Lamar Consolidated Independent School District

Wessendorff Middle School

2023-2024 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

Demographics

Demographics Summary

Wessendorff is a 6th grade only school in the Lamar CISD. Wessendorff has a current student enrollment for the 2023-2024 school year of approximately 501 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 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 diversity in age, experience, and various ethnic backgrounds.

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

Our enrollment has increased.

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 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 (Prioritized): 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

Preliminary STAAR data shows a 20% percent decrease in approaches category for math and reading. Preliminary TELPAS data shows a need for more speaking opportunities for Emergent Bilingual students. Benchmark and MAP scores during the school year were inconsistent with the STAAR data.

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): 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): High numbers of students are failing courses during each 6 weeks grading period.   **Root Cause:** Most students fail courses due to incomplete work and "zeroes" in the gradebook.

Problem Statement 5 (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 6 (Prioritized): Negative trends in student performance at "Meet/Masters" levels.   **Root Cause:** A lack of consistent data-driven planned lessons using differentiated strategies.

Problem Statement 7 (Prioritized): Emergent Bilingual students are scoring below expected in the "Speaking" category on the TELPAS tests.   **Root Cause:** There are not enough opportunities for these students to engage in enough academic discourse in core content classrooms.

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 and EB coach and a discipline coordinator. . 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.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1 (Prioritized): Based on campus disciplinary trends, roughly 34% of students fail to adhere to the campus conduct code. A high number of infractions occur each six weeks. These students interrupt the learning environment.   **Root Cause:** A robust procedure for proactively managing student behavior is lacking. Students need support in self-regulation.

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 majority of staff returned to WMS.

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

Perceptions Strengths

Parent Engagement has increased.

Teachers returned to WMS and feel supported.

PBIS events make the campus fun for students.

Problem Statements Identifying Perceptions Needs

Problem Statement 1 (Prioritized): The community perceives Wessendorff Middle School as a dated and unsafe campus.   **Root Cause:** The lack of consistency in the administration team negatively impacts the campus's ability to make lasting relationships with parents and students. Low parent engagement and teacher turnover add to the misperception.

Priority Problem Statements

Problem Statement 1: ELAR: Multiple student groups performing below closing-the-gap targets.
Root Cause 1: 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 1 Areas: Student Learning

Problem Statement 2: 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 2: 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.
Problem Statement 2 Areas: Demographics

Problem Statement 3: Math: Multiple student groups are performing below the All Student group on State Assessments
Root Cause 3: Math: Teachers are not using instructional strategies to support independent/self-directed problem solving and using data to drive instruction.
Problem Statement 3 Areas: Student Learning

Problem Statement 4: ELAR: Multiple student groups are performing below the All Student group on State Assessments
Root Cause 4: We are not using instructional strategies to support independent/self-directed problem solving and using data to drive instruction.
Problem Statement 4 Areas: Student Learning

Problem Statement 5: High numbers of students are failing courses during each 6 weeks grading period.
Root Cause 5: Most students fail courses due to incomplete work and "zeroes" in the gradebook.
Problem Statement 5 Areas: Student Learning

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

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

Problem Statement 8: Emergent Bilingual students are scoring below expected in the "Speaking" category on the TELPAS tests.

Root Cause 8: There are not enough opportunities for these students to engage in enough academic discourse in core content classrooms.

Problem Statement 8 Areas: Student Learning

Problem Statement 9: Based on campus disciplinary trends, roughly 34% of students fail to adhere to the campus conduct code. A high number of infractions occur each six weeks. These students interrupt the learning environment.

Root Cause 9: A robust procedure for proactively managing student behavior is lacking. Students need support in self-regulation.

Problem Statement 9 Areas: School Processes & Programs

Problem Statement 10: The community perceives Wessendorff Middle School as a dated and unsafe campus.

Root Cause 10: The lack of consistency in the administration team negatively impacts the campus's ability to make lasting relationships with parents and students. Low parent engagement and teacher turnover add to the misperception.

Problem Statement 10 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
- 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
- T-TESS data

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 2024, STAAR Math approaches, meets, and masters scores will increase by five percent.

Performance Objective 1: Improve instruction in math classrooms.

High Priority

Evaluation Data Sources: STAAR Math, district benchmarks

Strategy 1 Details	**Formative Reviews**		
Strategy 1: We will use data from Mastery Connect and Eduphoria to individualize instruction for students. Teachers will use the blended learning model to work with students in small groups to address the gaps shown in data.	**Formative**		
	Nov	**Feb**	**June**
Strategy's Expected Result/Impact: Increased Mastery of TEKS. **Staff Responsible for Monitoring:** Teachers, Instructional Coaches and Administration **Title I:** 2.4, 2.6 - **TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools - **ESF Levers:** Lever 5: Effective Instruction **Problem Statements:** Demographics 1 - Student Learning 2, 4, 5, 6, 7			

Strategy 2 Details	**Formative Reviews**		
Strategy 2: Provide Professional Development on the Blended Learning model and instructional best practices including leveraging digital resources.	**Formative**		
	Nov	**Feb**	**June**
Strategy's Expected Result/Impact: Increased teacher capacity. **Staff Responsible for Monitoring:** Teachers, Instructional Coaches, Administrators. **Title I:** 2.4, 2.6 - **TEA Priorities:** Recruit, support, retain teachers and principals, Improve low-performing schools - **ESF Levers:** Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction **Problem Statements:** Demographics 1 - Student Learning 2, 5, 6, 7			

Strategy 3 Details	Formative Reviews		
Strategy 3: Provide Tier 2 and 3 instruction for students daily via an advisory class.	**Formative**		
Strategy's Expected Result/Impact: Closing the Achievement Gap	**Nov**	**Feb**	**June**
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, Improve low-performing schools **- ESF Levers:** Lever 5: Effective Instruction **Problem Statements:** Demographics 1 - Student Learning 2, 4, 5, 6, 7			

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

Performance Objective 1 Problem Statements:

Demographics
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
Problem Statement 2: 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 4: High numbers of students are failing courses during each 6 weeks grading period.   **Root Cause**: Most students fail courses due to incomplete work and "zeroes" in the gradebook.
Problem Statement 5: 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 6: Negative trends in student performance at "Meet/Masters" levels.   **Root Cause**: A lack of consistent data-driven planned lessons using differentiated strategies.
Problem Statement 7: Emergent Bilingual students are scoring below expected in the "Speaking" category on the TELPAS tests.   **Root Cause**: There are not enough opportunities for these students to engage in enough academic discourse in core content classrooms.

Goal 2: By May 2024, STAAR Reading approaches, meets, and masters scores will increase by five percent.

Performance Objective 1: Improve instruction in reading classrooms.

    High Priority

    Evaluation Data Sources: STAAR Reading, district benchmarks

Strategy 1 Details	Formative Reviews		

Strategy 1: We will use data from Mastery Connect and Eduphoria to individualize instruction for students. Teachers will use the blended learning model to work with students in small groups to address the gaps shown in data.
    Strategy's Expected Result/Impact: Increased Mastery in TEKS.
    Staff Responsible for Monitoring: Teachers, Instructional Coaches, and Administration
 	
    Title I:
    2.4, 2.6
    - **TEA Priorities:**
    Recruit, support, retain teachers and principals, Improve low-performing schools
    - **ESF Levers:**
    Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction
    Problem Statements: Demographics 1 - Student Learning 1, 3, 4, 5, 6, 7
	Formative		

	Nov	Feb	June

Strategy 2 Details	Formative Reviews		

Strategy 2: Provide Professional Development on the Blended Learning model and instructional best practices including leverage digital resources.
    Strategy's Expected Result/Impact: Increased teacher capacity.
    Staff Responsible for Monitoring: Teachers, Instructional Coaches, Administration
 	
    Title I:
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    - **TEA Priorities:**
    Recruit, support, retain teachers and principals, Improve low-performing schools
    - **ESF Levers:**
    Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction
    Problem Statements: Demographics 1 - Student Learning 1, 3, 4, 5, 6, 7
	Formative		

	Nov	Feb	June

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Strategy 3: Provide Tier 2 and 3 instruction for students daily via advisory class.	**Formative**		
Strategy's Expected Result/Impact: Closing the Achievement Gap. **Staff Responsible for Monitoring:** Teachers, Instructional Coaches, Administration **Title I:** 2.4, 2.5, 2.6 **Problem Statements:** Demographics 1 - Student Learning 1, 3, 4, 5, 6, 7	**Nov**	**Feb**	**June**

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

Performance Objective 1 Problem Statements:

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Goal 3: Cultivate a school community that supports a safe and orderly environment that meets the needs of teachers and parents.

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

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, Instructional Coaches, Teachers **Title I:** 4.1, 4.2 **- ESF Levers:** Lever 3: Positive School Culture **Problem Statements:** Perceptions 1			

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, Instructional Coaches, Counselor, Librarian **Title I:** 4.1, 4.2 **- TEA Priorities:** Build a foundation of reading and math **- ESF Levers:** Lever 3: Positive School Culture **Problem Statements:** Perceptions 1			

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

Performance Objective 1 Problem Statements:

Perceptions
Problem Statement 1: The community perceives Wessendorff Middle School as a dated and unsafe campus.   **Root Cause**: The lack of consistency in the administration team negatively impacts the campus's ability to make lasting relationships with parents and students. Low parent engagement and teacher turnover add to the misperception.

Goal 3: Cultivate a school community that supports a safe and orderly environment that meets the needs of teachers and parents.

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

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	**Nov**	**Feb**	**June**
Staff Responsible for Monitoring: Administrators, Instructional Coaches, Teachers. **TEA Priorities:** Recruit, support, retain teachers and principals - **ESF Levers:** Lever 3: Positive School Culture **Problem Statements:** Perceptions 1			

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.	**Nov**	**Feb**	**June**
Staff Responsible for Monitoring: Principal; Assistant Principal; Teachers, counselor, social-worker **ESF Levers:** Lever 3: Positive School Culture **Problem Statements:** School Processes & Programs 1 - Perceptions 1			

Strategy 3 Details	Formative Reviews		
Strategy 3: Implement social emotional learning strategies such as self-regulation skills, conflict resolution strategies and coping strategies. Refer at-risk students to professional counseling services and/or a mentor.	**Formative**		
	Nov	**Feb**	**June**
Strategy's Expected Result/Impact: Decrease in behavior referrals, harmful events and protocols completed for students in crisis. **Staff Responsible for Monitoring:** Teachers, Instructional Coaches, Campus Behavior Coordinator, Counselor, Paraprofessionals, Administrator. **Title I:** 2.5, 2.6 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture **Problem Statements:** School Processes & Programs 1 - Perceptions 1			
0% No Progress 100% Accomplished → Continue/Modify ✕ Discontinue			

Performance Objective 2 Problem Statements:

School Processes & Programs
Problem Statement 1: Based on campus disciplinary trends, roughly 34% of students fail to adhere to the campus conduct code. A high number of infractions occur each six weeks. These students interrupt the learning environment.   **Root Cause**: A robust procedure for proactively managing student behavior is lacking. Students need support in self-regulation.

Perceptions
Problem Statement 1: The community perceives Wessendorff Middle School as a dated and unsafe campus.   **Root Cause**: The lack of consistency in the administration team negatively impacts the campus's ability to make lasting relationships with parents and students. Low parent engagement and teacher turnover add to the misperception.

Goal 3: Cultivate a school community that supports a safe and orderly environment that meets the needs of teachers and parents.

Performance Objective 3: Decrease number of student discipline infractions by ten percent.

> **High Priority**

> **Evaluation Data Sources:** Skyward Discipline data

Strategy 1 Details	Formative Reviews		
Strategy 1: Develop campus behavior goals and consistently implement school-wide instruction for students to increase positive behaviors through PBIS incentives.	**Formative**		
	Nov	**Feb**	**June**
Strategy's Expected Result/Impact: Student discipline infractions will decrease			
Staff Responsible for Monitoring: Administrators, Instructional coaches, Campus Behavior coordinator, teachers			
Title I: 2.6 - **TEA Priorities:** Improve low-performing schools - **ESF Levers:** Lever 3: Positive School Culture **Problem Statements:** School Processes & Programs 1 - Perceptions 1			
0% No Progress 100% Accomplished Continue/Modify ✕ Discontinue			

Performance Objective 3 Problem Statements:

School Processes & Programs
Problem Statement 1: Based on campus disciplinary trends, roughly 34% of students fail to adhere to the campus conduct code. A high number of infractions occur each six weeks. These students interrupt the learning environment.   **Root Cause**: A robust procedure for proactively managing student behavior is lacking. Students need support in self-regulation.

Perceptions
Problem Statement 1: The community perceives Wessendorff Middle School as a dated and unsafe campus.   **Root Cause**: The lack of consistency in the administration team negatively impacts the campus's ability to make lasting relationships with parents and students. Low parent engagement and teacher turnover add to the misperception.

State Compensatory

Budget for Wessendorff Middle School

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

Personnel for Wessendorff Middle School

Name	Position	FTE
Naomi Bourrous	Emergent Bilingual Specialist	0.4

Title I Personnel

Name	Position	Program	FTE
Deatrice Parsons	Campus Behavior Coordinator	Title I	1