Lamar Consolidated Independent School District

Wertheimer Middle School

2022-2023 Campus Improvement Plan

Accountability Rating: B

Distinction Designations:
Academic Achievement in Social Studies

Mission Statement

Wertheimer Middle School will prepare students for future challenges by establishing high expectations and fostering respect for self and others.

Vision

In partnership with parents and community, Wertheimer Middle School aspires for our students to be curious critical thinkers and respectful learners. Our goal is to provide a safe and academically challenging learning environment in which students develop the grit to overcome challenges, respect and accept diversity, and become intellectually, emotionally, and socially responsible citizens.

Value Statement

Learning – Supporting a learning environment that continuously motivates all individuals to excel;

Relationships – Creating and maintaining meaningful relationships among students, families, teachers, staff, and community partners;

Integrity – Conducting ourselves with honesty and responsibility;

Accountability – Demonstrating a personal and institutional accountability for student learning, ethical conduct, and adherence to mandates, policies, and procedures;

Innovation – Challenging ourselves to create unique ideas and innovative solutions in a technology rich environment;

Respect – Promoting a school community that appreciates the value of students, families, colleagues, and cultures;

Service -Dedicating ourselves to delivering excellent service.

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Comprehensive Needs Assessment

Demographics

Demographics Summary

Henry Wertheimer Middle School is a 6th Grade only campus in LCISD located between Richmond and Rosenberg. Current enrollment for the 2022-23 school year is 599 students. HWMS serves a diverse community with a wide range of socioeconomic backgrounds.

Attendance Rate (2021-22) 94.15%

Enrollment by Race/Ethnicity (2020-2021)
African American 21%
Hispanic 31%
White 33%
American Indian 0.3%
Asian 11%
Pacific Islander 0%
Two or More Races 4%

Male 51.7%

Female 48.3%

Enrollment by Student Group
Economically Disadvantaged 39%
English Learners 14%
Special Education 12%

504 students 11%

Mobility Rate (2019-20) 6.5%

Teachers by Ethnicity and Sex:

African American 17%
Hispanic 11%
White 72%
Asian 0%

Male 11%

Female 89%

Problem Statements Identifying Demographics Needs

Problem Statement 1 (Prioritized): Emergent Bilingual 6th graders who took the 2022 Reading STAAR scored Approaches 68%, Meets 35%, and Masters 16% which is a gap of 16 %, 27%, and 23% respectively from the general population. **Root Cause:** Decreased and inconsistent use of EB language acquisition strategies in all classrooms.

Problem Statement 2 (Prioritized): Special Education 6th grader 2022 Reading STAAR scores were Approaches 36%, Meets 21%, Masters 9% which is a gap of 48%, 41%, and 30 % respectively from the general population. **Root Cause:** Tier 1 and Tier 2 instruction.

Problem Statement 3 (Prioritized): Emergent Bilingual 6th graders who took the 6th grade 2022 Math STAAR were Approaches 81%, Meets 34%, and Masters 12% which is a gap of 8%, 23%, and 14% respectively from the general population. **Root Cause:** Decreased and inconsistent use of EB language acquisition strategies in all classrooms.

Problem Statement 4 (Prioritized): Special Education 6th grader 2022 Math STAAR scores were Approaches 61%, Meets 17%, and Masters 5% which is a gap of 27%, 40%, and 21% respectively from the general population. **Root Cause:** Tier 1 and Tier 2 instruction.

Problem Statement 5 (Prioritized): Economically Disadvantaged sub-population of 6th graders shows a gap of 6% to 11% in 2022 Math STAAR and a gap of 7% to 11% in 2022 Reading STAAR scores when compared to the general student population. **Root Cause:** Tier 1 and Tier 2 instruction.

Student Learning

Student Learning Summary

Students had the following scores on2022 6th Grade STAAR and TELPAS. They will be taking the MAP diagnostic in September to provide more relevant information on their strengths and weaknesses.

Student Learning Strengths

The overall performance strengths of students on STAAR are as follows:

Reading- Approaches 84%, Meets 62%, and Masters 39%. This is an increase of 3%, 12%, 11% respectively from 2021.

Problem Statements Identifying Student Learning Needs

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Problem Statement 3 (Prioritized): On the latest K-12 survey, only 58% of students felt that their teachers show them how their lessons relate to life outside of school. **Root Cause:** Coursework is not connecting to real life or student interests often enough.

Problem Statement 4 (Prioritized): In the latest K-12 survey, 30% of parents disagree that teachers give useful information about how to help their child do well in school and 23% disagree that teachers give timely and helpful feedback on my child's schoolwork. **Root Cause:** During the 2021-22 school year, many assignments moved online and feedback was

provided electronically through Canvas versus school work being returned to students in paper form. The school was not able to host an in-person curriculum night and the zoom curriculum nights were poorly attended (approximately 12 participants in each).

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Problem Statement 6 (Prioritized): Special Education 6th grader 2022 Math STAAR scores were Approaches 61%, Meets 17%, and Masters 5% which is a gap of 27%, 40%, and 21% respectively from the general population. **Root Cause:** Tier 1 and Tier 2 instruction.

Problem Statement 7 (Prioritized): Economically Disadvantaged sub-population of 6th graders shows a gap of 6% to 11% in 2022 Math STAAR and a gap of 7% to 11% in 2022 Reading STAAR scores when compared to the general student population. **Root Cause:** Tier 1 and Tier 2 instruction.

Problem Statement 8: On the latest K-12 survey, 20% of students disagree and 17 % do not know if there is a teacher or other staff member they can talk to about personal problems. **Root Cause:** Building relationships virtually was difficult; our counselors were not able to provide as many lessons outside of Character Counts as usual.

Problem Statement 9: Wertheimer/ Briscoe did not meet Domain 3 Growth targets Math for 11/12 possible categories. **Root Cause:** Math is skill and conceptually based. Students coming back to school face to face from being online during the Pandemic do not have the foundational skills necessary to build their understanding.

School Processes & Programs

School Processes & Programs Summary

Instructional/Curricular

iReady diagnostics given in September to all students to assess student skills. Department PLCs are held for 45 minutes each week and a half day every six weeks to promote high quality curriculum and instruction.   The campus has an MTSS plan in which struggling students are strategically placed with teachers and in classes with longer instructional periods, as well as utilizing the daily 30 minute advisory to provide time for teachers and facilitators pull small groups and assist struggling students. Students will be recognized as Hawk Students of the Week and at the end of semesters for A/B and A students.

Personnel

HWMS recruits personnel by Winocular search, word of mouth, at the district job fair, and on social media. Teachers receive PD according to their growth goals, campus problems of practice, and district focus. Campus initiatives such as Sunshine Club, teacher surveys, and teacher appreciation events throughout the year aid in support and retention. The positive campus climate and culture make Wertheimer a sought-after campus to teach at.

Organizational/Administrative

HWMS implements Character Counts and our PBIS matrix initiative through our beginning of the year Hawk Camp and through counselor taught lessons in the classroom. We hold enrichment days for students every three weeks where teachers volunteer to host a club and students can sign up for a club every other six weeks. Instructional organization is a priority, and each department has a chair. The chairs meet with campus leadership on a regular basis and both gather and disseminate information to and from the teachers and administration. Their feedback is highly valued and drives implementation of changes to processes and procedures. The administrative team meets weekly to review campus progress and plan for areas of need and upcoming events.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1: Teacher ethnicity demographics currently do not closely reflect our student ethnicity and gender demographics.

Problem Statement 2 (Prioritized): Economically Disadvantaged sub-population of 6th graders shows a gap of 6% to 11% in 2022 Math STAAR and a gap of 7% to 11% in 2022 Reading STAAR scores when compared to the general student population. **Root Cause:** Tier 1 and Tier 2 instruction.

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Perceptions

Perceptions Summary

Henry Wertheimer Middle School works hard to build a positive staff and client culture by providing excellent customer service and strong collaboration between administrators, teachers, parents, students, and the community. We seek and receive input and support from all stakeholders. Our climate and values support the belief that every student can and will grow both academically and socio-emotionally during their time with us.

Problem Statements Identifying Perceptions Needs

Problem Statement 1: On the latest K-12 survey, 20% of students disagree and 17 % do not know if there is a teacher or other staff member they can talk to about personal problems. **Root Cause:** Building relationships virtually was difficult; our counselors were not able to provide as many lessons outside of Character Counts as usual.

Problem Statement 2 (Prioritized): On the latest K-12 survey, only 58% of students felt that their teachers show them how their lessons relate to life outside of school. **Root Cause:** Coursework is not connecting to real life or student interests often enough.

Problem Statement 3 (Prioritized): In the latest K-12 survey, 30% of parents disagree that teachers give useful information about how to help their child do well in school and 23% disagree that teachers give timely and helpful feedback on my child's schoolwork. **Root Cause:** During the 2021-22 school year, many assignments moved online and feedback was provided electronically through Canvas versus school work being returned to students in paper form. The school was not able to host an in-person curriculum night and the zoom curriculum nights were poorly attended (approximately 12 participants in each).

Problem Statement 4: Teacher ethnicity demographics currently do not closely reflect our student ethnicity and gender demographics.

Priority Problem Statements

Problem Statement 5: Emergent Bilingual 6th graders who took the 2022 Reading STAAR scored Approaches 68%, Meets 35%, and Masters 16% which is a gap of 16 %, 27%, and 23% respectively from the general population.

Root Cause 5: Decreased and inconsistent use of EB language acquisition strategies in all classrooms.

Problem Statement 5 Areas: Demographics - Student Learning - School Processes & Programs

Problem Statement 3: Special Education 6th grader 2022 Reading STAAR scores were Approaches 36%, Meets 21%, Masters 9% which is a gap of 48%, 41%, and 30 % respectively from the general population.

Root Cause 3: Tier 1 and Tier 2 instruction.

Problem Statement 3 Areas: Demographics - Student Learning - School Processes & Programs

Problem Statement 4: Emergent Bilingual 6th graders who took the 6th grade 2022 Math STAAR were Approaches 81%, Meets 34%, and Masters 12% which is a gap of 8%, 23%, and 14% respectively from the general population.

Root Cause 4: Decreased and inconsistent use of EB language acquisition strategies in all classrooms.

Problem Statement 4 Areas: Demographics - Student Learning - School Processes & Programs

Problem Statement 1: Economically Disadvantaged sub-population of 6th graders shows a gap of 6% to 11% in 2022 Math STAAR and a gap of 7% to 11% in 2022 Reading STAAR scores when compared to the general student population.

Root Cause 1: Tier 1 and Tier 2 instruction.

Problem Statement 1 Areas: Demographics - Student Learning - School Processes & Programs

Problem Statement 8: On the latest K-12 survey, only 58% of students felt that their teachers show them how their lessons relate to life outside of school.

Root Cause 8: Coursework is not connecting to real life or student interests often enough.

Problem Statement 8 Areas: Student Learning - Perceptions

Problem Statement 6: In the latest K-12 survey, 30% of parents disagree that teachers give useful information about how to help their child do well in school and 23% disagree that teachers give timely and helpful feedback on my child's schoolwork.

Root Cause 6: During the 2021-22 school year, many assignments moved online and feedback was provided electronically through Canvas versus school work being returned to students in paper form. The school was not able to host an in-person curriculum night and the zoom curriculum nights were poorly attended (approximately 12 participants in each).

Problem Statement 6 Areas: Student Learning - Perceptions

Problem Statement 2: Special Education 6th grader 2022 Math STAAR scores were Approaches 61%, Meets 17%, and Masters 5% which is a gap of 27%, 40%, and 21% respectively from the general population.

Root Cause 2: Tier 1 and Tier 2 instruction.

Problem Statement 2 Areas: Demographics - Student Learning - School Processes & Programs

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- Campus goals
- Performance Objectives with summative review (prior year)
- Campus/District improvement plans (current and prior years)
- Covid-19 Factors and/or waivers for Assessment, Accountability, ESSA, Missed School Days, Educator Appraisals, etc.

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain
- Comprehensive, Targeted, and/or Additional Targeted Support Identification data
- Accountability Distinction Designations
- Local Accountability Systems (LAS) data

Student Data: Assessments

- State and federally required assessment information
- STAAR current and longitudinal results, including all versions
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Student failure and/or retention rates
- Local diagnostic reading assessment data
- Local benchmark or common assessments data
- State-developed online interim assessments

Student Data: Student Groups

- Economically disadvantaged / Non-economically disadvantaged performance and participation data
- Special education/non-special education population including discipline, progress and participation data
- Emergent Bilingual (EB) /non-EB data, including academic achievement, progress, support and accommodation needs, race, ethnicity, gender etc.
- Homeless data
- Response to Intervention (RtI) student achievement data

Student Data: Behavior and Other Indicators

- Attendance data
- Discipline records
- Student surveys and/or other feedback

Employee Data

- Staff surveys and/or other feedback

- Teacher/Student Ratio
- State certified and high quality staff data
- Campus leadership data
- Campus department and/or faculty meeting discussions and data
- Professional development needs assessment data
- Evaluation(s) of professional development implementation and impact

Parent/Community Data

- Parent surveys and/or other feedback
- Community surveys and/or other feedback

Support Systems and Other Data

- Processes and procedures for teaching and learning, including program implementation
- Communications data
- Budgets/entitlements and expenditures data

Goals

Goal 1: By May 2023, Wertheimer Middle School will increase the scores of all 6th grade students in Math to achieve 94% Approaches, 64% Meets, and 32% Masters, and Reading to achieve 94% Approaches, 72% Meets, and 47% Masters as measured by the STAAR test.

Performance Objective 1: Increase opportunities for all students to utilize academic vocabulary to articulate and demonstrate their understanding of concepts during structured conversations.

    Evaluation Data Sources: District CFAs, MAP data, internal rounds data, PDSA Cycle data, walkthroughs and observations.

Strategy 1 Details	Formative Reviews		
Strategy 1: Ongoing professional development for all teachers on Increasing Student Output and structured conversations provided by the ALP Department.	**Formative**		
	Nov	**Feb**	**June**

Strategy's Expected Result/Impact: If students are able to use academic language to articulate and demonstrate their learning during structured conversations, then they will be successful when facing academic tasks that are challenging and respond at high cognitive levels.
     Staff Responsible for Monitoring: Administrators, Facilitators, and Teachers
 	
     TEA Priorities:
 Recruit, support, retain teachers and principals, Build a foundation of reading and math
     Funding Sources: 0.5 FTE - 199 PIC 24 State Compensatory Ed (SCE) Accelerated - $5,000			

Strategy 2 Details	Formative Reviews		
Strategy 2: Coaches will provide teacher support focusing on creating questions to elicit student discourse and reviewing questioning strategies at weekly PLC meetings. Pre-planned questions to align with the lesson or TEKs will be included and monitored in teacher lesson plans.	**Formative**		
	Nov	**Feb**	**June**

Strategy's Expected Result/Impact: Teachers will receive individualized support in implementing questioning strategies and will become proficient or master the strategies.
     Staff Responsible for Monitoring: Administrators, Facilitators, Coaches
 	
     TEA Priorities:
 Recruit, support, retain teachers and principals, Build a foundation of reading and math
 - ESF Levers:
 Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction
     Funding Sources: 0.5 FTE - 199 PIC 24 State Compensatory Ed (SCE) Accelerated - $5,000			

Strategy 3 Details	Formative Reviews		
Strategy 3: Perform internal instructional rounds and PDSA cycles each six weeks through the 5th grading period to monitor the improvement in frequency of all students having the opportunity to engage in academic discourse, higher order thinking questions by teachers, engagement of students, and to assess the need for further professional development.	Formative		
	Nov	Feb	June
Strategy's Expected Result/Impact: Effective monitoring of questioning strategy implementation and individual teacher feedback to increase efficacy of the professional development. **Staff Responsible for Monitoring:** Administrators, Facilitators, Teachers **TEA Priorities:** Recruit, support, retain teachers and principals - **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 5: Effective Instruction			
0% No Progress 100% Accomplished ➡ Continue/Modify ✖ Discontinue			

Goal 1: By May 2023, Wertheimer Middle School will increase the scores of all 6th grade students in Math to achieve 94% Approaches, 64% Meets, and 32% Masters, and Reading to achieve 94% Approaches, 72% Meets, and 47% Masters as measured by the STAAR test.

Performance Objective 2: Ensure all striving 6th grade math and reading students receive MTSS in Tiers 2 and 3 through strategic, flexible scheduling of intervention groups during advisory time as indicated by STAAR Data, teacher screeners, MAP data, historical data, and formative assessments.

   Evaluation Data Sources: District CFAs, Benchmarks, MAP data, STAAR, teacher screeners and input.

Strategy 1 Details	Formative Reviews		
Strategy 1: Teachers, ESL Coach, and facilitators will plan and implement intervention strategies, including hands-on activities, real-world academic vocabulary lessons, and TEKs-based lessons in flexible groups during advisory HB4545/ MTSS time in order to close skills gaps in Grade 6 Math and Reading, including the EB, At-Risk ,and SPED populations.	**Formative**		
	Nov	**Feb**	**June**
Strategy's Expected Result/Impact: Move students who scored Did not Meet or Approaches Grade Level to Meets Grade Level. Close the gap between EB, At-Risk, and SPED students and the general population. **Staff Responsible for Monitoring:** Administrators, Facilitators, and Teachers **TEA Priorities:** Build a foundation of reading and math - **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 5: Effective Instruction **Funding Sources:** 0.5 FTE - 199 PIC 24 State Compensatory Ed (SCE) Accelerated - $5,000, 0.71 FTE - 199 PIC 24 State Compensatory Ed (SCE) Accelerated - $8,000			

Strategy 2 Details	Formative Reviews		
Strategy 2: Students identified as striving through previous school's MTSS records, STAAR data, and beginning of the year MAP and teacher screeners will be placed in advisory classes with selected Tier 2 and Tier 3 teachers based on need by TEKs in Math and Reading. Students may be placed each six weeks based on additional needs, teacher input and CFAs. Students will also have access to before and after-school tutorial opportunities to support Tier 1 instruction.	**Formative**		
	Nov	**Feb**	**June**
Strategy's Expected Result/Impact: Improved academic outcomes for students with identified performance gaps, including at-risk students. Domain 3 growth targets will be met for all eligible areas. **Staff Responsible for Monitoring:** Administrators, Facilitators, Teachers **TEA Priorities:** Build a foundation of reading and math			

Strategy 3 Details	Formative Reviews		
Strategy 3: Facilitators will provide push-in support to Tier 2 and Tier 3 teachers during intervention time daily, and assist with before school tutorials four days a week.	**Formative**		
	Nov	**Feb**	**June**
Strategy's Expected Result/Impact: We will close the gaps for students with identified skill deficiencies and improve student capacity for successful learning during initial instruction. **Staff Responsible for Monitoring:** Administrators, Facilitators, Teachers **TEA Priorities:** Build a foundation of reading and math **Funding Sources:** 0.5 FTE - 199 PIC 24 State Compensatory Ed (SCE) Accelerated - $5,525			

Strategy 4 Details	Formative Reviews		
Strategy 4: Hire a tutor for small group, pull-out instructional support for students with identified gaps in math and reading skills, including at-risk students. The tutor will provide support from November through April.	**Formative**		
	Nov	**Feb**	**June**
Strategy's Expected Result/Impact: We will close the gap between at risk learners and the general population. **Staff Responsible for Monitoring:** Administrators & Facilitators **TEA Priorities:** Build a foundation of reading and math - **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction **Funding Sources:** Interventionist/Tutor - 199 PIC 24 State Compensatory Ed (SCE) Accelerated - $4,700			

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

Goal 1: By May 2023, Wertheimer Middle School will increase the scores of all 6th grade students in Math to achieve 94% Approaches, 64% Meets, and 32% Masters, and Reading to achieve 94% Approaches, 72% Meets, and 47% Masters as measured by the STAAR test.

Performance Objective 3: Ensure all 6th grade math and reading teachers, facilitators, and tutors have lesson resources, including teacher and student books, to provide high quality Tier 1 instruction to students and facilitate parent understanding and involvement necessary to support student success, including at-risk and EB students.

Evaluation Data Sources: Teacher feedback, Parent attendance at curriculum and EB parent events.

Strategy 1 Details	Formative Reviews		
Strategy 1: Purchase materials and book sets to be used for Tier 1 teaching , including but not limited to a reading library, vocabulary flash cards, and vocabulary games for EB students.	**Formative**		
Strategy's Expected Result/Impact: Provide teachers with high-quality materials to ensure effective Tier 1 teaching and intervention. **Staff Responsible for Monitoring:** Administrators, Facilitators, Teachers **TEA Priorities:** Build a foundation of reading and math - **ESF Levers:** Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction **Funding Sources:** Instructional Materials for EBs - 199 PIC 25 State Bilingual/ESL - $1,684	**Nov**	**Feb**	**June**
0% No Progress 100% Accomplished → Continue/Modify ✕ Discontinue			

Goal 2: By May 2023, all 6th grade Emergent Bilingual and Special Education students will increase their Meets Standard performance by 10% as measured by the Math and Reading STAAR test.

Performance Objective 1: Embed core content vocabulary through real-world articles during advisory two days weekly based on need shown by MAP and teacher screeners to improve scores of all students including economically disadvantaged, special education, EB, and at-risk student groups.

    Evaluation Data Sources: District CFAs, MAP data, and campus formative assessments.

Strategy 1 Details	Formative Reviews		
Strategy 1: Form a literacy team cosisting of at least one teacher per core content area, facilitators, and ESL coach to coordinate a scope and sequence and gather teaching materials including real-world articles and text to be taught during intervention time. The team will meet at least once each six weeks for planning and will provide the materials to all teachers through Canvas.	**Formative**		
	Nov	**Feb**	**June**

Strategy's Expected Result/Impact: All teachers will have access to relevant instructional materials for teaching academic vocabulary during intervention time.
    Staff Responsible for Monitoring: Admin, Facilitators, ESL coach, Literacy Team
 	
    TEA Priorities:
Build a foundation of reading and math
 - **ESF Levers:**
Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction
    Funding Sources: 0.71 - 199 PIC 24 State Compensatory Ed (SCE) Accelerated - $9,000			

Strategy 2 Details	Formative Reviews		
Strategy 2: Teachers will be provided professional development on utilizing academic vocabulary in the classroom through on-going training by ALP Department in order to improve outcomes for all students including the EB and at-risk population. Vocabulary will be an agenda item on PLC agendas.	**Formative**		
	Nov	**Feb**	**June**

Strategy's Expected Result/Impact: Increased use of academic vocabulary classrooms with a result of decrease in numbers of students requiring Tier 2 intervention.
    Staff Responsible for Monitoring: Administrators, Coaches
 	
    Funding Sources: .50 FTE - 199 PIC 24 State Compensatory Ed (SCE) Accelerated - $5,000			

Strategy 3 Details	Formative Reviews		
Strategy 3: Assign student advisory groups for interventions or extensions based initially on STAAR and then on screener or MAP results in order to close student gaps in math and reading based on TEK performance. Groups will be monitored and re-grouped each six weeks based on formative assessment, teacher recommendation, CFAs, PMAs, and Interim assessments.	Formative		
	Nov	**Feb**	**June**
Strategy's Expected Result/Impact: Student gaps in knowledge will decrease and students will build background knowledge and schema or extend learning. **Staff Responsible for Monitoring:** All staff **TEA Priorities:** Build a foundation of reading and math - **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum			

Strategy 4 Details	Formative Reviews		
Strategy 4: EB Coach and Academic Coach will provide teacher support on implementation of academic vocabulary strategies during PLC planning and through job-embedded support by observing and coaching teachers once in the first six weeks and as indicated by observation in the remaining six weeks.	Formative		
	Nov	**Feb**	**June**
Strategy's Expected Result/Impact: Teacher proficiency or mastery in small group strategies in the secondary classroom. **Staff Responsible for Monitoring:** Administrators, Facilitators **Funding Sources:** 0.5 FTE - 199 PIC 24 State Compensatory Ed (SCE) Accelerated - $10,000, 0.71 FTE - 199 PIC 24 State Compensatory Ed (SCE) Accelerated - $9,000			

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

Goal 2: By May 2023, all 6th grade Emergent Bilingual and Special Education students will increase their Meets Standard performance by 10% as measured by the Math and Reading STAAR test.

Performance Objective 2: Utilize small group instruction strategies in all classes at least 3 days per week to improve Tier 1 instruction for all students, including special education and EB students. Small group may be provided by either the general education or special education teacher or paraprofessional.

   **Evaluation Data Sources:** District CFAs, TEA interim assessments, iReady data.

Strategy 1 Details	Formative Reviews		
Strategy 1: Teachers will be provided professional development on co-teaching models followed by job-embedded support from facilitators and monitoring through walkthroughs and informal observations beginning in October.	**Formative**		
	Nov	**Feb**	**June**
Strategy's Expected Result/Impact: 100% implementation of small groups in core subject classrooms with a result of decrease in numbers of students requiring Tier 2 intervention. **Staff Responsible for Monitoring:** Administrators, Facilitators, Teachers			

Strategy 2 Details	Formative Reviews		
Strategy 2: Staff will participate in a book study of "Small Moves to Make Big Gains " with a goal of implementing engaging strategies weekly as measured by lesson plans and internal rounds.	**Formative**		
	Nov	**Feb**	**June**

Strategy's Expected Result/Impact: Increased student language output and deeper learning of the content to increase ability to apply learning to new problems.
     Staff Responsible for Monitoring: Admin, EB Coach, Instructional Coach
 	
     Funding Sources: Books - 199 PIC 24 State Compensatory Ed (SCE) Accelerated - $1,296			

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

Goal 3: By May of 2023, Wertheimer MS will implement systems and programs promoting parent communication, parent and student supports, and parent involvement in school activities to positively impact parent and student learning and support experiences and decrease and prevent bullying and discipline behaviors as measured by the K-12 climate survey and discipline data.

Performance Objective 1: Provide opportunities for community, parents, and students to engage in meaningful campus activities designed to strengthen relationships between parents, students, and staff.

    Evaluation Data Sources: K-12 surveys; Parent feedback from coffees or lunch and learns; SBDM feedback.

Strategy 1 Details	Formative Reviews		
Strategy 1: Schedule monthly events for parents, such as morning coffee chats with administrators and facilitators, parent Canvas training, or curriculum events in a hybrid virtual & in person format, for 6th grade parents to learn about math and reading curriculum and strategies for parents to support student learning, including events and interpreters for EL parents, to enhance school-parent partnerships connected to Parent, Family, & Community Engagement Plan.	**Formative**		
	Nov	**Feb**	**June**

Strategy's Expected Result/Impact: Enable parents to better support their student's learning and thus become more involved in their students education.
    Staff Responsible for Monitoring: Administrators, Facilitators, Teachers, and ESL Coach
 	
    ESF Levers:
Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture
    Funding Sources: Parent materials, Event overhead costs - 199 PIC 25 State Bilingual/ESL - $1,000, .071 FTE - 199 PIC 24 State Compensatory Ed (SCE) Accelerated - $842			

Strategy 2 Details	Formative Reviews		
Strategy 2: We will implement student club days every 3 weeks for students to interact with other adults and students who share similar interests and provide additional physical activities such as sports, yoga and other health-related interests. We will implement games during lunches twice per six weeks that align with Character Counts.	**Formative**		
	Nov	**Feb**	**June**
Strategy's Expected Result/Impact: Increase attendance, promote student engagement, student to student relationships, and student to staff relationships. **Staff Responsible for Monitoring:** Administrators, Facilitators, Teachers, Staff			

Strategy 3 Details	Formative Reviews

Strategy 3: We will share strategies and skills learned at Holdsworth after each session to improve the school culture and the school experience for all stakeholders.	Formative		
	Nov	**Feb**	**June**
Strategy's Expected Result/Impact: Improved experience of all stakeholders and continued positive school culture. **Staff Responsible for Monitoring:** Holdsworth leadership team. **TEA Priorities:** Recruit, support, retain teachers and principals - **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture			

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

Goal 3: By May of 2023, Wertheimer MS will implement systems and programs promoting parent communication, parent and student supports, and parent involvement in school activities to positively impact parent and student learning and support experiences and decrease and prevent bullying and discipline behaviors as measured by the K-12 climate survey and discipline data.

Performance Objective 2: Provide clear and timely communication through various modes to more effectively inform and educate parents and students on current and upcoming curriculum and campus initiatives.

    Evaluation Data Sources: Newsletter feedback; social media posts and feedback.

Strategy 1 Details	Formative Reviews		
Strategy 1: HWMS will host an orientation in August and open house in September that focuses on student learning support and curriculum education for students and parents.	**Formative**		
	Nov	**Feb**	**June**

Strategy's Expected Result/Impact: Parents and learners will gain a better understanding of 6th grade curriculum, expectations in the classroom (virtual and on campus), and implementation of Canvas for each department.
     Staff Responsible for Monitoring: Administrators, Facilitators, Teachers
 	
     TEA Priorities:
 Recruit, support, retain teachers and principals
  - **ESF Levers:**
 Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture			

| Strategy 2 Details	Formative Reviews		
Strategy 2: Teachers will support parents and learners by updating Canvas calendars a minimum of every six weeks and posting a comprehensive six weeks calendar prior to the beginning of each six weeks. Administrators and Facilitators will provide parent training on accessing Canvas twice during October and as needed thereafter.	**Formative**		
	Nov	**Feb**	**June**

Strategy's Expected Result/Impact: Teachers will better meet parent learner's needs and engage students in curriculum appropriate activities that interest them.
     Staff Responsible for Monitoring: Administrators, Facilitators, Teachers
 	
     ESF Levers:
 Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture, Lever 5: Effective Instruction			

Strategy 3 Details	Formative Reviews		
Strategy 3: A weekly campus newsletter will be sent to all families using Smore and sent to parents through Skylert and posted for the community on the Wertheimer Facebook, Twitter, and Instagram accounts.	Formative		
	Nov	Feb	June
Strategy's Expected Result/Impact: Families and students will be well informed and have fewer questions regarding school procedures and events. **Staff Responsible for Monitoring:** Administrators, Staff **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture			

Strategy 4 Details	Formative Reviews		
Strategy 4: Utilize Twitter and Instagram in addition to Facebook at least 6 times per month to communicate school events and promote classroom activities to parents and the community, as compared to previous Twitter and Instagram use of less than once per week.	Formative		
	Nov	Feb	June
Strategy's Expected Result/Impact: We will reach more parents via the various social media outlets and as a result will engage more parents in school events and activities. **Staff Responsible for Monitoring:** Administrators, Staff **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture			

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

Goal 3: By May of 2023, Wertheimer MS will implement systems and programs promoting parent communication, parent and student supports, and parent involvement in school activities to positively impact parent and student learning and support experiences and decrease and prevent bullying and discipline behaviors as measured by the K-12 climate survey and discipline data.

Performance Objective 3: Maintain implementation of Positive Behavioral Interventions and Supports matrix and the Character Counts program, both of which are designed to teach desired character traits and behaviors to students to prevent bullying and discipline behaviors.

    Evaluation Data Sources: Discipline data; attendance data.

Strategy 1 Details	Formative Reviews		
Strategy 1: HWMS will implement the Character Counts program and lessons delivered by counselors monthly and will recognize students who demonstrate the character of the month on a weekly basis. Teachers and staff will receive a refresher on linking character vocabulary to student actions to promote good character at each staff meeting throughout the year.	**Formative**		
	Nov	**Feb**	**June**

Strategy's Expected Result/Impact: Discipline behaviors such as bullying will be reduced and students will understand and strive to show good character traits.
    Staff Responsible for Monitoring: Administrators, Facilitators, Counselors, Teachers, Staff
 	
    TEA Priorities:
Recruit, support, retain teachers and principals
 - **ESF Levers:**
Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture			

Strategy 2 Details	Formative Reviews		
Strategy 2: HWMS will teach students expected behaviors at the beginning of the year and a refresher at mid year through a PBIS matrix for each area of the school to reduce unexpected behaviors resulting in discipline, as monitored by decreased discipline referrals for behaviors covered in the matrix.	**Formative**		
	Nov	**Feb**	**June**

Strategy's Expected Result/Impact: Discipline issues will be reduced.
    Staff Responsible for Monitoring: Administrators, Facilitators, Counselors, Teachers, Staff
 	
    TEA Priorities:
Recruit, support, retain teachers and principals
 - **ESF Levers:**
Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture			

Strategy 3 Details	Formative Reviews		
Strategy 3: HWMS counseling staff will implement student group meetings to meet the needs of students who are experiencing social or emotional struggles. Group topics will rotate on a monthly basis to focus on areas such as coping with anxiety, stress, and grieving as needed. A group focused on creating and maintaining friendships will be ongoing throughout the year.	Formative		
	Nov	**Feb**	**June**
Strategy's Expected Result/Impact: Students will be better equipped to cope with social and emotional challenges and will build relationships with adults that increase their feelings of mental wellness, safety, and inclusion. **Staff Responsible for Monitoring:** Administrators, counselors **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture			

0% No Progress   100% Accomplished   ➡ Continue/Modify   ❌ Discontinue

State Compensatory

Budget for Wertheimer Middle School

Total SCE Funds: $6,369.00
Total FTEs Funded by SCE: 1
Brief Description of SCE Services and/or Programs

Personnel for Wertheimer Middle School

Name	Position	FTE
Cynthia Haley	Instructional Coach	0.5
Ginger Schwartz	ESL Coach	0.5

Campus Funding Summary

199 PIC 24 State Compensatory Ed (SCE) Accelerated					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	1	1	0.5 FTE		$5,000.00
1	1	2	0.5 FTE		$5,000.00
1	2	1	0.5 FTE		$5,000.00
1	2	1	0.71 FTE		$8,000.00
1	2	3	0.5 FTE		$5,525.00
1	2	4	Interventionist/Tutor		$4,700.00
2	1	1	0.71		$9,000.00
2	1	2	.50 FTE		$5,000.00
2	1	4	0.71 FTE		$9,000.00
2	1	4	0.5 FTE		$10,000.00
2	2	2	Books		$1,296.00
3	1	1	.071 FTE		$842.00
				Sub-Total	$68,363.00
				Budgeted Fund Source Amount	$68,363.00
				+/- Difference	$0.00
199 PIC 25 State Bilingual/ESL					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	3	1	Instructional Materials for EBs		$1,684.00
3	1	1	Parent materials, Event overhead costs		$1,000.00
				Sub-Total	$2,684.00
				Budgeted Fund Source Amount	$2,684.00
				+/- Difference	$0.00
				Grand Total Budgeted	$71,047.00
				Grand Total Spent	$71,047.00
				+/- Difference	$0.00