Lamar Consolidated Independent School District

Wessendorff Middle School

2024-2025 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: June 17, 2024

Needs Assessment Overview

Needs Assessment Overview Summary

The Site Based Decision Meetings were held on July, 15 and Sept. 19, 2024. Members of the SBDM are Principal Monica Auffant, Assistant Principal Kiara Mumphrey, Julie Brand Parent, Rowena Lane Parent, Michelle Garcia Paraprofessional, SPED teacher rep Kimberly Jackson, Counselor Teresa Zimmerman, Parent Emily Clayborn, District Rep Marva O'Neal, Community Member FBC Richmond Jenn Stayshich.

Demographics

Demographics Summary

Wessendorff is a 6th-grade only school in Lamar CISD. Wessendorff has a current student enrollment for the 2024-2025 school year of approximately 430 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 Phelan, 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 64% 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 diversity in age, experience, and various ethnic backgrounds. The majority of the the staff are returning teachers. Students participate in fine arts programs including band, orchestra, art, theatre arts, Kick Start and choir. Students are enrolled in Pre-Advanced Placement programs for math, reading, science and social studies. Teacher experience ranges from 1 to 30 years. All teachers are encouraged to get their ESL and GT certifications. Wessendorff is an innovative day school. Students participate in activities over 20 days that promote college and post-secondary readiness by allowing students to explore various careers and pathways. Community professionals visited and spoke with students about careers and students visited local venues during field trips.

Problem Statements Identifying Demographics Needs

Problem Statement 1 (Prioritized): Over half of the student population is considered at risk. **Root Cause:** The impacts of the lack of instruction during the COVID pandemic are still present and students require additional support to help fill the academic gaps.

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 administrative team conducts weekly classroom walkthroughs to ensure teachers are implementing data-based learning strategies, then teachers are provided with immediate feedback. Professional Learning Communities (PLCs) meet regularly to evaluate and adjust instruction to meet the needs of students. To ensure academic success, teams review data, discuss strategies, model strategies, observe teachers, plan lessons, develop assessments, share best practices, and meet with instructional coaches. The master schedule will include innovative days which provide planning time and PD time for teachers.

School Processes & Programs Strengths

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

Perceptions

Perceptions Summary

Parent engagement has increased as our parent organization called The Mustang Support Squad has become more established. Staff retention is strong with only two teachers leaving for family reasons and two staff members being promoted. The Culture and Climate survey revealed a need for more communication between teachers and parents and more respectful student-to-student interactions.

Perceptions Strengths

Parent Engagement has increased. Teachers are returning to WMS and feel supported. PBIS events make the campus fun for students.

Problem Statements Identifying Perceptions Needs

Problem Statement 1 (Prioritized): Students do not feel like they are being respected by their peers.

Problem Statement 2 (Prioritized): Parents want better communication from teachers.

Priority Problem Statements

Problem Statement 1: Over half of the student population is considered at risk.
Root Cause 1: The impacts of the lack of instruction during the COVID pandemic are still present and students require additional support to help fill the academic gaps.
Problem Statement 1 Areas: Demographics

Problem Statement 2: STAAR data shows a lack of growth in the "approaches" category in both Reading and Math.
Root Cause 2: A lack of consistent quality Tier I instruction in Reading and Math.
Problem Statement 2 Areas: Student Learning

Problem Statement 3: Students do not feel like they are being respected by their peers.
Root Cause 3:
Problem Statement 3 Areas: Perceptions

Problem Statement 4: Parents want better communication from teachers.
Root Cause 4:
Problem Statement 4 Areas: Perceptions

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- Campus goals
- Campus/District improvement plans (current and prior years)
- State and federal planning requirements

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain
- Federal Report Card and accountability data

Student Data: Assessments

- State and federally required assessment information
- STAAR current and longitudinal results, including all versions
- STAAR released test questions
- STAAR Emergent Bilingual (EB) progress measure data
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Local benchmark or common assessments data
- Grades that measure student performance based on the TEKS

Student Data: Student Groups

- Special programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- Economically disadvantaged / Non-economically disadvantaged performance and participation data
- Homeless data

Student Data: Behavior and Other Indicators

- Discipline records
- Student surveys and/or other feedback

Employee Data

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- Campus leadership data
- Professional development needs assessment data
- T-TESS data

Parent/Community Data

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

Support Systems and Other Data

- Budgets/entitlements and expenditures data
- Study of best practices

Goals

Revised/Approved: October 31, 2024

Goal 1: On the 2025 6th- grade Math STAAR test, students will achieve 82% or above approaches; 42% or above meets; and 15% or above masters.

Performance Objective 1: Improve the quality of Tier I instruction in Math classrooms.

High Priority

Evaluation Data Sources: Instructional walks, lesson plans, PLC agendas, benchmark scores.

Strategy 1 Details	Formative Reviews		
Strategy 1: We will use data from formative assessments to individualize instruction for students. Teachers will use the blended learning model to work with students in small groups to differentiate instruction based on individual student data. Teachers will also provide individual help for students during morning tutorials.	**Formative**		
	Feb	**Apr**	**June**
Strategy's Expected Result/Impact: Increased mastery of TEKS **Staff Responsible for Monitoring:** Teachers, Instructional Coaches, Administration **Title I:** 2.4, 2.5, 2.6 **- TEA Priorities:** Build a foundation of reading and math **- ESF Levers:** Lever 5: Effective Instruction **- Targeted Support Strategy** **Problem Statements:** Student Learning 1			

Strategy 2 Details	Formative Reviews		
Strategy 2: Teachers will collaborate in Professional Learning Communities to plan rigorous lessons using backward planning and researched-based pedagogy. Teachers will be provided with an additional day a six weeks to plan high-quality lessons as a part of our Innovative School Day Plan.	**Formative**		
	Feb	**Apr**	**June**
Strategy's Expected Result/Impact: Decrease the need for Tier 2 and 3 Interventions due to higher quality Tier 1 instruction. **Staff Responsible for Monitoring:** Teachers, Instructional Coaches, Administration **Title I:** 2.4, 2.5, 2.6 **- TEA Priorities:** Build a foundation of reading and math **- ESF Levers:** Lever 5: Effective Instruction **Problem Statements:** Student Learning 1			

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

Performance Objective 1 Problem Statements:

Student Learning
Problem Statement 1: STAAR data shows a lack of growth in the "approaches" category in both Reading and Math.   **Root Cause**: A lack of consistent quality Tier I instruction in Reading and Math.

Goal 1: On the 2025 6th- grade Math STAAR test, students will achieve 82% or above approaches; 42% or above meets; and 15% or above masters.

Performance Objective 2: Identify Tier 2 and 3 students using various data points and provide targeted interventions.

    Evaluation Data Sources: Shared Summatives, course grades, teacher and parent input

Strategy 1 Details	Formative Reviews		
Strategy 1: Students will attend lunch-time tutorials and receive additional small group support on Innovative School Days.	**Formative**		
Strategy's Expected Result/Impact: Increased mastery of TEKS	**Feb**	**Apr**	**June**

Staff Responsible for Monitoring: Teachers, Instructional Coaches, Administrators, Counselor
 	
    Title I:
2.4, 2.5, 2.6
 - TEA Priorities:
Build a foundation of reading and math, Improve low-performing schools
 - ESF Levers:
Lever 5: Effective Instruction
 - Targeted Support Strategy
    Problem Statements: Demographics 1			

Strategy 2 Details	Formative Reviews		
Strategy 2: Build teacher capacity to make individualized instructional decisions to support at-risk populations such as Emergent Bilingual students and students receiving Special Education services. Teachers will be provided with intentional professional development sessions and participate in a book study over the 7-Steps to a Language Rich Classroom.	**Formative**		
	Feb	**Apr**	**June**
Strategy's Expected Result/Impact: Emergent Bilingual Student achievement on TELPAS and STAAR will improve.			

Staff Responsible for Monitoring: Teachers, Instructional Coaches, EB Specialist, Administrators
 	
    Title I:
2.4, 2.5, 2.6
 - TEA Priorities:
Build a foundation of reading and math, Improve low-performing schools
 - ESF Levers:
Lever 5: Effective Instruction
 - Targeted Support Strategy - Additional Targeted Support Strategy
    Problem Statements: Demographics 1			

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

Performance Objective 2 Problem Statements:

Demographics
Problem Statement 1: Over half of the student population is considered at risk. **Root Cause**: The impacts of the lack of instruction during the COVID pandemic are still present and students require additional support to help fill the academic gaps.

Goal 2: On the 2025 6th-grade Reading STAAR test, students will achieve 85% or above approaches; 60% or above meets; and 25% or above masters.

Performance Objective 1: Improve the quality of Tier I instruction in Reading classrooms.

    High Priority

    Evaluation Data Sources: Instructional walks, lesson plans, PLC agendas, benchmark scores.

Strategy 1 Details	Formative Reviews		
Strategy 1: We will use date from formative assessments to individualize instruction for students. Teachers will use the blended learning model to work with students in small groups to differentiate instruction based on individual student data. Teachers will also provide individual help for students during morning tutorials.	**Formative**		
	Feb	**Apr**	**June**

Strategy's Expected Result/Impact: Increased mastery of TEKS.
    Staff Responsible for Monitoring: Teachers, Instructional Coaches, Administration
 	
    Title I:
2.4, 2.5, 2.6
 - **TEA Priorities:**
Build a foundation of reading and math
 - **ESF Levers:**
Lever 5: Effective Instruction
 - **Targeted Support Strategy**
    Problem Statements: Student Learning 1			

Strategy 2 Details	Formative Reviews		
Strategy 2: Teachers will collaborate in Professional Learning Communities to plan rigorous lessons using backward planning and researched-based pedagogy. Teachers will be provided with an additional day bi-weekly to plan high-quality lessons as a part of our Innovative School Day Plan.	**Formative**		
	Feb	**Apr**	**June**

Strategy's Expected Result/Impact: Decrease the need for Tier 2 and 3 Interventions due to higher quality Tier 1 instruction.
    Staff Responsible for Monitoring: Teachers, Instructional Coaches, Administration
 	
    Title I:
2.4, 2.5, 2.6
 - **TEA Priorities:**
Build a foundation of reading and math
 - **ESF Levers:**
Lever 5: Effective Instruction
    Problem Statements: Demographics 1			

Strategy 3 Details			Formative Reviews		
Strategy 3: All teachers will teach a campus-wide writing protocol for short-constructed responses.			**Formative**		
Strategy's Expected Result/Impact: Student writing scores will improve.			**Feb**	**Apr**	**June**
Staff Responsible for Monitoring: Teachers, Instructioanl Coaches, EB Specialist, Administrators. **Title I:** 2.4, 2.6 - **TEA Priorities:** Improve low-performing schools - **ESF Levers:** Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction - **Targeted Support Strategy** **Problem Statements:** Demographics 1 - Student Learning 1					
0% No Progress 100% Accomplished ➡ Continue/Modify ❌ Discontinue					

Performance Objective 1 Problem Statements:

Demographics
Problem Statement 1: Over half of the student population is considered at risk.   **Root Cause**: The impacts of the lack of instruction during the COVID pandemic are still present and students require additional support to help fill the academic gaps.
Student Learning
Problem Statement 1: STAAR data shows a lack of growth in the "approaches" category in both Reading and Math.   **Root Cause**: A lack of consistent quality Tier I instruction in Reading and Math.

Goal 2: On the 2025 6th-grade Reading STAAR test, students will achieve 85% or above approaches; 60% or above meets; and 25% or above masters.

Performance Objective 2: Identify Tier 2 and 3 students using various data points and provide targeted interventions.

    Evaluation Data Sources: Shared summative, course grades, teacher and parent input

Strategy 1 Details	Formative Reviews		
Strategy 1: Students will attend lunch-time tutorials and receive additional small group support on Innovative School Days. After school tutorials will be provided for Tier 2 and Tier 3 students.	**Formative**		
	Feb	**Apr**	**June**
Strategy's Expected Result/Impact: Teachers, Increased mastery of TEKS			
Staff Responsible for Monitoring: Teachers, Instructional Coaches, Administrators, Counselor			

Title I:
2.5, 2.6
 - **TEA Priorities:**
Build a foundation of reading and math, Improve low-performing schools
 - **ESF Levers:**
Lever 5: Effective Instruction
 - **Targeted Support Strategy**
 	
    Problem Statements: Demographics 1
    Funding Sources: Instructional materials and tutoring school supplies, extra duty pay for staff. - 199 PIC 30 State SCE Title I-A, Schoolwide Activit - $7,788			

Strategy 2 Details	Formative Reviews		
Strategy 2: Build teacher capacity to individualize instructional decisions to support at-risk populations such as Emergent Bilingual students and students receiving Special Education services. Teachers will be provided with intentional professional development sessions and participate in a book student over the 7-Steps to a Language Rich Classroom.	**Formative**		
	Feb	**Apr**	**June**
Strategy's Expected Result/Impact: Emergent Bilingual Student achievement on TELPAS and STAAR will improve.			
Staff Responsible for Monitoring: Teachers, Instructional Coaches, EB Specialist, Administrators.			

Title I:
2.4, 2.5, 2.6
 - **TEA Priorities:**
Build a foundation of reading and math, Improve low-performing schools
 - **ESF Levers:**
Lever 5: Effective Instruction
 - **Targeted Support Strategy - Additional Targeted Support Strategy**
    Problem Statements: Demographics 1
    Funding Sources: - 199 PIC 25 State Bilingual/ESL - $3,600			

Performance Objective 2 Problem Statements:

Demographics
Problem Statement 1: Over half of the student population is considered at risk and students require additional support to help fill the academic gaps. **Root Cause**: The impacts of the lack of instruction during the COVID pandemic are still present

Goal 3: By the conclusion of the 2024-25 school year, the overall perception of the campus will increase by 10% as evidenced by the End of Year Campus Climate Survey.

Performance Objective 1: There will be an increase in positive peer-to-peer interactions.

    High Priority

    Evaluation Data Sources: K-12 Survey

Strategy 1 Details	Formative Reviews		
Strategy 1: Students will participate in "platoons" on Innovative School Days that encourage teamwork.	**Formative**		
Strategy's Expected Result/Impact: Students will report more positive peer-to-peer interactions.	**Feb**	**Apr**	**June**
Staff Responsible for Monitoring: Teachers, Counselor, Administrators **Title I:** 2.5 - **ESF Levers:** Lever 3: Positive School Culture **Problem Statements:** Perceptions 1			

Strategy 2 Details	Formative Reviews		
Strategy 2: Students will also participate in Character Counts lessons in their platoons on Innovative School Days.	**Formative**		
Strategy's Expected Result/Impact: Students will report more positive peer-to-peer interactions.	**Feb**	**Apr**	**June**
Staff Responsible for Monitoring: Teachers, Counselors, Administrators **Title I:** 2.5 - **ESF Levers:** Lever 3: Positive School Culture **Problem Statements:** Perceptions 1			

Strategy 3 Details	Formative Reviews		
Strategy 3: The campus behavior coordinator will analyze and address student behavior needs based on discipline data. PBIS will be used to promote a positive culture among students.	**Formative**		
Strategy's Expected Result/Impact: Fewer Discipline Referrals **Staff Responsible for Monitoring:** Behavior Coordinator, Administration **Title I:** 2.5 - **ESF Levers:** Lever 3: Positive School Culture **Problem Statements:** Perceptions 1 **Funding Sources:** - 211 Title I, Part A - $85,200	**Feb**	**Apr**	**June**

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

Performance Objective 1 Problem Statements:

Perceptions
Problem Statement 1: Students do not feel like they are being respected by their peers.

Goal 3: By the conclusion of the 2024-25 school year, the overall perception of the campus will increase by 10% as evidenced by the End of Year Campus Climate Survey.

Performance Objective 2: Increase teacher-parent communication.

    Evaluation Data Sources: K-12 Survey

Strategy 1 Details	Formative Reviews		
Strategy 1: Teachers will contact parents of struggling students a minimum of twice a six-week period. Teachers must communicate about missing work, ways to improve grades, and tutorial times. All teachers will be accountable for turning in a contact log each six-week period.	**Formative**		

Strategy's Expected Result/Impact: Parents will report feeling more engaged in student learning.
     Staff Responsible for Monitoring: Teachers, Administrators
 	
     Title I:
 4.2
  - ESF Levers:
 Lever 3: Positive School Culture
     Problem Statements: Perceptions 2
	Feb	**Apr**	**June**

Strategy 2 Details	Formative Reviews		
Strategy 2: Bridge the gap between school and parents by meeting with the Mustang Support Squad (PTO) to promote campus events and get feedback from parents on interests and times of events. Additionally, send out the biweekly newsletter to share campus events and documents such as the PFE Policy and School Compact.	**Formative**		

Strategy's Expected Result/Impact: Increase parent volunteerism and presence at the school events.
     Staff Responsible for Monitoring: Principal, Title I Campus Contact
 	
     Title I:
 4.1, 4.2
  - ESF Levers:
 Lever 3: Positive School Culture
	Feb	**Apr**	**June**

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

Performance Objective 2 Problem Statements:

Perceptions
Problem Statement 2: Parents want better communication from teachers.

State Compensatory

Budget for Wessendorff Middle School

Total SCE Funds: $7,788.00
Total FTEs Funded by SCE: 0.4
Brief Description of SCE Services and/or Programs

These funds are used pay staff to host tutorials outside their duty hours. Additionally, we use these funds to purchase instructional materials to supplement the curriculum during innovative days.

Personnel for Wessendorff Middle School

Name	Position	FTE
Naomi Bourrous	Emergent Bilingual Speciatlist	0.4

Campus Funding Summary

211 Title I, Part A					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
3	1	3			$85,200.00
				Sub-Total	$85,200.00
				Budgeted Fund Source Amount	$85,200.00
				+/- Difference	$0.00
199 PIC 30 State SCE Title I-A, Schoolwide Activit					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
2	2	1	Instructional materials and tutoring school supplies, extra duty pay for staff.		$7,788.00
				Sub-Total	$7,788.00
				Budgeted Fund Source Amount	$7,788.00
				+/- Difference	$0.00
199 PIC 25 State Bilingual/ESL					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
2	2	2			$3,600.00
				Sub-Total	$3,600.00
				Budgeted Fund Source Amount	$3,600.00
				+/- Difference	$0.00
				Grand Total Budgeted	$96,588.00
				Grand Total Spent	$96,588.00
				+/- Difference	$0.00