

EXECUTIVE SUMMARY

SCHOOL IMPROVEMENT PLAN: 2021-2022

**Campus Name: 056 Welch
Middle School**

Campus#: 056

Principal: Rosa Hernandez

School Office: MSO

Executive Summary:

Welch Middle School was established in the fall of 1979. It was named after Louie B. Welch who proudly served the city of Houston as mayor for five consecutive terms. Located on the Southwest side of Houston in the Braes Oaks District, WMS continues serving many students within the neighboring communities and attracts students from across the district through its advanced academic offerings and Sports Medicine and Fine Arts Magnet program. Additionally, Welch offers many programs to support staff and enrich student learning. Some of those programs include, but are not limited to: SPED programs, IB, Magnet, Sports Medicine, TEACH, Vontoure Learning, LCC for math, Trice for tutoring, clubs (Art, Band, Choir, Gaming, Honor Society, Student Council, Dance, and more).

WMS is currently a candidate and actively seeking to become authorized as an International Baccalaureate World School by the end of the 2022 – 2023 school year. Becoming an authorized IB MYP school will guide how we teach, learn, and support our students and community. Our goal is for all learners to complete the programme as empowered global citizens.

The professional staff at Welch consists of 43 certified teachers, 6 teacher assistants, 6 clerks, 1 Administrative Assistant, 1 Counselor, 1 School Nurse, and 7 Administrators. Approximately 40% of the teacher are male and 60% are female. Sixty percent of the teaching staff has less than 10 years of experience.

The school's current enrollment is approximately 650 students. The demographics of the student population are: 56% Hispanic, 40% African American, 2% White, 1.4% Asian, and 0.6% Multi-Race. The middle school is classified as Title I with approximately 34% English Learners, 10% Special Education students, and 100% Economically Disadvantaged students.

With high expectations for teaching, learning, and achieving, it is the vision of Welch Middle School that we create a safe, nurturing, and encouraging environment where all students can achieve their full academic potential.

Goals and Objectives (for Student Achievement) for the 2021–2022 School Year:

Goal 1: ELAR - By May of 2022, the campus will increase STAAR ELA/Reading "approaches grade level" performance from 45% to 70%, "meets grade level" performance from 20% to 33%, and "masters grade level" performance from 6% to 16% for all students tested.

Goal 2: Math - By May of 2022, the campus will increase STAAR Math "approaches grade level" performance from 28% to 78%, "meets grade level" performance from 9% to 44%, and "masters grade level" performance from 4% to 15% for all students tested.

Goal 3: School Progress - By May 2022, the percentage of students achieving post-secondary readiness will increase by 100% from 4 high school courses being offered to 8 courses being offered to students.

Goal 4: Closing the Gaps - By May of 2022, the percentage of students receiving special education services and reading at or

above grade level will increase their STAAR Reading "approaches grade level" performance from 19% to 45%, "meets grade level" performance from 8% to 30%, and "masters grade level" performance from 4% to 15% for all students tested.

Goal 5: Additional Campus Goals

I: Attendance - By May 2022, the campus will increase the school-wide student attendance rate from 95.1% to 96%.

II: Social Studies - By May of 2022, the campus will increase STAAR Social Studies "approaches grade level" performance from 28% to 59%, "meets grade level" performance from 8% to 20%, and "masters grade level" performance from 2% to 13% for all students tested.

III: Science - By May of 2022, the campus will increase STAAR Science "approaches grade level" performance from 21% to 66%, "meets grade level" performance from 10% to 29%, and "masters grade level" performance from 2% to 15% for all students tested.

IV: Special Populations - By May 2022, 100% of teachers on the campus will create and effectively utilize a strategic student profile data system to support and close the student achievement gap for special education, gifted and talent, English Learners, economically disadvantaged, at-risk, and dyslexia students' groups.

V: Parent and Community Engagement - By May 2022, the campus will increase the percentage of parent and community involvement by 50% by engaging and hosting a minimum of 15 school-wide parent and community events that promote and improve safety, public support, and confidence.

VI: Mandated Health Services - The campus will meet 100% of Mandated Health Services by the required dates for Immunization Monitoring, Vision Screening (Grade 7), Hearing Screening (Grade 7), Type 2 Diabetes (Grade 7), Spinal Screening (Grade 6), Medication Administration and AED Maintenance Checks.

VII: Coordinated Health Programs - The campus will provide a Coordinated School Health Program designed to prevent obesity, cardiovascular disease, and Type 2 diabetes by coordinating health education, physical education, physical activity, nutrition services and parental involvement.

VIII: Violence Prevention - By May 2022, the campus will reduce the number of referrals by 3% by placing interventions in place to consistently address Level III infractions.

VIII: Discipline - By May 2022, the number of referrals by 3% by placing interventions in place to consistently address Level III infractions.

Students require individualized plans to be successful in the classroom. An additional layer required is the insertion of interventions that meet the needs of Tier II and Tier III students. Teachers will effectively plan for instruction, collaboratively, and utilize current data to differentiate the lessons for students and provide small-group instruction.

To address the needs of the school for the 2021–2022 school year, we will implement backwards planning, a method used to address the assessment of TEKS at the beginning of each unit, rather than at the end. Additionally, we will incorporate writing across all content areas to enforce critical thinking and problem-solving skills. Students will write daily during the critical writing portion of the lesson. This will be monitored through close evaluation of lesson plans, review of student work samples, and administrator walkthroughs and observations. The process of data disaggregation will be very thorough and drill down to the individual needs of our students. Planning for instruction will be very deliberate and intentional based on a routine data analysis every 3 weeks.