

Lamar Consolidated Independent School District
Wertheimer Middle School
2024-2025 Campus Improvement Plan



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

See Addendum

Demographics Strengths

Strengths:

The overall racial and ethnic demographic make up of the student body has been stable.

There were no students assigned to ALC who were identified SPED.

Problem Statements Identifying Demographics Needs

Problem Statement 1 (Prioritized): There were 22/71 of the disciplinary actions involving suspension were non-compliant or threat to students showing a lack of respect for staff and classmates **Root Cause:** The students do not feel like they belong to a community or have a personal connection with adults. The staff needs tools and resources to build connections. The staff feels that there is a time constraint to building connections separately from the curriculum and that relationships are not a priority.

Problem Statement 2 (Prioritized): 28/71 of the disciplinary actions involving suspension were physical confrontations or fighting. **Root Cause:** Students do not have the tools to self-regulate without acting physically. At the same time, the staff also does not have the tools/time to teach students how to manage anger without violence, thus causing the students to react physically.

Problem Statement 3: Our staff is 89% female and 72% white, while 71% of our student body is from various ethnic backgrounds and 53% male. **Root Cause:** The educational field is predominately female, primarily in 6th grade and below. Hiring practices have not focused on diversity but hiring the best person for the job.

Student Learning

Student Learning Summary

See Addendum

Student Learning Strengths

Reading STAAR: 91% Approaches, 72% Meets, and 40% Masters.

Math STAAR: 87% Approaches, 55% Meets, 26% Masters.

TELPAS Speaking Advanced High Proficiency increased from 1% to 7%. TELPAS Speaking Advanced and Advanced High Speaking increased from 55% to 65%.

SPED Reading STAAR Approaches increased by 27% going from 36% to 63%.

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): There is a significant gap in performance between SPED students and all student groups in Reading and Math STAAR. **Root Cause:** Students are coming in significantly below grade level.

Problem Statement 2 (Prioritized): TELPAS Advanced High Composite Performance decreased by 10% from 2023 to 26%. This decreases the amount of students who can reclassify out of the ESL Program. **Root Cause:** Students lack language acquisition skills necessary to produce Advanced High responses on TELPAS.

Problem Statement 3 (Prioritized): Math Masters performance remained stagnant at 26% while Approaches and Meets increased by an average of 5%. **Root Cause:** Teachers were more focused on remediating foundational skills versus pushing students to an accelerated level.

Problem Statement 4: ELAR Approaches remained stagnant at 91% while Meets and Masters increased by 8%. **Root Cause:** Teachers were more focused on extending the learning to reach more students in the Meets and Masters performance level.

School Processes & Programs

School Processes & Programs Summary

Instructional/Curricular

MAP Assessment is given to students 3 times a year to measure growth over time. Department PLCs are held for 50 minutes each week and a half day every month 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, coaches, and tutors to pull small groups and assist struggling students. The district purchased Dreambox Math for all students to intervene and extend learning for all students. The campus purchased Dreambox Reading Plus for all students to intervene and extend learning.

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. Instructional organization is a priority, and each department has a chair. 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: All students are not actively participating in the supplemental program use. **Root Cause:** There is a lack of understanding in the importance and correlation between the students' regular effective use and their outcomes on assessments.

Priority Problem Statements

Problem Statement 1: There were 22/71 of the disciplinary actions involving suspension were non-compliant or threat to students showing a lack of respect for staff and classmates

Root Cause 1: The students do not feel like they belong to a community or have a personal connection with adults. The staff needs tools and resources to build connections. The staff feels that there is a time constraint to building connections separately from the curriculum and that relationships are not a priority.

Problem Statement 1 Areas: Demographics

Problem Statement 2: There is a significant gap in performance between SPED students and all student groups in Reading and Math STAAR.

Root Cause 2: Students are coming in significantly below grade level.

Problem Statement 2 Areas: Student Learning

Problem Statement 3: TELPAS Advanced High Composite Performance decreased by 10% from 2023 to 26%. This decreases the amount of students who can reclassify out of the ESL Program.

Root Cause 3: Students lack language acquisition skills necessary to produce Advanced High responses on TELPAS.

Problem Statement 3 Areas: Student Learning

Problem Statement 4: 28/71 of the disciplinary actions involving suspension were physical confrontations or fighting.

Root Cause 4: Students do not have the tools to self-regulate without acting physically. At the same time, the staff also does not have the tools/time to teach students how to manage anger without violence, thus causing the students to react physically.

Problem Statement 4 Areas: Demographics

Problem Statement 5: 59% of students feel that there is a counselor, teacher, or staff member that they can talk to about personal issues.

Root Cause 5: Time is not built into the schedule / calendar to foster the social/emotional connections necessary for all students to feel they have a person who can help them with a problem outside of academics.

Problem Statement 5 Areas: Perceptions

Problem Statement 6: Math Masters performance remained stagnant at 26% while Approaches and Meets increased by an average of 5%.

Root Cause 6: Teachers were more focused on remediating foundational skills versus pushing students to an accelerated level.

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)
- 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
- Federal Report Card and accountability data

Student Data: Assessments

- STAAR current and longitudinal results, including all versions
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Economically disadvantaged / Non-economically disadvantaged performance and participation data
- Male / Female performance, progress, and participation data
- 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
- Emergent Bilingual (EB) /non-EB data, including academic achievement, progress, support and accommodation needs, race, ethnicity, gender etc.
- Homeless data

Student Data: Behavior and Other Indicators

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

Employee Data

- Teacher/Student Ratio
- State certified and high quality staff data
- Campus leadership data

Parent/Community Data





- Parent surveys and/or other feedback

Goals

Goal 1: By May 2025, Wertheimer Middle School will increase the scores of all 6th grade students in Math to achieve 94% Approaches, 67% Meets, and 30% Masters, and Reading to achieve 95% Approaches, 83% Meets, and 53% Masters as measured by the STAAR test. This is a 4% increase over all performance areas.

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

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Ongoing professional development for all teachers in increasing student output and structured conversations.</p> <p>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.</p> <p>Staff Responsible for Monitoring: Administrators, Coaches, and Teachers</p> <p>Problem Statements: Student Learning 2</p>	Formative		
	Feb	Apr	June
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Coaches will provide teacher support focusing on creating questions and language objectives to elicit student discourse and review 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 and language objectives will target student's current proficiency levels. .</p> <p>Strategy's Expected Result/Impact: Teachers will receive individualized support in implementing structured conversations and writing language objectives and will become proficient or master the strategies.</p> <p>Staff Responsible for Monitoring: Administrators, Coaches</p> <p>ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction</p> <p>Problem Statements: Student Learning 1, 2</p>	Formative		
	Feb	Apr	June

Strategy 3 Details	Formative Reviews		
<p>Strategy 3: Perform internal instructional rounds and PDSA cycles each six weeks 3rd through the 6th 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.</p> <p>Strategy's Expected Result/Impact: Students will increase their ability to articulate and communicate their understanding of content.</p> <p>Staff Responsible for Monitoring: Administrators, Coaches</p> <p>ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction</p> <p>Problem Statements: Student Learning 1, 2</p>	Formative		
	Feb	Apr	June
 No Progress  Accomplished  Continue/Modify  Discontinue			





Performance Objective 1 Problem Statements:

Student Learning
<p>Problem Statement 1: There is a significant gap in performance between SPED students and all student groups in Reading and Math STAAR. Root Cause: Students are coming in significantly below grade level.</p> <p>Problem Statement 2: TELPAS Advanced High Composite Performance decreased by 10% from 2023 to 26%. This decreases the amount of students who can reclassify out of the ESL Program. Root Cause: Students lack language acquisition skills necessary to produce Advanced High responses on TELPAS.</p>

Goal 1: By May 2025, Wertheimer Middle School will increase the scores of all 6th grade students in Math to achieve 94% Approaches, 67% Meets, and 30% Masters, and Reading to achieve 95% Approaches, 83% Meets, and 53% Masters as measured by the STAAR test. This is a 4% increase over all performance areas.

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

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Teachers, Tutors, and Coaches will plan and implement intervention strategies, including hands-on activities, real-world academic vocabulary lessons, and TEKS-based lessons in flexible groups during advisory HB1416/ MTSS time in order to close skills gaps in Grade 6 Math, Reading, and Science, including the EB, At-Risk, and SPED populations.</p> <p>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.</p> <p>Staff Responsible for Monitoring: Administrators and Coaches</p> <p>ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 5: Effective Instruction</p> <p>Problem Statements: Student Learning 1, 2, 3</p>	Formative		
	Feb	Apr	June
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Hire a tutor for small group, pull-out/push-in instructional support for students with identified gaps in math, reading, and science skills, including at-risk students. EB, ECO DIS and SPED Students. The tutor will provide support from October through May.</p> <p>Strategy's Expected Result/Impact: We will close the gap between at-risk, SPED, ECO DIS and EB learners and the general population.</p> <p>Staff Responsible for Monitoring: Administrators, Coaches, and Teachers</p> <p>ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 5: Effective Instruction</p> <p>Problem Statements: Student Learning 1, 2, 3</p> <p>Funding Sources: Tutor - 199 PIC 24 State Compensatory Ed (SCE) Accelerated - 7821 - \$9,042</p>	Formative		
	Feb	Apr	June

Strategy 3 Details	Formative Reviews		
<p>Strategy 3: Purchase materials and book sets , including but not limited to vocabulary resources and technology for EB students to increase language proficiency.</p> <p>Strategy's Expected Result/Impact: Students will increase language proficiency by one year as reflected on TELPAS. EB students will increase Meets Expectation on STAAR by 7%</p> <p>Staff Responsible for Monitoring: Administrators and Coaches</p> <p>ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p>Problem Statements: Student Learning 1, 2, 3</p> <p>Funding Sources: Ipad, headphones with speaker, bilingual dictionaries, vocabulary resources - 199 PIC 25 State Bilingual/ESL - \$3,750</p>	Formative		
	Feb	Apr	June
Strategy 4 Details	Formative Reviews		
<p>Strategy 4: Embed Progress Learning Lift-Off during advisory two days weekly based on need shown by MAP and STAAR to improve scores of all students including economically disadvantaged, special education, EB, Highly Mobile, and at-risk student groups.</p> <p>Strategy's Expected Result/Impact: Student results will demonstrate an increase in performance.</p> <p>Staff Responsible for Monitoring: Coaches</p> <p>Problem Statements: Student Learning 1, 2, 3</p>	Formative		
	Feb	Apr	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;"> No Progress</div> <div style="text-align: center;"> Accomplished</div> <div style="text-align: center;"> Continue/Modify</div> <div style="text-align: center;"> Discontinue</div> </div>			





Performance Objective 2 Problem Statements:

Student Learning
<p>Problem Statement 1: There is a significant gap in performance between SPED students and all student groups in Reading and Math STAAR. Root Cause: Students are coming in significantly below grade level.</p>
<p>Problem Statement 2: TELPAS Advanced High Composite Performance decreased by 10% from 2023 to 26%. This decreases the amount of students who can reclassify out of the ESL Program. Root Cause: Students lack language acquisition skills necessary to produce Advanced High responses on TELPAS.</p>
<p>Problem Statement 3: Math Masters performance remained stagnant at 26% while Approaches and Meets increased by an average of 5%. Root Cause: Teachers were more focused on remediating foundational skills versus pushing students to an accelerated level.</p>

Goal 2: By May of 2025, 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 in an effort to decrease incidents of high priority discipline behaviors as well as decrease in the number of students who do not feel connected to an adult as measured by the K-12 climate survey, discipline data, and Safe and Supportive Schools App Reports.

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.

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Schedule monthly events for parents, such as morning coffee chats with counselors and coaches, curriculum events in a hybrid virtual & in person format, for parents to learn about math and reading curriculum and strategies to support student learning, including interpreters or translation of information for EB parents, to enhance school-parent partnerships connected to Parent, Family, & Community Engagement.</p> <p>Strategy's Expected Result/Impact: Enable parents to better support their student's learning and thus become more involved in their students education.</p> <p>Staff Responsible for Monitoring: Administrators, Coaches, Counselors</p>	Formative		
	Feb	Apr	June
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Through the Innovative Learning Day schedule we will have clubs and information sessions available to students that allows staff time on the early release schedule to host clubs that promote healthy social/emotional interactions, positive relationships, CTE exploration, Process Standards implementation, and meaningful connections between staff students.</p> <p>Strategy's Expected Result/Impact: Students will have the opportunity to socialize in a structured setting with peers while having the opportunity to connect to a staff member in a club of their personal interest. These opportunities will increase the number of students who feel that they have an adult to support them with a personal problem as well as provide them with the skills to regulate their emotions in social settings through modeling and coaching. Students will also be exposed to interests that connect to possible career choices in the future.</p> <p>Staff Responsible for Monitoring: Counselors, Coaches, Administrators</p> <p>Problem Statements: Demographics 1, 2 - Perceptions 1</p>	Formative		
	Feb	Apr	June





Strategy 3 Details	Formative Reviews		
<p>Strategy 3: Host Coffee with the Counselors each month September through April on varied topics to educate parents on various ways to proactively support their adolescent children's social/emotional well-being.</p> <p>Strategy's Expected Result/Impact: Topics covered will equip parents with the tools to navigate and monitor their child's mental health, social/emotional wellness, and mitigate behavior from escalating to disciplinary actions.</p> <p>Staff Responsible for Monitoring: Counselors, Administrators</p> <p>ESF Levers: Lever 3: Positive School Culture</p> <p>Problem Statements: Demographics 1, 2 - Perceptions 1</p>	Formative		
	Feb	Apr	June
Strategy 4 Details	Formative Reviews		
<p>Strategy 4: Partner with community based entities to inform parents and students on topics such as cyber safety/bullying, behavior consequence and the law,</p> <p>Strategy's Expected Result/Impact: Parents and students are informed of the consequences of their behavior choices. Armed with the knowledge, behaviors involving law enforcement will decrease.</p> <p>Staff Responsible for Monitoring: Administrators</p> <p>Problem Statements: Demographics 1, 2 - Perceptions 1</p>	Formative		
	Feb	Apr	June
 No Progress  Accomplished  Continue/Modify  Discontinue			

Performance Objective 1 Problem Statements:

Demographics
<p>Problem Statement 1: There were 22/71 of the disciplinary actions involving suspension were non-compliant or threat to students showing a lack of respect for staff and classmates Root Cause: The students do not feel like they belong to a community or have a personal connection with adults. The staff needs tools and resources to build connections. The staff feels that there is a time constraint to building connections separately from the curriculum and that relationships are not a priority.</p> <p>Problem Statement 2: 28/71 of the disciplinary actions involving suspension were physical confrontations or fighting. Root Cause: Students do not have the tools to self-regulate without acting physically. At the same time, the staff also does not have the tools/time to teach students how to manage anger without violence, thus causing the students to react physically.</p>
Perceptions
<p>Problem Statement 1: 59% of students feel that there is a counselor, teacher, or staff member that they can talk to about personal issues. Root Cause: Time is not built into the schedule / calendar to foster the social/emotional connections necessary for all students to feel they have a person who can help them with a problem outside of academics.</p>

Goal 2: By May of 2025, 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 in an effort to decrease incidents of high priority discipline behaviors as well as decrease in the number of students who do not feel connected to an adult as measured by the K-12 climate survey, discipline data, and Safe and Supportive Schools App Reports.

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.

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: 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. Coaches will provide assistance to parents who need support with accessing Canvas.</p> <p>Strategy's Expected Result/Impact: Teachers will better meet parent learner's needs and engage students in curriculum appropriate activities that interest them.</p> <p>Staff Responsible for Monitoring: Administrators, Coaches, Teachers</p>	Formative		
	Feb	Apr	June
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: A regular monthly campus newsletter will be sent to all families using Smore and Parent Square posted for the community on the Wertheimer Facebook account.</p> <p>Strategy's Expected Result/Impact: Families and students will be well informed and have fewer questions regarding school procedures and events.</p> <p>Staff Responsible for Monitoring: Administrators</p> <p>ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture</p>	Formative		
	Feb	Apr	June
 No Progress  Accomplished  Continue/Modify  Discontinue			


Goal 2: By May of 2025, 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 in an effort to decrease incidents of high priority discipline behaviors as well as decrease in the number of students who do not feel connected to an adult as measured by the K-12 climate survey, discipline data, and Safe and Supportive Schools App Reports.


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 positive behaviors to students to decrease discipline behaviors and enhance a positive self image for students.

Evaluation Data Sources: PBIS Reports, K12 Surveys, Wellness Screeners, Students surveys, Discipline Data, Safe and Supportive Schools Data

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Use the BOY survey to form small group counseling for students who demonstrate need. Strategy's Expected Result/Impact: Mitigating students from going into a crisis mode through counseling support. Staff Responsible for Monitoring: Counselors Problem Statements: Demographics 1, 2 - Perceptions 1</p>	Formative		
	Feb	Apr	June
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Train all staff on Youth Mental Health First Aid before school starts. Strategy's Expected Result/Impact: Staff is trained to recognize and support students show signs of trauma or crisis as first responders to mitigate negative behaviors towards self and others. Staff Responsible for Monitoring: Counselors ESF Levers: Lever 3: Positive School Culture Problem Statements: Demographics 1, 2 - Perceptions 1</p>	Formative		
	Feb	Apr	June
Strategy 3 Details	Formative Reviews		
<p>Strategy 3: Implement an effective Multi-tiered behavior support system through PBIS with clear expectations and rewards. Strategy's Expected Result/Impact: 80-85% of negative behaviors will be mitigated at tier 1. 10-15% will be mitigated through intervention. 5% or less will require SPED referrals or ALC Placement. Staff Responsible for Monitoring: Counselors, Administrators, Coaches ESF Levers: Lever 3: Positive School Culture</p>	Formative		
	Feb	Apr	June

 No Progress

 Accomplished

 Continue/Modify

 Discontinue

Performance Objective 3 Problem Statements:

Demographics

Problem Statement 1: There were 22/71 of the disciplinary actions involving suspension were non-compliant or threat to students showing a lack of respect for staff and classmates

Root Cause: The students do not feel like they belong to a community or have a personal connection with adults. The staff needs tools and resources to build connections. The staff feels that there is a time constraint to building connections separately from the curriculum and that relationships are not a priority.

Problem Statement 2: 28/71 of the disciplinary actions involving suspension were physical confrontations or fighting. **Root Cause:** Students do not have the tools to self-regulate without acting physically. At the same time, the staff also does not have the tools/time to teach students how to manage anger without violence, thus causing the students to react physically.

Perceptions

Problem Statement 1: 59% of students feel that there is a counselor, teacher, or staff member that they can talk to about personal issues. **Root Cause:** Time is not built into the schedule / calendar to foster the social/emotional connections necessary for all students to feel they have a person who can help them with a problem outside of academics.

State Compensatory

Budget for Wertheimer Middle School

Total SCE Funds: \$9,042.00

Total FTEs Funded by SCE: 0

Brief Description of SCE Services and/or Programs

Hire a tutor to provide intervention for students who are at-risk of not being successful on state assessments.

Campus Funding Summary

199 PIC 24 State Compensatory Ed (SCE) Accelerated					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	2	2	Tutor	7821	\$9,042.00
Sub-Total					\$9,042.00
Budgeted Fund Source Amount					\$9,042.00
+/- Difference					\$0.00
199 PIC 25 State Bilingual/ESL					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	2	3	Ipads, headphones with speaker, bilingual dictionaries, vocabulary resources		\$3,750.00
Sub-Total					\$3,750.00
Budgeted Fund Source Amount					\$3,750.00
+/- Difference					\$0.00
Grand Total Budgeted					\$12,792.00
Grand Total Spent					\$12,792.00
+/- Difference					\$0.00

Addendums

HWMS Demographic Information

Students

Race	Number	22_23	21_22	Change
American Indian	1	0.00%	0.10%	None
Asian	74	12%	11%	1%
Black	152	25%	21%	4%
Native Hawaiian	2	0.00%	0.30%	None
White	179	29%	33%	-4%
Hispanic/Latin	174	29%	31%	-2%
Multi-Racial	26	4%	4%	None
Gender				
Male	323	53%	52%	1%
Female	285	47%	48%	-1%

Staff

Race	
AA	17%
Hispanic	11%
White	72%
Asian	0%
Gender	
Male	11%
Female	89%

Special Populations

	EOY 22_23	21_22	Change
ECO DIS	41.08%	39%	2%
504	9%	11%	-2%
SPED	15%	12%	3%
Emergent Bilingual	19%	16%	3%
At-Risk	40.49%	38.99%	-1.50%

Attendance ADA

	22-23	21-22	Change
	93.80%	94.20%	-0.40%

2022 - 2023 ALC Placement

Campus	Grade	Age	Sex	Race1	Race2	Services	Reason	Code	Placement	Level	Enter	Proposed Exit	Exit	Days Total	Absences
HWMS	6	11	M	Black		Regular	Physical Confrontation	PHC	D	2	3/31/2023	11/10/2023			
HWMS	6	12	F	White		504/ESL	Harrasment of Staff	HAR	M	4	4/3/2023	11/17/2023			
HWMS	6	11	F	Black		Regular	Physical Confrontation	PHC	D	2	3/22/2023	8/23/2023			
HWMS	6	11	M	Black		Regular	Bullying	BUL	M	2	11/14/2022		2/3/2023	42	10
HWMS	6	11	M	Black	Wh	Regular	Physical Confrontation	PHC	D	2	3/6/2023		4/14/2023	24	3
HWMS	6	11	M	White		ESL	Alcohol	ALC	M	2	12/8/2022		1/13/2023	15	
HWMS	6	12	F	White		504/ESL	Harrasment of Staff	HAR	M	4	11/15/2022		2/3/2023	41	17
HWMS	6	11	F	White		Regular	Vandalism	VAS	D	2	4/5/2023		5/3/2023	20	3
HWMS	6	11	M	White		Regular	Threat to Student	TRS	D	2	3/29/2023		5/3/2023	25	

9 incidents resulting in ALC Placement with 2 students returning

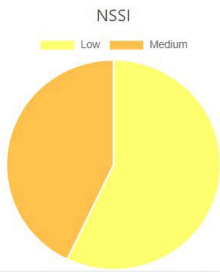
HGI Caseload 22_23

ID#	
300803	*
303843	504
221467	*
225442	*
206548	*
297470	504
212225	*
219781	*
211008	*
219413	
209434	*
303844	
211705	
217717	
230226	

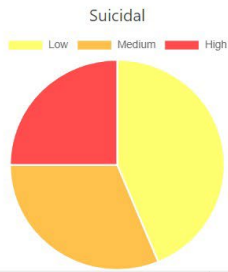
15 students with 1 therapist who has 6 hours per week on campus.

School Year:
 Campus:
 Counselor:
 Start Date:
 End Date:

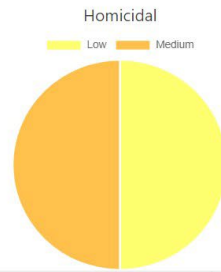
Grade Level:
 Gender: All Male Female
 [Download CSV Export](#)
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Type	Count
Low	4
Medium	3

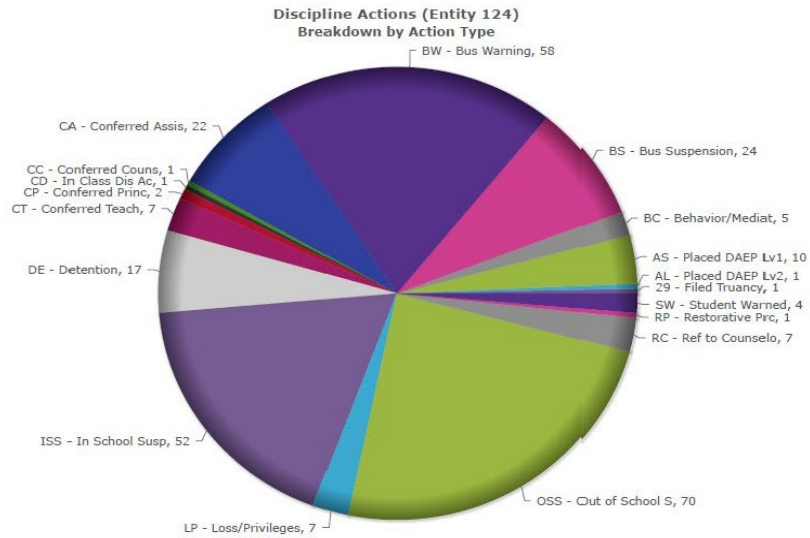


Type	Count
Low	7
Medium	5
High	4



Type	Count
Low	1
Medium	1

WERTHEIMER 2024 ALL DISCIPLINE BY ACTION



2024 DISCIPLINE RESULTING IN ISS or OSS

Entity:	124 - HENRY WERTHEIMER MIDDLE	Action Code:	ISS - In School Suspension	Total Offenses:
Offense:	BUL - Bullying	Number of Offenses:	1	52
Offense:	FAI - Fail to follow Rules/Regulatio	Number of Offenses:	8	
Offense:	FIG - Fighting / Mutual Combat	Number of Offenses:	1	
Offense:	IAT - PDA/Inappropriate Contact	Number of Offenses:	1	
Offense:	LAG - Abusive Lang/Profanity/Gesture	Number of Offenses:	4	
Offense:	NON - Non-compliance	Number of Offenses:	13	
Offense:	PHC - Physical Conflict/Confrontation	Number of Offenses:	18	
Offense:	RAC - Racial Slurs	Number of Offenses:	2	
Offense:	SKI - Skipping Class (not truant)	Number of Offenses:	1	
Offense:	SP1 - Serious/Persistent Level 1	Number of Offenses:	3	
Entity:	124 - HENRY WERTHEIMER MIDDLE	Action Code:	OSS - OutofSchool Suspension	Total Offenses:
Offense:	AST - Assault of Student	Number of Offenses:	2	70
Offense:	BUD - Bullying based on Disability	Number of Offenses:	2	
Offense:	CCS - Class C Assault of student	Number of Offenses:	1	
Offense:	CHE - Cheating	Number of Offenses:	1	
Offense:	FAI - Fail to follow Rules/Regulatio	Number of Offenses:	3	
Offense:	FIG - Fighting / Mutual Combat	Number of Offenses:	6	

Offense:	IAT - PDA/Inappropriate Contact	Number of Offenses:	1
Offense:	LAG - Abusive Lang/Profanity/Gesture	Number of Offenses:	1
Offense:	MCD - Major Campus Disruption	Number of Offenses:	3
Offense:	NON - Non-compliance	Number of Offenses:	13
Offense:	PHC - Physical Conflict/Confrontation	Number of Offenses:	21
Offense:	RAC - Racial Slurs	Number of Offenses:	1
Offense:	SKI - Skipping Class (not truant)	Number of Offenses:	1
Offense:	STL - Stealing/Theft	Number of Offenses:	2
Offense:	TRS - Threat to Student	Number of Offenses:	10
Offense:	TTR - Terroristic Threat	Number of Offenses:	2

DISCIPLINE CHANGE IN OCCURANCE 2023 to 2024

ISS 2023	ISS 2024	Change
66	52	-14
OSS 2023	OSS 2024	Change
52	70	18
FIG/PHC 2023	FIG/PHC 2024	Change
56	46	-10
NON-COM 2023	NON-COM 2024	Change
2	26	24
TRS 2023	TRS 2024	Change