-19: 21% performed at post-secondary readiness levels as defined by SBISD Measures of Success
2017-18: 10% performed at post-secondary readiness levels as defined by SBISD Measures of Success

**Evaluation Data Source(s) 1:** As defined by SBISD Measures of Success (COMPASS)

**Summative Evaluation 1:**

| Strategy Description | ELEMENTS | Monitor | Strategy's Expected Result/Impact | Formative Reviews | | |
|---|---|---|---|---|---|---|
| | | | | Nov | Jan | Mar |
| 1) Teachers will provide differentiated text in all content areas at the appropriate reading level of the student based on their Lexile level.<br><br>In pre-Ap classes, students will be provided text one grade level above their current reading level. | 2.4 | Teachers Instructional Specialists Administrators | Students will read more fluently and increase their academic vocabulary in each content area.<br><br>Student academic growth, such as increase in STAAR meets and masters levels.<br><br>Increase in 8th grade PSAT scores. | 50% | 50% | 55% |
| **Funding Sources**: 211 - Title I, Part A - 6000.00 | | | | | | |
| 2) 8th grade students will attend a college and career day at a SBISD campus. | 2.4 | Teachers Administrators Counselors Instructional Leadership Team | Students will participate in more discussions about post secondary options and will be more aware of their choices upon graduation. | 10% | 15% | 5% |
| 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.<br><br>Students will learn how to take notes independently, research topics, make formal presentations, and test taking strategies. | 2.4 | Teachers Instructional Specialists Librarian Administrators | Students will increase the amount of time reading, listening, speaking and writing time during the instructional day.<br><br>Growth on MAP scores as well as growth on student performance on the STAAR assessments.<br><br>Elevated student awareness to encourage continuing education. | 100% | 100% | 65% |

| Strategy Description | ELEMENTS | Monitor | Strategy's Expected Result/Impact | Formative Reviews | | |
|---|---|---|---|---|---|---|
| | | | | Nov | Jan | Mar |
| | 100% = Accomplished | 0% = No Progress | ✗ = Discontinue | | | |

# Goal 4: In order to achieve T-2-4, students will receive equitable opportunities resulting in the closing of existing achievement gaps.
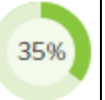
**Performance Objective 1:** By June 2020, Landrum Middle School will close existing gaps for secondary readiness by at least 5% between LEP students and non LEP students while all performance improves.
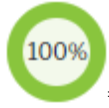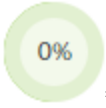
2018-19: English Learners 4%; non-English Learners 38%
2017-18: English Learners 2%; non-English Learners 16%

**Evaluation Data Source(s) 1:** As defined SBISD Measures of Success (COMPASS)

**Summative Evaluation 1:**

| Strategy Description | ELEMENTS | Monitor | Strategy's Expected Result/Impact | Formative Reviews | | |
|---|---|---|---|---|---|---|
| | | | | Nov | Jan | Mar |
| 1) Push for projects and presentations in both PreAP and Academic classes. | 2.4, 2.5, 3.1 | Teachers Specialists Administration | Students gain better understanding of content when responsible for presenting to others. | 50% | 35% | 40% |
| 2) SSRI- student choice, time to read, audio availability (during Do Now) | 2.4, 2.5 | Teachers Specialists | Students increase reading comprehension and fluency. | 25% | 30% | 35% |
| 3) Teachers will incorporate ESL strategies in all lessons to engage students in reading, writing, listening and speaking. | 2.4, 2.5, 2.6, 3.1, 3.2 | Teachers Specialists | Increase of students exiting LEP status;MAP growth; Increase STAAR approaches, Meets and Masters levels; Increase in PSAT scores; Increase in Panorama Survey | 75% | 100% | 100% |
| 4) Provide Differentiation of Product, Process and/or Content at least twice a week, incorporating the Proficiency Scales included in District Curriculum Documents. | 2.4, 2.5 | Teachers Specialists | MAP growth; Increase STAAR approaches, Meets and Masters levels; Increase in PSAT scores; Increase in Panorama Survey | 75% | 60% | 60% |
| **Funding Sources**: 199 PIC 22 - Career & Technology - 1013.00 | | | | | | |
| 5) Enhance Backwards Planning; ensuring each day focuses on specific unit assessment items. | 2.5 | Teachers Specialists | MAP growth; Increase STAAR approaches, Meets and Masters levels; Increase in PSAT scores; Increase in Panorama Survey | 100% | 100% | 100% |
| 6) Teachers will extend learning time through instructional day and after school tutorials. through intervention and enrichment lessons. | 2.4, 2.5, 3.1 | Teachers Specialists Administrators | Increased content time to ensure student performance at proficient level. | 100% | 100% | 100% |
| **Funding Sources**: 211 - Title I, Part A - 12000.00 | | | | | | |

| Strategy Description | ELEMENTS | Monitor | Strategy's Expected Result/Impact | Formative Reviews | | |
|---|---|---|---|---|---|---|
| | | | | Nov | Jan | Mar |
| 7) Educate parents on parenting techniques and how to guide their child to success during their teenage years. | 2.6, 3.2 | Admin Team | Students will be more engaged with guidance from parents who read literature on how to parent and guide teens during their adolescent years. | 0% | 0% | 0% |
| **Funding Sources**: 211 - Title I, Part A - 750.00 | | | | | | |

100% = Accomplished    0% = No Progress    ✗ = Discontinue

# Goal 5: To remain in compliance with Federal and State law.

**Performance Objective 1:** Meet all compliance timelines and reporting requirements.

    **Evaluation Data Source(s) 1:** All strategies will be implemented.

    **Summative Evaluation 1:**

# Campus Funding Summary

## 199 PIC 11 - Instructional Services

| Goal | Objective | Strategy | Resources Needed | Account Code | Amount |
|------|-----------|----------|------------------|--------------|--------|
|      |           |          |                  |              | $0.00  |
|      |           |          |                  | **Sub-Total** | $0.00 |
|      |           |          |                  | **Budgeted Fund Source Amount** | $38,430.00 |
|      |           |          |                  | **+/- Difference** | $38,430.00 |

## 199 PIC 22 - Career & Technology

| Goal | Objective | Strategy | Resources Needed | Account Code | Amount |
|------|-----------|----------|------------------|--------------|--------|
| 4    | 1         | 4        | Supplies and Materials | 199.11.6399.334.041.22.0.041 | $1,013.00 |
|      |           |          |                  | **Sub-Total** | $1,013.00 |
|      |           |          |                  | **Budgeted Fund Source Amount** | $750.00 |
|      |           |          |                  | **+/- Difference** | $-263.00 |

## 199 PIC 23 - Special Education

| Goal | Objective | Strategy | Resources Needed | Account Code | Amount |
|------|-----------|----------|------------------|--------------|--------|
|      |           |          |                  |              | $0.00  |
|      |           |          |                  | **Sub-Total** | $0.00 |
|      |           |          |                  | **Budgeted Fund Source Amount** | $945.00 |
|      |           |          |                  | **+/- Difference** | $945.00 |

## 199 PIC 25 - ESL/Bilingual

| Goal | Objective | Strategy | Resources Needed | Account Code | Amount |
|------|-----------|----------|------------------|--------------|--------|
| 1    | 1         | 6        | ESL Strategies   | 199.11.6399.000.041.25.0.041 | $1,545.00 |
|      |           |          |                  | **Sub-Total** | $1,545.00 |
|      |           |          |                  | **Budgeted Fund Source Amount** | $8,700.00 |

## 199 PIC 25 - ESL/Bilingual

| Goal | Objective | Strategy | Resources Needed | Account Code | Amount |
|------|-----------|----------|------------------|--------------|--------|
| | | | | **+/- Difference** | $7,155.00 |

## 199 PIC 30 - At Risk School Wide SCE

| Goal | Objective | Strategy | Resources Needed | Account Code | Amount |
|------|-----------|----------|------------------|--------------|--------|
| 1 | 1 | 3 | Chromebooks/At Risk | 199.11.6399.000.041.30.0.041 | $5,960.00 |
| | | | | **Sub-Total** | $5,960.00 |
| | | | | **Budgeted Fund Source Amount** | $14,250.00 |
| | | | | **+/- Difference** | $8,290.00 |

## 199 PIC 99 - Undistributed

| Goal | Objective | Strategy | Resources Needed | Account Code | Amount |
|------|-----------|----------|------------------|--------------|--------|
| | | | | | $0.00 |
| | | | | **Sub-Total** | $0.00 |
| | | | | **Budgeted Fund Source Amount** | $13,150.00 |
| | | | | **+/- Difference** | $13,150.00 |

## 211 - Title I, Part A

| Goal | Objective | Strategy | Resources Needed | Account Code | Amount |
|------|-----------|----------|------------------|--------------|--------|
| 1 | 1 | 4 | Region IV Teachers | 211.13.6239.000.041.30.0.000.FBG20 | $1,340.00 |
| 1 | 1 | 4 | Region IV Administartors | 211.23.6239.000.041.30.0.000.FBG20 | $509.00 |
| 1 | 1 | 4 | Employee Travel | 211.13.6411.000.041.30.0.000.FBG20 | $400.00 |
| 1 | 1 | 4 | Admin Travel | 211.23.6411.000.041.30.0.000.FBG20 | $3,000.00 |
| 1 | 1 | 4 | Registration administrator | 211.23.6299.000.041.30.0.000.FBG20 | $1,000.00 |
| 1 | 1 | 4 | Registration teacher | 211.13.6299.000.041.30.0.000.FBG20 | $3,661.00 |
| 1 | 1 | 5 | Supplies and Material | 211.11.6399.000.041.30.0.000.FBG20 | $31,853.00 |
| 1 | 1 | 5 | Technology | 211.11.6398.000.041.30.0.000.FBG20 | $3,201.00 |
| 1 | 1 | 5 | Software | 211.11.6397.000.041.30.0.000.FBG20 | $6,089.00 |
| 1 | 1 | 7 | Professional Salary | 211.11.6119.000.041.30.0.000.FBG20 | $131,000.00 |

## 211 - Title I, Part A

| Goal | Objective | Strategy | Resources Needed | Account Code | Amount |
|------|-----------|----------|------------------|--------------|--------|
| 1 | 1 | 7 | Support Salary | 211.11.6119.000.041.30.0.000.FBG20 | $36,000.00 |
| 1 | 1 | 7 | Medicare | 211.11.6141.000.041.30.0.000.FBG20 | $2,625.00 |
| 1 | 1 | 7 | Employer Contribution | 211.11.6142.000.041.30.0.000.FBG20 | $14,603.00 |
| 1 | 1 | 7 | Workers Comp | 211.11.6143.000.041.30.0.000.FBG20 | $1,157.00 |
| 1 | 1 | 7 | Teacher Retirement | 211.11.6146.000.041.30.0.000.FBG20 | $20,329.00 |
| 1 | 1 | 10 | Misc Contract Services | 211.11.6299.000.041.30.0.000FBG20 | $2,477.00 |
| 1 | 1 | 11 | Misc Contract Services | 211.13.6299.000.041.30.0.000.FBG20 | $3,661.00 |
| 2 | 1 | 1 | Parental Involvement | 211.61.6499.000.041.30.0.000.FBG20 | $2,646.00 |
| 2 | 1 | 1 | Parental supplies/materials | 211.61.6399.000.041.30.0.000.FBG20 | $199.00 |
| 3 | 1 | 1 | Other Reading materials | 211.11.6329.000.041.30.0.000.FBG20 | $6,000.00 |
| 4 | 1 | 6 | Extra Duty Professional Pay | 211.11.6116.000.041.30.0.000.FBG20 | $12,000.00 |
| 4 | 1 | 7 | Oth Reading Material | 211.61.6329.000.041.30.0.000.FBG20 | $750.00 |
| | | | | **Sub-Total** | $284,500.00 |
| | | | | **Budgeted Fund Source Amount** | $284,500.00 |
| | | | | **+/- Difference** | $0 |
| | | | | **Grand Total** | $293,018.00 |