Lamar Consolidated Independent School District

Wessendorff Middle School

2022-2023 Campus Improvement Plan

Mission Statement

Mission Statement
Wessendorff Middle School is dedicated to ensuring high levels of learning and character development for all students.

Vision

Vision Statement
We will become an inclusive and culturally responsive learning community by creating a legacy of excellence that inspires pride in learning.

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Comprehensive Needs Assessment

Revised/Approved: September 2, 2022

Demographics

Demographics Summary

Wessendorff is a 6th grade only school in the Lamar CISD. Wessendorff has a current student enrollment for the 2022-2023 school year of approximately 421 6th grade students. Wessendorff services central and north Richmond and Rosenberg.   Wessendorff is on the Blue Track and receives

students from elementary schools that include Arredondo, Pink, Jane Long, Austin, Smith, and Hutchinson.

Our campus demographics are diverse with an ethnic distribution of 51% Hispanic, 7% Asian, 29% African American, and 10% White. The campus is also comprised of 64% Economically Disadvantaged students.

Wessendorff's special populations include 23% English Learners, 22% Special Education students and 52% of the student population is considered at risk.

Demographics Strengths

Wessendorff is a neighborhood school. Many students are legacy students, whose grandparents, parents, or siblings attended Wessendorff.

Our staff offers much divsersity in age, experience, and various ethnic backgrounds.

The majority of the the staff are returning teachers and have experienced success at Wessendorff.

Our enrollment hasl decreased due to the addition of a new 6th grade campus added to the district.

Students participate in fine arts programs including band, orchestra, art, theatre arts, and choir.

Students are enrolled in Pre-Advanced Placement programs for math, reading, science and social studies.

Teacher experience ranges from 0 to 30 years. All teachers encouraged to get their ESL and GT certifications.

Female teachers comprise about 88% of the staff.

Problem Statements Identifying Demographics Needs

Problem Statement 1: Addressing growth in reading and math to meet the needs of all students by making adjustments to the instructional approach and data-based instructional approaches. **Root Cause:** An instructional plan must be created based on data and address student areas of need whereby the student and teacher recognize where the student is academically and what next steps are needed to achieve goals.

Student Learning

Student Learning Summary

	May 2022 STAAR Mathematics, Grade 6					May 2022 STAAR Reading, Grade 6				
	Total Students	Raw Score	Approaches	Meets	Masters	Total Students	Raw Score	Approaches	Meets	Ma
Wessendorff MS	**409**	**20**	**75%**	**38%**	**14%**	**409**	**27**	**74%**	**44%**	
Economic Disadvantage	291	19	70%	35%	12%	291	26	69%	38%	
American Indian/Alaskan Native	2	10	0%	0%	0%	2	21	50%	50%	
Asian	26	27	92%	73%	54%	26	32	92%	73%	
Black/African American	110	19	74%	35%	11%	110	26	71%	43%	
Hispanic	210	19	73%	34%	9%	210	26	72%	39%	
Native Hawaiian/Pacific Islander	2	18	50%	50%	0%	2	22	50%	0%	
Two or More Races	10	22	70%	40%	30%	10	32	80%	80%	
White	49	22	82%	49%	24%	49	27	76%	51%	
Currently Emergent Bilingual	105	20	76%	35%	12%	105	26	72%	38%	
First Year of Monitoring	3	27	100%	67%	67%	3	34	100%	67%	
Second Year of Monitoring	10	28	100%	80%	40%	10	34	100%	90%	
Special Ed Indicator	55	14	49%	13%	4%	55	21	45%	22%	

Student Learning Strengths

During the 2021-2022 school year, Wessendorff implemented Sheltered Instructional Practices and Small Group Training.

Wessendorff continues to focus on strengthening Tier 1 Instruction.

Problem Statements Identifying Student Learning Needs

Problem Statement 1: ELAR: Multiple student groups performing below closing-the-gap targets. **Root Cause:** ELAR: Teachers need use the data to drive whole and small group instruction. Teachers need professional development to train how to use the data effectively.

Problem Statement 2 (Prioritized): Math: Multiple student groups are performing below the All Student group on State Assessments. **Root Cause:** Math: Teachers are not using instructional strategies to support independent/self-directed problem solving and using data to drive instruction.

Problem Statement 3 (Prioritized): ELAR: Multiple student groups are performing below the All Student group on State Assessments **Root Cause:** We are not using instructional strategies to support independent/self-directed problem solving and using data to drive instruction.

Problem Statement 4 (Prioritized): 2021-2022 STAAR data indicates that ELL students need more targeted support in core classrooms. **Root Cause:** Diverse community with multiple languages has increased the percent of ELL students needing extra support.

Problem Statement 5 (Prioritized): Earlier identification of struggling students needs to be addressed in order to reduce failures. **Root Cause:** Delaying targeted intervention increases learning gaps.

Problem Statement 6 (Prioritized): Growth targets for Reading and Math with the economically disadvantaged populations below school All Students average. **Root Cause:** Delaying targeted intervention increases learning gaps.

Problem Statement 7: Negative trends in student performance at "Meet/Masters" levels. **Root Cause:** A lack of consistent data-driven planned lessons using differentiated strategies.

Problem Statement 8 (Prioritized): Lack of effective Tier 1 instruction across content areas. **Root Cause:** Lack of instructional tools/training and strategies to increase increase student comprehension during Tier 1 instruction.

School Processes & Programs

School Processes & Programs Summary

Teams meet weekly to collaboratively plan lessons with the instructional coaches. Teachers who aspire leadership positions are provided with leadership opportunities. These teachers are involved in site-based decision making and providing professional development to their colleagues.

The CORE (administrative) team conducts weekly classroom walkthroughs to ensure teachers are implementing strategies learning during Professional development sessions. Teachers are provided with immediate feedback.

Professional Learning Communities (PLCs) meet on a regular basis to evaluate and adjust instruction to meet the needs of students. To ensure academic success, teams review data, discuss strategies, model strategies, and observe teachers, plan lessons, develop assessments, share best practices, and meet with academic facilitators.

Mentor teachers are assigned to brand new teachers. They meet regularly to provide additional information to teachers who are new to the profession.

The master schedule included common planning periods for core teachers to attend PLC meetings and collaborate on instructional techniques.

School Processes & Programs Strengths

At Wessendorff we have two instructional coaches. Each of these staff members plays an integral role in supporting teachers, staff, and students.

Based on assessment data, students will receive intervention or acceleration at least four days a week.

Perceptions

Perceptions Summary

Parent engagement has increased and we now have a parent organization called The Mustang Support Squad. Per the survey, the majority of students and parents feel that Wessendorff academically prepares them and that students are supported. Teacher survey notes show that they enjoy working at Wessendorff. We have zero teaching vacancies and the majoring returned to WMS.

Communication has improved. Parents read the weekly Mustang Memo from the campus principal and more engagement oppotrunittes have been planned.

Perceptions Strengths

Parent Engagement has increased.

Academic Readiness. The campus improved from a rating of D to B.

Teachers returned to WMS and feel supported.

PBIS events make the campus fun for students.

Problem Statements Identifying Perceptions Needs

Problem Statement 1: CLIMATE SURVEY **Root Cause:** Social Media

Problem Statement 2: Students need to learn to be safe on social media and to pause before posting material that may offend others or cause conflicts on campus. **Root Cause:** Lack of supervision on social media and lack of information on cyber bullying.

Priority Problem Statements

Problem Statement 2: Math: Multiple student groups are performing below the All Student group on State Assessments.
Root Cause 2: Math: Teachers are not using instructional strategies to support independent/self-directed problem solving and using data to drive instruction.
Problem Statement 2 Areas: Student Learning

Problem Statement 1: ELAR: Multiple student groups are performing below the All Student group on State Assessments
Root Cause 1: We are not using instructional strategies to support independent/self-directed problem solving and using data to drive instruction.
Problem Statement 1 Areas: Student Learning

Problem Statement 3: 2021-2022 STAAR data indicates that ELL students need more targeted support in core classrooms.
Root Cause 3: Diverse community with multiple languages has increased the percent of ELL students needing extra support.
Problem Statement 3 Areas: Student Learning

Problem Statement 4: Earlier identification of struggling students needs to be addressed in order to reduce failures.
Root Cause 4: Delaying targeted intervention increases learning gaps.
Problem Statement 4 Areas: Student Learning

Problem Statement 5: Growth targets for Reading and Math with the economically disadvantaged populations below school All Students average.
Root Cause 5: Delaying targeted intervention increases learning gaps.
Problem Statement 5 Areas: Student Learning

Problem Statement 6: Lack of effective Tier 1 instruction across content areas.
Root Cause 6: Lack of instructional tools/training and strategies to increase increase student comprehension during Tier 1 instruction.
Problem Statement 6 Areas: Student Learning

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.
- Planning and decision making committee(s) meeting data
- State and federal planning requirements

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

Student Data: Assessments

- STAAR current and longitudinal results, including all versions
- STAAR released test questions
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Local diagnostic reading assessment data
- Local benchmark or common assessments data
- State-developed online interim assessments
- Grades that measure student performance based on the TEKS

Student Data: Student Groups

- Special education/non-special education population including discipline, progress and participation data
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data
- Section 504 data
- Response to Intervention (RtI) student achievement data

Student Data: Behavior and Other Indicators

- Attendance data
- Discipline records
- Student surveys and/or other feedback
- School safety data
- Enrollment trends

Employee Data

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- Professional development needs assessment data
- Evaluation(s) of professional development implementation and impact

Parent/Community Data

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

Support Systems and Other Data

- Communications data
- Study of best practices
- Action research results

Goals

Goal 1: By May of 2023, the overall 6th grade Math STAAR Approaches level will increase from 76% to 81%, the overall Meets will increase from 39% to 44%, the overall Masters will increase from 15% to 20%.

Performance Objective 1: Improve Tier 1 instruction in math classrooms by increasing student to student discourse, differentiated activities and small group instruction.

    Evaluation Data Sources: Increased academic achievement in math

Strategy 1 Details	Formative Reviews		
Strategy 1: Tier 1 lessons should include student to student discourse, small group instruction and sheltered instructional strategies.	**Formative**		
Strategy's Expected Result/Impact: Increased academic achievement	**Nov**	**Feb**	**June**
Staff Responsible for Monitoring: Principal; Assistant Principal; Instructional Coaches; Teachers **TEA Priorities:** Build a foundation of reading and math - **ESF Levers:** Lever 5: Effective Instruction			

Strategy 2 Details	Formative Reviews		
Strategy 2: Teachers will plan for each grading period to unpack the TEKS, identify prerequisites, set a SMART goal, identify available instruction days, determine pre/ post and common assessments, analyze data, set data parameters for intervention and extension and establish a plan for student growth.	**Formative**		
	Nov	**Feb**	**June**
Strategy's Expected Result/Impact: Increased academic acievement **Staff Responsible for Monitoring:** Principal; Assistant Principal; Instructional Coaches; Teachers			

Strategy 3 Details	Formative Reviews		
Strategy 3: Provide specialized professional development and coaching for 1 to 3 year teachers. Training will support teachers with best classroom management and instructional practices.	**Formative**		
	Nov	**Feb**	**June**
Strategy's Expected Result/Impact: Increased academic achievement; campus mentor logs; team planning meeting minutes; end of year Mentor/Mentee			
Staff Responsible for Monitoring: Principal; Assistant Principal; Facilitators; Teachers			
TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools - **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 5: Effective Instruction			

Strategy 4 Details	Formative Reviews		
Strategy 4: The Leadership Team will conduct internal instructional rounds together once a month beginning in September to collaborate best instructional practices observed, strategies for student engagement and ensure alignment of expectations that will allow for student and teacher growth.	**Formative**		
	Nov	**Feb**	**June**
Strategy's Expected Result/Impact: Increased academic achievement and build teacher capacity.			
Staff Responsible for Monitoring: Principal; Assistant Principal; Instructional Coaches, Leadership Team			
TEA Priorities: Build a foundation of reading and math - **ESF Levers:** Lever 5: Effective Instruction **Funding Sources:** Contracted Services for Teachers to engage in Professional Learning - 211 Title I, Part A - $9,000			

Strategy 5 Details	Formative Reviews		
Strategy 5: Teachers will examine STAAR blueprints, Lead4Ward Field Guides, Canvas Curriculum Course, District Roadmap, District At-A-Glance, and adopted textbooks. Teachers will prepare, adjust content/instruction, unit assessments, progress monitoring, and provide resources needed to prepare for depth and complexity of instruction.	**Formative**		
	Nov	**Feb**	**June**
Strategy's Expected Result/Impact: Increase academic achievements for all students and build teacher capacity.			
Staff Responsible for Monitoring: Teachers, Facilitators, Administration			
TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math - **ESF Levers:** Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction **Funding Sources:** Contracted Services for Teachers to engage in Professional Learning - 211 Title I, Part A - $8,165.15			

Strategy 6 Details	Formative Reviews		
Strategy 6: The campus Instructional Coaches will plan, model and assist teachers monthly in implementing student learning with English Language Proficiency standards: Sheltered Instruction Training such as student to student discourse, high-level questioning and student collaboration, use of differentiated strategies, sentence-stems, QSSSA, Talk-Read-Talk-Write and randomization of student response processing. **Staff Responsible for Monitoring:** Principal, Assistant Principal and Instructional Coaches.	Formative		
	Nov	**Feb**	**June**

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

Goal 1: By May of 2023, the overall 6th grade Math STAAR Approaches level will increase from 76% to 81%, the overall Meets will increase from 39% to 44%, the overall Masters will increase from 15% to 20%.

Performance Objective 2: Provide effective MTSS for students in need, including Economically Disadvantaged, Special Education, EBs, and At-Risk students.

    High Priority

    HB3 Goal

    Evaluation Data Sources: Increased Student Performance, Growth in Student Achievement on STAAR

Strategy 1 Details	Formative Reviews		
Strategy 1: Hire at least one specialized tutor, to provide individualized instructional support for learners during school October through May to drive student growth. Tutor(s) will target populations to include at-risk, economically disadvantaged, special education and EB students in 6th grade Math.	Formative		
	Nov	Feb	June

Strategy's Expected Result/Impact: Increased student performance, Growth in student achievement on STAAR
    Staff Responsible for Monitoring: Classroom Teachers; Principal; AP; Instructional Coaches
 	
    TEA Priorities:
Build a foundation of reading and math
 - **ESF Levers:**
Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Curriculum
    Funding Sources: Tutors - Reading and Math - 211 Title I, Part A - $4,000, Tutor-Reading and Math - 211 Title I, Part A - $7,128			

| Strategy 2 Details	Formative Reviews		
Strategy 2: Using MAP data, campus assessments, STAAR, Benchmark and Mastery Connect assessment data to provide Accelerated Instruction during Mustang Time at least 3 times per week.	Formative		
	Nov	Feb	June

Strategy's Expected Result/Impact: Increased academic achievement
    Staff Responsible for Monitoring: Teachers, Instructional Coaches, Administrators
 	
    TEA Priorities:
Build a foundation of reading and math, Improve low-performing schools			

Strategy 3 Details	**Formative Reviews**		
Strategy 3: Classroom teachers will provide individualized instructional support outside of school hours to drive student growth.	**Formative**		
Strategy's Expected Result/Impact: Increased academic achievement	**Nov**	**Feb**	**June**
Staff Responsible for Monitoring: Teachers, Instructional Coaches, Administration			
TEA Priorities: Build a foundation of reading and math, Improve low-performing schools **- Targeted Support Strategy**			

Strategy 4 Details	**Formative Reviews**		
Strategy 4: Provide 30 minutes of accelerated instruction (Mustang Time) at least 3 times per week embedded within the school day. Students will engage in math instruction using targeted small group instruction.	**Formative**		
Strategy's Expected Result/Impact: increased academic achievement	**Nov**	**Feb**	**June**
Staff Responsible for Monitoring: teachers, facilitators, administration			
TEA Priorities: Improve low-performing schools			

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

Goal 1: By May of 2023, the overall 6th grade Math STAAR Approaches level will increase from 76% to 81%, the overall Meets will increase from 39% to 44%, the overall Masters will increase from 15% to 20%.

Performance Objective 3: Teacher teams will use the PLC process to plan, analyze, and develop effective strategies to increase student learning and build teacher capacity.

    Evaluation Data Sources: Student learning and growth will increase through progress monitoring. Targeted instruction and interventions which will lead to increase student achievement.

Strategy 1 Details	Formative Reviews		
Strategy 1: Teachers will analyze data to monitor and adjust Tier I instruction, formulate small group learning, including Tier 2 and Tier 3 instruction.	**Formative**		

Strategy's Expected Result/Impact: Student growth will increase and learning gaps will decrease.
    Staff Responsible for Monitoring: Principal; Assistant Principal; Facilitators; Teachers
 	
    TEA Priorities:
Improve low-performing schools
 - **ESF Levers:**
Lever 5: Effective Instruction
	Nov	**Feb**	**June**

Strategy 2 Details	Formative Reviews		
Strategy 2: At least once a month, Teacher-leaders will model and provide strategies to aid teachers in differentiated instruction for at-risk, economically disadvantaged, ELLs and special education students.	**Formative**		

Strategy's Expected Result/Impact: Instruction will reflect best practices that support students' academic performance and drive student growth.
    Staff Responsible for Monitoring: Teachers, Facilitators, administration
 	
    TEA Priorities:
Build a foundation of reading and math
	Nov	**Feb**	**June**

Strategy 3 Details	Formative Reviews		
Strategy 3: Professional Development will be provided by outside sources providing teachers with the tools and skills for teaching and planning for Tier I.	**Formative**		
Strategy's Expected Result/Impact: Teachers will gain strategies for improving their tier-1 instruction. **TEA Priorities:** Build a foundation of reading and math - **ESF Levers:** Lever 2: Effective, Well-Supported Teachers, Lever 5: Effective Instruction **Funding Sources:** Professional Development - 211 Title I, Part A - $10,000	**Nov**	**Feb**	**June**

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

Goal 2: By May of 2023, the overall 6th grade Reading (ELAR) STAAR Approaches level will increase from 74% to 79%, the overall Meets will increase from 45% to 50%, and the overall Masters will increase from 23% to 28%.

Performance Objective 1: Improve Tier 1 instruction in ELAR classrooms by increasing student to student discourse, differentiated activities and small group instruction.

    Evaluation Data Sources: Increased academic achievement in math

Strategy 1 Details	Formative Reviews		
Strategy 1: Tier 1 lessons should include student to student discourse, small group instruction and sheltered instructional strategies.	**Formative**		
Strategy's Expected Result/Impact: Increased academic achievement	**Nov**	**Feb**	**June**
Staff Responsible for Monitoring: Principal; Assistant Principal; Facilitators; Teachers **TEA Priorities:** Build a foundation of reading and math - **ESF Levers:** Lever 5: Effective Instruction			

Strategy 2 Details	Formative Reviews		
Strategy 2: Teachers will plan for each grading period to unpack the TEKS, identify prerequisites, set a SMART goal, identify available instruction days, determine pre-, post and common assessments, analyze data, set data parameters for intervention and extension and establish a plan for student growth.	**Formative**		
	Nov	**Feb**	**June**
Strategy's Expected Result/Impact: Increased academic acievement **Staff Responsible for Monitoring:** Principal; Assistant Principal; Facilitators; Teachers			

Strategy 3 Details	Formative Reviews		
Strategy 3: Provide specialized professional development and coaching for 1 to 3-year teachers. Training will support teachers with best classroom management and instructional practices.	**Formative**		
	Nov	**Feb**	**June**

Strategy's Expected Result/Impact: Increased academic achievement; campus mentor logs; team planning meeting minutes; end of year Mentor/Mentee
    Staff Responsible for Monitoring: Principal; Assistant Principal; Facilitators; 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			

Strategy 4 Details	Formative Reviews		
Strategy 4: The Leadership Team will conduct internal instructional rounds together once a month beginning in September to collaborate best instructional practices observed, strategies for student engagement and ensure alignment of expectations that will allow for student and teacher growth.	Formative		
	Nov	Feb	June
Strategy's Expected Result/Impact: Increased academic achievement and build teacher capacity. **Staff Responsible for Monitoring:** Principal; Assistant Principal; Facilitiators **TEA Priorities:** Build a foundation of reading and math - ESF Levers: Lever 5: Effective Instruction			

Strategy 5 Details	Formative Reviews		
Strategy 5: Teachers will examine STAAR blueprints, Lead4Ward Field Guides, Canvas Curriculum Course, District Roadmap, District At-A-Glance, adopted textbooks. Teachers will prepare, adjust content/instruction, unit assessments, progress monitoring, and provide resources needed to prepare for depth and complexity of instruction.	Formative		
	Nov	Feb	June
Strategy's Expected Result/Impact: Increase academic achievements for all students and build teacher capacity. **Staff Responsible for Monitoring:** Teachers, Facilitators, Administration **TEA Priorities:** Recruit, support, retain teachers and principals, Build a foundation of reading and math - ESF Levers: Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction			

Strategy 6 Details	Formative Reviews		
Strategy 6: The campus ESL Coach will plan, model and assist teachers monthly in implementing student learning with English Language Proficiency standards: Sheltered Instruction Training such as student to student discourse, high-level questioning and student collaboration, use of differentiated strategies, sentence-stems, QSSSA, Talk-Read-Talk-Write and randomization of student response processing.	Formative		
	Nov	Feb	June

Strategy 7 Details	Formative Reviews		
Strategy 7: Writing development (strategy needs to be developed further)	Formative		
	Nov	Feb	June

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

Goal 2: By May of 2023, the overall 6th grade Reading (ELAR) STAAR Approaches level will increase from 74% to 79%, the overall Meets will increase from 45% to 50%, and the overall Masters will increase from 23% to 28%.

Performance Objective 2: Provide effective RTI for students in need, including Economically Disadvantaged, Special Education, EBs, and At-Risk students.

High Priority

HB3 Goal

Evaluation Data Sources: Increased Student Performance, Growth in Student Achievement on STAAR

Strategy 1 Details	Formative Reviews		
Strategy 1: Hire at least one specialized tutor, to provide individualized instructional support for learners during school September through May to drive student growth. Tutor(s) will target populations to include at-risk, economically disadvantaged, special education and EB students in 6th-grade Reading.	**Formative**		
	Nov	**Feb**	**June**
Strategy's Expected Result/Impact: Increased student performance, Growth in student achievement on STAAR **Staff Responsible for Monitoring:** Classroom Teachers; Principal; AP; Facilitators, ESL Coach **TEA Priorities:** Build a foundation of reading and math - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Curriculum **Funding Sources:** Tutors - Reading and Math - 211 Title I, Part A - $12,211.85, Instructional Software - 211 Title I, Part A - $10,000			

Strategy 2 Details	Formative Reviews		
Strategy 2: Using MAP data, campus assessments, STAAR, Benchmark and Mastery Connect assessment data to provide Accelerated Instruction during Mustang Time at least 3 times per week.	**Formative**		
	Nov	**Feb**	**June**
Strategy's Expected Result/Impact: Growth of student learning will increase through constant progress monitoring and targeted instruction **Staff Responsible for Monitoring:** Principal; AP; Academic Facilitators; Teachers **TEA Priorities:** Build a foundation of reading and math - ESF Levers: Lever 5: Effective Instruction			

Strategy 3 Details	**Formative Reviews**		
Strategy 3: Classroom teachers will provide individualized instructional support outside of school hours to drive student growth.	**Formative**		
Strategy's Expected Result/Impact: Increased Academic Achievement **Staff Responsible for Monitoring:** Principal, Assistant Principal; Facilitators **TEA Priorities:** Build a foundation of reading and math **- ESF Levers:** Lever 5: Effective Instruction	**Nov**	**Feb**	**June**

Strategy 4 Details	**Formative Reviews**		
Strategy 4: Provide 30 minutes of accelerated instruction (Mustang Time) at least 3 times per week embedded within the school day. Students will engage in math instruction using targeted small group instruction.	**Formative**		
	Nov	**Feb**	**June**
Strategy's Expected Result/Impact: Increased academic achievement **Staff Responsible for Monitoring:** Teachers, Facilitators, Administrators			

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

Goal 2: By May of 2023, the overall 6th grade Reading (ELAR) STAAR Approaches level will increase from 74% to 79%, the overall Meets will increase from 45% to 50%, and the overall Masters will increase from 23% to 28%.

Performance Objective 3: Teacher teams will use the PLC process to plan, analyze, and develop effective strategies to increase student learning and build teacher capacity.

> **Evaluation Data Sources:** Student learning and growth will increase through progress monitoring. Targeted instruction and interventions which will lead to increase student achievement.

Strategy 1 Details	Formative Reviews		
Strategy 1: Teachers will analyze data to monitor and adjust Tier I instruction, formulate small group learning, including Tier 2 and Tier 3 instruction.	Formative		
	Nov	Feb	June
Strategy's Expected Result/Impact: Student growth will increase and learning gaps will decrease.			
Staff Responsible for Monitoring: Principal; Assistant Principal; Facilitators; Teachers			
Funding Sources: Contracted Services for Teachers to engage in Professional Learning - 211 Title I, Part A - $9,000			

Strategy 2 Details	Formative Reviews		
Strategy 2: At least once a month, Teacher-leaders will model and provide strategies to aid teachers in differentiated instruction for at-risk, economically disadvantaged, ELLs and special education students.	Formative		
	Nov	Feb	June
Strategy's Expected Result/Impact: increased performance on assessments, intentional small group planning**			
Staff Responsible for Monitoring: Principal; Assistant Principal; Facilitators; Teachers			
TEA Priorities: Build a foundation of reading and math - **ESF Levers:** Lever 5: Effective Instruction **Funding Sources:** Contracted Services to provide support during Professional Development - 211 Title I, Part A - $9,000			

Strategy 3 Details	Formative Reviews		
Strategy 3: Professional Development will be provided by outside sources providing teachers with the tools and skills for teaching and planning for Tier I.	Formative		
	Nov	Feb	June
Strategy's Expected Result/Impact: Instruction will reflect best practices that support students' academic performance and drive			

student growth.

Staff Responsible for Monitoring: Teachers, Facilitators

TEA Priorities:
Build a foundation of reading and math

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

Goal 2: By May of 2023, the overall 6th grade Reading (ELAR) STAAR Approaches level will increase from 74% to 79%, the overall Meets will increase from 45% to 50%, and the overall Masters will increase from 23% to 28%.

Performance Objective 4: Teachers will prepare students for the new components of the Reading/ELAR STAAR exam.

Strategy 1 Details			Formative Reviews		
Strategy 1: Students will participate twice a week in writing across the curriculum utilizing a structured writing format.			**Formative**		
Strategy's Expected Result/Impact: Improved writing abilities on STAAR. **Staff Responsible for Monitoring:** teachers, administration, instructional coaches **Title I:** 2.4, 2.5, 2.6 -			**Nov**	**Feb**	**June**
0% No Progress	100% Accomplished	Continue/Modify	Discontinue		

Goal 3: Cultivate a school community that supports a safe and orderly environment, meets the needs of teachers and parents and addresses the social, emotional, and academic needs of students.

Performance Objective 1: Provide multiple opportunities for parents to engage with school personnel on how to support their students both academically and socially.

Evaluation Data Sources: Parent Conferences

Strategy 1 Details	Formative Reviews		
Strategy 1: Each teacher will document communication with at least two different families per week via telephone, email, Zoom meetings, and/or teacher conferences regarding student achievement or positive milestones.	**Formative**		
	Nov	**Feb**	**June**
Strategy's Expected Result/Impact: Increased parent awareness **Staff Responsible for Monitoring:** Principal, Assistant Principal, Facilitators, Teachers **TEA Priorities:** Build a foundation of reading and math - **ESF Levers:** Lever 3: Positive School Culture			

Strategy 2 Details	Formative Reviews		
Strategy 2: Campus will provide opportunities for parent engagement at least 1 time per month such as; Title I meetings, Title 3/ESL Night, student performances, awards programs, enrichment activities, learning events, parent-teacher social events, incoming student events, parent orientation, Skyward training and canvas training.	**Formative**		
	Nov	**Feb**	**June**
Strategy's Expected Result/Impact: Increase parental involvement **Staff Responsible for Monitoring:** Principal, Assistant Principal, Teachers, Facilitators, Counselor, Librarian **Title I:** 4.1, 4.2 - **TEA Priorities:** Build a foundation of reading and math - **ESF Levers:** Lever 3: Positive School Culture			

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

Goal 3: Cultivate a school community that supports a safe and orderly environment, meets the needs of teachers and parents and addresses the social, emotional, and academic needs of students.

Performance Objective 2: Support the emotional needs of students and teachers and work to foster a school climate that is inclusive and celebrates its student and staff.

    Evaluation Data Sources: Teacher surveys

Strategy 1 Details	Formative Reviews		
Strategy 1: Recognize academic achievements of students and staff with campus celebrations.	**Formative**		
Strategy's Expected Result/Impact: Increase in positive attitudes that will translate into positive classroom and campus environments **Staff Responsible for Monitoring:** Principals **TEA Priorities:** Recruit, support, retain teachers and principals - **ESF Levers:** Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture **Funding Sources:** Incentives for Academic Achievement - 199 PIX 30 State SCE Title I-A, Schoolwide Activit - $6,501	**Nov**	**Feb**	**June**

Strategy 2 Details	Formative Reviews		
Strategy 2: Incorporate Character Counts through counselor lessons, campus activities, and events provided during the school day to provide well-rounded educational opportunities.	**Formative**		
Strategy's Expected Result/Impact: Decrease in discipline referrals, ISS and OSS. **Staff Responsible for Monitoring:** Principal; Assistant Principal; Teachers, counselor, social-worker **Title I:** 2.5 - **ESF Levers:** Lever 3: Positive School Culture	**Nov**	**Feb**	**June**

Strategy 3 Details	**Formative Reviews**		
Strategy 3: Implement a robust PBIS system including a targeted plan to teach and reinforce campus expectations among students and teachers. **Strategy's Expected Result/Impact:** Increased student engagement and decrease discipline referrals. Increase teacher consistency. **Staff Responsible for Monitoring:** Administration, Counselors, Teachers, Facilitators, MTSS Coordinator **TEA Priorities:** Build a foundation of reading and math - ESF Levers: Lever 3: Positive School Culture, Lever 5: Effective Instruction	**Formative**		
	Nov	**Feb**	**June**

Strategy 4 Details	**Formative Reviews**		
Strategy 4: Provide targeted social emotional learning through growth opportunities such as counseling, HGI, calm room, restorative practices, mentoring program, guest speakers. **Strategy's Expected Result/Impact:** Decrease in discipline referrals, ISS and OSS. **Staff Responsible for Monitoring:** principals, counselor, social-worker, teachers, facilitators **Title I:** 2.6 - TEA Priorities: Recruit, support, retain teachers and principals, Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture **Funding Sources:** Guest Speaker - 211 Title I, Part A - $5,000	**Formative**		
	Nov	**Feb**	**June**

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

State Compensatory

Budget for Wessendorff Middle School

Total SCE Funds: $6,501.00
Total FTEs Funded by SCE: 0
Brief Description of SCE Services and/or Programs

The SCE funds will be used to support students in math and reading. We will hire tutors to provided targeted instruction to students identified as needing extra support. The tutors will provide small group instruction to students as well as assist students during class time.

Campus Funding Summary

			211 Title I, Part A		
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	1	4	Contracted Services for Teachers to engage in Professional Learning		$9,000.00
1	1	5	Contracted Services for Teachers to engage in Professional Learning		$8,165.15
1	2	1	Tutor-Reading and Math		$7,128.00
1	2	1	Tutors - Reading and Math		$4,000.00
1	3	3	Professional Development		$10,000.00
2	2	1	Tutors - Reading and Math		$12,211.85
2	2	1	Instructional Software		$10,000.00
2	3	1	Contracted Services for Teachers to engage in Professional Learning		$9,000.00
2	3	2	Contracted Services to provide support during Professional Development		$9,000.00
3	2	4	Guest Speaker		$5,000.00
				Sub-Total	$83,505.00
				Budgeted Fund Source Amount	$83,505.00
				+/- Difference	$0.00
			199 PIX 30 State SCE Title I-A, Schoolwide Activit		
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
3	2	1	Incentives for Academic Achievement		$6,501.00
				Sub-Total	$6,501.00
				Budgeted Fund Source Amount	$6,501.00
				+/- Difference	$0.00
				Grand Total Budgeted	$90,006.00
				Grand Total Spent	$90,006.00
				+/- Difference	$0.00