

**Lamar Consolidated Independent School District**  
**Wertheimer Middle School**  
**2023-2024 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 25 incidents of non-suicidal self-injurious behavior or suicidal outcries. **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):** 56/118 of the disciplinary actions involving suspension were physical confrontations or fighting, with 42 out of the 56 incidents being repeat offenders. **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 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):** Overall students scores decreased in math across all categories and subpopulations **Root Cause:** Students are missing the foundational skills necessary to understand the 6th grade math content.

**Problem Statement 2 (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 3 (Prioritized):** TELPAS Speaking Advanced High Performance is continuing to keep students from being reclassified. Only 7% scored Advanced High. **Root Cause:** Students lack language acquisition skills necessary to produce Advanced High Speaking responses.

# 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 (Prioritized):** 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 25 incidents of non-suicidal self-injurious behavior or suicidal outcries.

**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:** 56/118 of the disciplinary actions involving suspension were physical confrontations or fighting, with 42 out of the 56 incidents being repeat offenders.

**Root Cause 2:** Students do not have the tools to self-regulate without acting physically. At the same time, the staff also does not have the tools to teach students how to manage anger without violence, thus causing the students to react physically.

**Problem Statement 2 Areas:** Demographics

**Problem Statement 3:** Overall students scores decreased in math across all categories and subpopulations

**Root Cause 3:** Students are missing the foundational skills necessary to understand the 6th grade math content.

**Problem Statement 3 Areas:** Student Learning

**Problem Statement 4:** There is a significant gap in performance between SPED students and all student groups in Reading and Math STAAR.

**Root Cause 4:** Students are coming in significantly below grade level.

**Problem Statement 4 Areas:** Student Learning

**Problem Statement 5:** TELPAS Speaking Advanced High Performance is continuing to keep students from being reclassified. Only 7% scored Advanced High.

**Root Cause 5:** Students lack language acquisition skills necessary to produce Advanced High Speaking responses.

**Problem Statement 5 Areas:** Student Learning

**Problem Statement 6:** All students are not actively participating in the supplemental program use.

**Root Cause 6:** There is a lack of understanding in the importance and correlation between the students' regular effective use and their outcomes on assessments.

**Problem Statement 6 Areas:** School Processes & Programs





# Goals

**Goal 1:** By May 2024, Wertheimer Middle School will increase the scores of all 6th grade students in Math to achieve 90% Approaches, 60% Meets, and 30% Masters, and Reading to achieve 94% Approaches, 75% Meets, and 47% Masters as measured by the STAAR test.

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





Strategy 1 Details	Formative Reviews		
<p><b>Strategy 1:</b> Ongoing professional development for all teachers in increasing student output and structured conversations.</p> <p><b>Strategy's Expected Result/Impact:</b> 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><b>Staff Responsible for Monitoring:</b> Administrators, Coaches, and Teachers</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>June</b>
Strategy 2 Details	Formative Reviews		
<p><b>Strategy 2:</b> Coaches will provide teacher support focusing on creating questions to elicit student discourse and reviewing questioning strategies at weekly PLC meetings. Pre-planned questions to align with the lesson or TEKs will be included and monitored in teacher lesson plans.</p> <p><b>Strategy's Expected Result/Impact:</b> Teachers will receive individualized support in implementing questioning strategies and will become proficient or master the strategies.</p> <p><b>Staff Responsible for Monitoring:</b> Administrators, Coaches</p> <p><b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>June</b>



Strategy 3 Details	Formative Reviews		
<p><b>Strategy 3:</b> Perform internal instructional rounds and PDSA cycles each six weeks 2nd through the 5th grading period to monitor the improvement in frequency of all students having the opportunity to engage in academic discourse, higher order thinking questions by teachers, engagement of students, and to assess the need for further professional development.</p> <p><b>Strategy's Expected Result/Impact:</b> Effective monitoring of questioning strategy implementation and individual teacher feedback to increase efficacy of the professional development.</p> <p><b>Staff Responsible for Monitoring:</b> Administrators, Coaches</p> <p><b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction</p>	Formative		
	Nov	Feb	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>			





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

Strategy 1 Details	Formative Reviews		
<p><b>Strategy 1:</b> 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 and Reading, including the EB, At-Risk, and SPED populations.</p> <p><b>Strategy's Expected Result/Impact:</b> 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><b>Staff Responsible for Monitoring:</b> Administrators and Coaches</p> <p><b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 5: Effective Instruction</p> <p><b>Funding Sources:</b> Part-time Tutor - 199 PIC 24 State Compensatory Ed (SCE) Accelerated - \$7,821</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>June</b>
Strategy 2 Details	Formative Reviews		
<p><b>Strategy 2:</b> 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 April.</p> <p><b>Strategy's Expected Result/Impact:</b> We will close the gap between at-risk, SPED, ECO DIS and EB learners and the general population.</p> <p><b>Staff Responsible for Monitoring:</b> Administrators, Coaches, and Teachers</p> <p><b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 5: Effective Instruction</p> <p><b>Funding Sources:</b> Tutor - 199 PIC 24 State Compensatory Ed (SCE) Accelerated - 7821</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>June</b>
 No Progress  Accomplished  Continue/Modify  Discontinue			





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

Strategy 1 Details	Formative Reviews		
<p><b>Strategy 1:</b> Purchase materials and book sets to be used for Tier 1 teaching , including but not limited to a reading library, vocabulary flash cards, and vocabulary games for EB students.</p> <p><b>Strategy's Expected Result/Impact:</b> Provide teachers with high-quality materials to ensure effective Tier 1 teaching and intervention.</p> <p><b>Staff Responsible for Monitoring:</b> Administrators and Coaches</p> <p><b>ESF Levers:</b> Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p>	Formative		
	Nov	Feb	June
<p style="text-align: center;">  No Progress                 Accomplished                 Continue/Modify                 Discontinue         </p>			





**Goal 2:** By May 2024, all 6th grade Emergent Bilingual and Special Education students will increase their Meets Standard performance by 10% as measured by the Math and Reading STAAR test.

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

Strategy 1 Details	Formative Reviews		
<p><b>Strategy 1:</b> Coaches will coordinate a scope and sequence and gather teaching materials including real-world articles and text to be taught during intervention time or enrichment time. The team will meet at least once each six weeks for planning and will provide the materials to all teachers through Canvas.</p> <p><b>Strategy's Expected Result/Impact:</b> All teachers will have access to relevant instructional materials for teaching academic vocabulary during intervention/enrichment time.</p> <p><b>Staff Responsible for Monitoring:</b> Coaches</p>	Formative		
	Nov	Feb	June
<p style="text-align: center;">  No Progress                 Accomplished                 Continue/Modify                 Discontinue         </p>			

**Goal 3:** By May of 2024, 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 non-suicidal self-injurious behavior or suicidal outcries and high priority discipline behaviors 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><b>Strategy 1:</b> Schedule monthly events for parents, such as morning coffee chats with administrators and coaches, parent Canvas training, or curriculum events in a hybrid virtual &amp; in person format, for parents to learn about math and reading curriculum and strategies for parents to support student learning, including events and interpreters for EL parents, to enhance school-parent partnerships connected to Parent, Family, &amp; Community Engagement.</p> <p><b>Strategy's Expected Result/Impact:</b> Enable parents to better support their student's learning and thus become more involved in their students education.</p> <p><b>Staff Responsible for Monitoring:</b> Administrators, Coaches</p>	Formative		
	Nov	Feb	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <span> No Progress</span> <span> Accomplished</span> <span> Continue/Modify</span> <span> Discontinue</span> </div>			

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**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><b>Strategy 1:</b> 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><b>Strategy's Expected Result/Impact:</b> Teachers will better meet parent learner's needs and engage students in curriculum appropriate activities that interest them.</p> <p><b>Staff Responsible for Monitoring:</b> Administrators, Coaches, Teachers</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>June</b>
Strategy 2 Details	Formative Reviews		
<p><b>Strategy 2:</b> A regular bi-weekly campus newsletter will be sent to all families using Smore and sent to parents through Skylert and posted for the community on the Wertheimer Facebook account.</p> <p><b>Strategy's Expected Result/Impact:</b> Families and students will be well informed and have fewer questions regarding school procedures and events.</p> <p><b>Staff Responsible for Monitoring:</b> Administrators</p> <p><b>ESF Levels:</b> Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>June</b>
Strategy 3 Details	Formative Reviews		
<p><b>Strategy 3:</b> Utilize Twitter and Facebook at least 6 times per month to communicate school events and promote classroom activities to parents and the community, as compared to previous Twitter and Facebook use of less than once per week.</p> <p><b>Strategy's Expected Result/Impact:</b> We will reach more parents via the various social media outlets and as a result will engage more parents in school events and activities.</p> <p><b>Staff Responsible for Monitoring:</b> Administrators, Staff</p> <p><b>ESF Levels:</b> Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>June</b>



No Progress



Accomplished



Continue/Modify







Discontinue

**Goal 3:** By May of 2024, 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 non-suicidal self-injurious behavior or suicidal outcries and high priority discipline behaviors 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 prevent self-harm and discipline behaviors.

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

Strategy 1 Details	Formative Reviews		
<p><b>Strategy 1:</b> Use the BOY survey to form small group counseling for students who demonstrate need.  <b>Strategy's Expected Result/Impact:</b> Mitigating students from going into a crisis mode through counseling support.  <b>Staff Responsible for Monitoring:</b> Counselors</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>June</b>
Strategy 2 Details	Formative Reviews		
<p><b>Strategy 2:</b> Train all staff on Youth Mental Health First Aid before school starts.  <b>Strategy's Expected Result/Impact:</b> 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.  <b>Staff Responsible for Monitoring:</b> Counselors</p> <p><b>ESF Levers:</b>  Lever 3: Positive School Culture</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>June</b>
Strategy 3 Details	Formative Reviews		
<p><b>Strategy 3:</b> Implement an effective Multi-tiered behavior support system through PBIS with clear expectations and rewards.  <b>Strategy's Expected Result/Impact:</b> 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.  <b>Staff Responsible for Monitoring:</b> Counselors, Administrators, Coaches</p> <p><b>ESF Levers:</b>  Lever 3: Positive School Culture</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>June</b>
 No Progress  Accomplished  Continue/Modify  Discontinue			



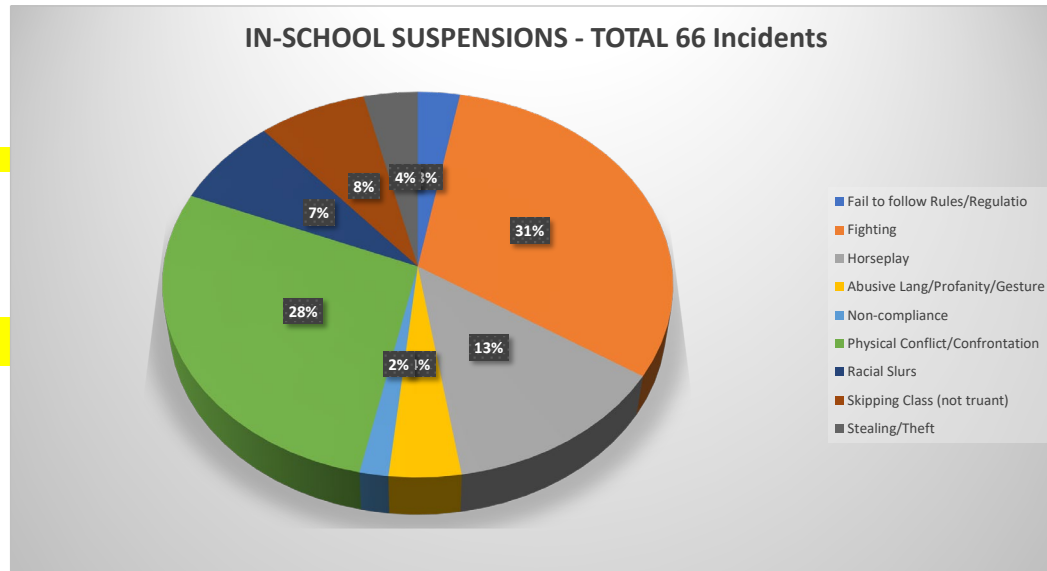
# Campus Funding Summary

199 PIC 24 State Compensatory Ed (SCE) Accelerated					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	2	1	Part-time Tutor		\$7,821.00
1	2	2	Tutor	7821	\$0.00
<b>Sub-Total</b>					\$7,821.00
<b>Budgeted Fund Source Amount</b>					\$7,821.00
<b>+/- Difference</b>					\$0.00
<b>Grand Total Budgeted</b>					\$7,821.00
<b>Grand Total Spent</b>					\$7,821.00
<b>+/- Difference</b>					\$0.00

# Addendums

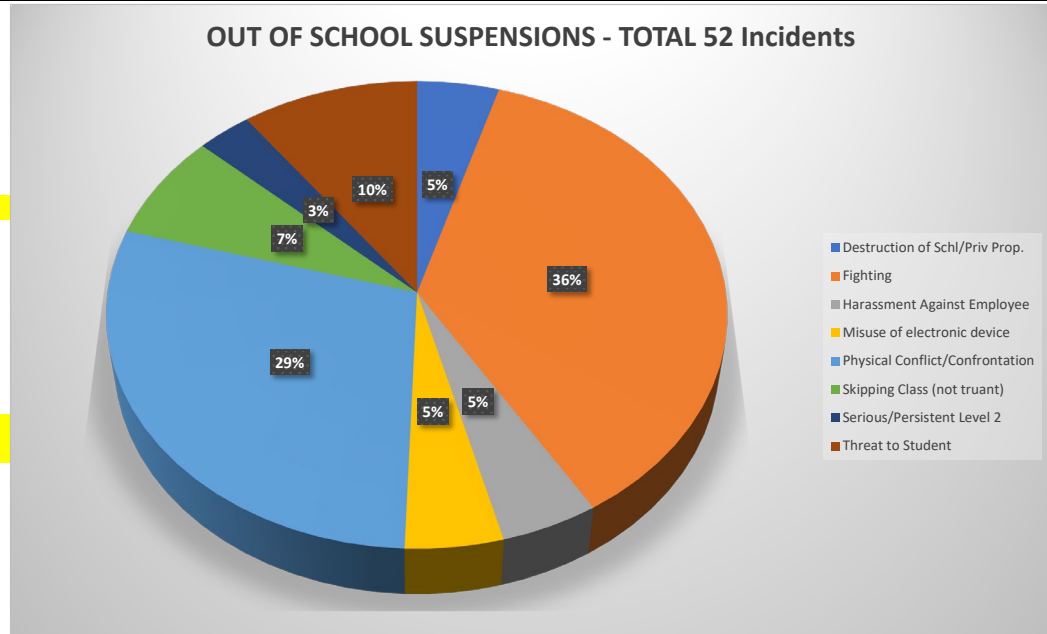
**IN-SCHOOL SUSPENSIONS - TOTAL 66 Incidents**

ACTION DESCRIPTION	ASSIGNED DAYS	ACTUAL DAYS	NUMBER OF INCIDENTS
Destruction of Schl/Priv Prop.	3	3	1
Disruptive,Disturbing,Taunting	1	1	1
Fail to follow Rules/Regulatio	3.5	3.5	2
<b>Fighting</b>	<b>37.5</b>	<b>37.5</b>	<b>14</b>
Horseplay	16	16	5
Abusive Lang/Profanity/Gesture	5	5	4
Look alike weapon	2	2	1
Misuse of electronic device	2	2	1
Non-compliance	2	2	2
<b>Physical Conflict/Confrontation</b>	<b>33.5</b>	<b>33.5</b>	<b>15</b>
Racial Slurs	9	9	6
Skippping Class (not truant)	9	9	7
Serious/Persistent Level 2	2	2	1
Stealing/Theft	4.5	4.5	3
Vandalism against School Prop	1	1	1
Vapor/Electronic cigarettes	12	12	1
Fighting	0.5	0.5	1
Non-compliance	0.5	0.5	1



**OUT OF SCHOOL SUSPENSIONS - TOTAL 52 Incidents**

ACTION DESCRIPTION	ASSIGNED DAYS	ACTUAL DAYS	NUMBER OF INCIDENTS
Alcohol	3	3	1
Bullying based on Disability	3	3	1
Bullying	3	3	1
Destruction of Schl/Priv Prop.	6	6	1
Elopement-Leave Campus	2	2	1
<b>Fighting</b>	<b>47</b>	<b>44</b>	<b>14</b>
Harassment Against Employee	6	6	2
Inappropriate touching	1	1	1
Non-Illegal Knife, blade=<5.5"	3	3	1
Abusive Lang/Profanity/Gesture	3	3	2
Major Campus Disruption	3	3	1
Misuse of electronic device	6	6	2
<b>Physical Conflict/Confrontation</b>	<b>37</b>	<b>37</b>	<b>13</b>
Skippping Class (not truant)	9.5	9.5	2
Serious/Persistent Level 2	4	4	2
Stealing/Theft	2	2	1
Threat to Student	13	13	5
Vandalism against School Prop	3	3	1



**Change from 21\_21**  
**Increase in 9 incidents**

## 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
<b>Gender</b>				
Male	323	53%	52%	1%
Female	285	47%	48%	-1%

### Staff

Race	
AA	17%
Hispanic	11%
White	72%
Asian	0%
<b>Gender</b>	
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

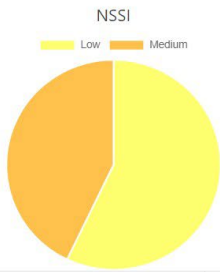
**HGI Caseload 22\_23**

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

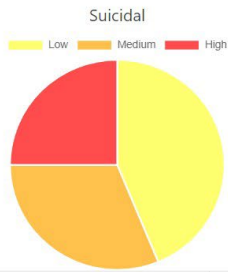
15 students with 1 therapist who has 6 hours per week on campus.

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

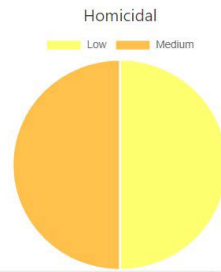
Grade Level: 
 Gender:  All  Male  Female
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Type	Count
Low	4
Medium	3



Type	Count
Low	7
Medium	5
High	4



Type	Count
Low	1
Medium	1