

2018-19 Schoolwide Programs: Campus Improvement Plan

084-World Languages Institute

Principal: **Guadalupe Barreto**

Executive Director: **Benjamin Leos**

State Accountability Status

Met Standard

Campus Distinctions

Top 25% Closing Achievement Gap

SELECT A DISTINCTION DESIGNATION

SELECT A DISTINCTION DESIGNATION

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SELECT A DISTINCTION DESIGNATION

SELECT A DISTINCTION DESIGNATION

SELECT A DISTINCTION DESIGNATION

Campus Mission/Vision Statement

thin a global community. Mission: Prepare students linguistically, socially and cognitively to

CAMPUS ASSURANCES AND CERTIFICATIONS FOR THE 2018-2019 SCHOOL YEAR

I certify acceptance and compliance with all provisions set forth by:

YES the Fort Worth ISD School Board;

YES the Texas Education Code;

YES Title I, Part A; and

YES Priority / Turnaround Plans

When you select "Yes," you are certifying that you have access to or have received the document that outlines all of the requirements discussed above. Additionally, you are indicating your assurance that these requirements will be implemented on your campus by yourself, your designee, or your leadership team.

[Click here to see the full Guide to Campus Assurances](#)

2018 -2019 State Accountability Domain Scores

Domain 1: Student Achievement	80
Domain 2: School Progress	88
Domain 3: Closing The Gaps	100

SBDM Members

Name	Role
Guadalupe Barreto	Select
Marie-Lise Mosbeux	Select
Cox, Janet	Teacher
Young, David	Teacher
Hyde, Kimberly	Teacher
Gutierrez, Ricardo	Teacher
Watson, Elvira	Campus Non-Tch Prof
Turcios, Juan	Business Rep
Harrington, Carrie	Community Rep
Rodriguez, Jeimie	District-Level Staff
Acosta, Melissa	Parent
Alvarado, Anna	Parent
Ala, Selena	Parent
Silva, Cecilia	Community Rep
Soto, Yaset	Additional Appointed Rep
Rodriguez, Melany	Additional Appointed Rep
Turcios, Carlos	Additional Appointed Rep
	Select

Fort Worth ISD Mission

Preparing **ALL** students for success in college, career, and community leadership.

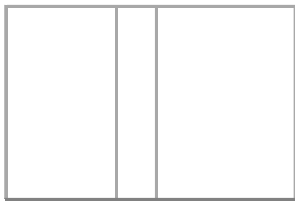
Comprehensive Needs Assessment Summary

Comprehensive Needs Assessment Summary for 2018-2019

Campus:	World Languages Institute #084					
Principal:	Guadalupe Barreto					
Data Sources Used Make a selection for each by choosing from the	No	Graduation	No	Feeder Pattern Analysis	Yes	Data Accuracy
	Yes	Attendance	Yes	Cohort Analysis	Yes	Surveys
	Yes	Discipline	Yes	Support Systems	Yes	Fund Balance
	Yes	Instruction	Yes	Intervention Services	Yes	Recruit & Retain Quality Staff
	Yes	Curriculum	No	Dropout Identification	Yes	VOC-Customer Feedback
	Yes	Student Data	Yes	Achievement Gap	No	Other - enter data source here
Area Reviewed	Summary of Strengths		Summary of Needs		Priorities	
	What were the identified strengths?		What were the identified needs?		What are we going to intervene? If addressed, this need will create the most impact.	
Demographics	1.	Current student population of 316 with an increase for the upcoming school year to 400 with a long waiting list for sixth grade. Adding eleventh grade as well as planning for Dual Enrollment	1.	Additional support for beginner level students being immersed in Spanish for the first time as well as for the students who will be transition to full immersion.	1 Two instructional Assistants	
	2.	Core classes have an average of 20 students.	2.	Strengthen support system for at-risk students (82 - 85% of the total population)	2 Reinforce the implementation of Tier I Instruction and Differentiation for all students.	
	3.	Pre-AP, Accelerated and their Sheltered Counterpart only. High School courses available to eligible Middle School students. Dual Enrollment for English III and IV, Pre-Calculus, Physics and US History	3.	Strengthen Sheltered Instruction Implementation for ELLs to be successful in the advanced/accelerated program (20%)		
	4.		4.	Strengthen implementation of best practices to support our GT population (40% of our students)	4. Ensure all staff members are current on GT certification. In-House professional development delivered by AAIL Department.	

Student Achievement	1.	Students' scores in Math/ELA/Biology are above district and state. (99% passing on Algebra I/ February Benchmark (Seventh grade- 83% Reading with 41% Meets and 19% Masters. (85% English I - 64% Meets and 11% Masters), and (96% Biology with 51% Meets and 5% Masters) .	1.	Continue with the additional support in sixth grade Mathematics (71%), eighth grade Reading (78%), eighth grade Social Studies (70%) as well as eighth grade Science (76%).	1.	Continue to coach teachers in the implementation of Tier I Instruction to include more scaffolding and formative assessments. Continue to support students scoring below 80% through the implementation of small groups and tutorials.
			2.	Additional support for HS students in AP and Dual Enrollment courses. PSAT and SAT preparatory courses.		
School Culture and Climate	1.	Diverse	1.	Continue to structure schedule to include collaborative planning time.	1.	Continue to structure schedules to include collaborative time.
	2.	High expectations for staff, students and parents. Leadership opportunities for both staff and students. Team focused and supportive. A plethora of Enrichment Activities as well as participation in Academic MS and HS	2.	Increase scheduled time for integration opportunities amongst disciplines.	2.	Community collaboration or rent facilities and pay for buses to foster the activities that students would like to have and to support them in their social-emotional needs.
	3.	Student-focused and student-driven. Active MS and HS Student Councils. Engagement in Leaderkids, UV4C, MBK, GSA, SBDM and Equity Team.	3.	Explore options for students to develop school spirit and coming together as a community.		
Staff Quality/ Professional Development	1.	Diverse/Ongoing team-building/Engaged in Equity Project	1.	Continue to structure PLCs for core subjects as well as for Electives and World Languages.	1.	Continue GT training with focus in Rigor and Applied Learning.
	2.	Highly-qualified staff with GT certification. Teachers are tiered for support and coaching.	2.	Additional training in the implementation of technology and GT best practices.	2.	Continue technology training and support.
	3	Best Practices GT/SPED/ELLs and general population. Restorative Discipline Practices, Equity Training, Social Emotional Needs of Students and Tier I Instruction.		Continue to schedule collaborative time for all core, electives and World Languages.		

Curriculum, Instruction, and Assessment	1.	Fidelity of implementation/Enrichment activities and PD	1.	Continue with Math/Science/Social Studies Enrichment Camps.	1. Continue the additional planning time for teachers who have either two different grade levels or teach two different subjects
	2.	Formative and Summative Assessments. Data Review through PLCs. Lesson plan template and weekly audit.	2.	Restructure Enrichment Camp for Incoming Students to accommodate the various grade levels.	2. Resources for Tier I Instruction, tutorials and camps
	3.	Pre-AP, Accelerated and their Sheltered Counterpart only. High School courses available to eligible Middle School students. Adding Dual Enrollment, CTE and ASL Certifications.	3.	Increase supplemental resources for teachers teaching core subjects.	
Family and Community Involvement	1.	Parent Liaison/Parental Involvement/Community Collaboration with Police Department	1.	Continue with the implementation of Raising Highly Capable Kids Program	1. Multicultural and Equity team-building for students, parents and staff.
	2.	Implementation of Raising Highly Qualified Children Training.	2.	Sustain and increase Family Engagement Events (Science Family Night, Multicultural Programs)	
	3.	Multicultural Celebrations			
School Context and Organization	1.	Administration's open-door policy.	1.	Funds for enrichment activities that address the whole child as well as incentives and awards.	1. Funds to support instructional acceleration activities in all core areas.
	2.	Leadership opportunities for all staff.	2.	Increase enrichment activities for College and Career Readiness.	2. Continue with the implementation of school-wide programs to strengthen student leadership/self-esteem and social habits.
	3.	<u>Lead Beacon Principal/E and Care</u>			





084-World Languages Institute

Budget Summary

	Local (Basic Allotment)	SCE	CTE	Bilingual	Gifted & Talented	Special Education	Title I	TOTAL
→	\$ 20,500	\$ 3,532	\$ 1,103	\$ 425	\$ 1,012	\$ 510	\$ 75,012	102,094

2018-19 Schoolwide Programs: Campus Improvement Plan

Budget Summary

Principal: Guadalupe Barreto

Leadership Director: Benjamin Leos

Summary by Fund Source

Fund Source→	Local Basic Allotment	SCE State Compensatory Education	CTE	Bilingual	Gifted & Talented	Special Education	Title I	GRAND TOTAL budgeted in CEIP
Student Outcome Goals	0	0	0	0	0	0	46,189	\$ 46,189
Campus Needs - Student Achievement	0	0	0	0	0	0	2,500	\$ 2,500
Campus Needs	0	0	0	0	0	0	2,500	\$ 2,500
Parent/Family Engagement Health Related	0	0	0	0	0	0	0	\$ -
TOTAL	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 51,189	\$ 51,189
Allocations	20,500	3,532	1,103	425	1,012	510	75,012	102,094
Percent Budgeted	0%	0%	0%	0%	0%	0%	68%	50%

Other Funding Sources	Source	PTA/PTO	Community Partner	Corporate	Non-Profit	FWCP	Focus/Priority	Total
	Amount	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Allocations	Student Outcome							-
	Student Achievement							-
	Campus Needs							-
	Family/Health							-

Student Outcome Goals

2018-19 Schoolwide Programs: Campus Improvement Plan

Student Outcome Goals Action Plan

Principal: Guadalupe Barreto

Leadership Director: Benjamin Leos

Fort Worth ISD Student Outcome Goal Alignment	Goal:	2 Middle Grades Math - Percent of students who meet or exceed standard on STAAR Algebra I EOC exam by the end of grade 9 will increase from 77% to 87% by 2019.
	Progress Measures:	2.1 Percent of students in grade 6–8 performing on or above grade level standard on their STAAR math assessment will increase from 22% to 36% by 2019. 2.2 Percent of students in grade 6–8 who meet or exceed progress expectations on STAAR math assessment will increase from 50% to 60% by 2019. 2.3 Percent of students in grade 3–9 making progress as measured by FWISD local assessments of key enduring understandings and skills in mathematics will increase from 37% to 54% by 2019.

Focus SMART Goal Student Achievement and Progress	Campus Level - Student Outcome Goal and Progress Measures (Baseline-X, Target-Y, Deadline-Z)	Baseline (BOY)	to Target	by Deadline
		Percent of students who meet or exceed standard on STAAR Algebra I EOC exam by the end of grade 9 will increase from	100%	100%
	2.1 Percent of students in grade 6–8 performing on or above grade level standard on their STAAR math assessment will increase from	80%	82%	EOY
	2.2 Percent of students in grade 6–8 who meet or exceed progress expectations on STAAR math assessment will increase from	43%	45%	EOY
	NA			EOY
	2.3 Percent of students in grade 6-8 making progress as measured by FWISD local assessments of key enduring understandings and skills in mathematics will increase	64%	67%	EOY

	Title I Components	PBMAS	Alignment		Expectations				Focus
			Implementation Action Steps (Target Element Strategies)	Person(s) Responsible	Timeline	PD Code	Budget Source	Amnt	
1	1,3,4,5,6,9	LEP	All students will receive support to ensure the academic progress in the Pre-AP/AP as well as the sheltered courses.	Administration, Teachers	Ongoing	After Sch	Title I	\$ 3,000.00	Progress
2	3, 4		Sponsoring for teachers to attend conferences, district and in-house PD	Administration, Teachers	Ongoing	Faculty Mgt/PLC	Title I	\$500	Tchr/Staff Quality
3	9		Two Teacher Assistants provide assistance to students experiencing difficulties	Administration, Teachers	Ongoing		Title I	\$ 42,689.00	Achievement
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2018-19 Schoolwide Programs: Campus Improvement Plan

Student Outcome Goals Progress Monitoring

Principal: **Guadalupe Barreto**

Leadership Director: **Benjamin Leos**

Opportunity Progress Monitoring Schedule: **BOY** (August 20 - November 2) **MOY** (November 5 - February 22) **EOY** (February 25 - May 31)

Focus SMART Goal (Target Element Systems)	Percent of students who meet or exceed standard on STAAR Algebra I EOC exam by the end of grade 9 will increase from 100 to 100 percent.	BOY %	MOY %	EOY %	Target %	Difference
	Students in grades 6–8 performing on or above grade level standard on their STAAR math assessment				82%	
	Students in grades 6–8 who meet or exceed progress expectations on STAAR math assessment				45%	
	Students in 3–9 making progress as measured by FWISD local assessments of key enduring understandings and skills in mathematics				67%	

Action Step Progress Measure	Implementation Action Steps - Progress (Target Element Strategies)	Implementation Evidence	BOY Status	MOY Status	EOY Status	Reflections/Feedback (+/Δ)
1 Lesson Plans	1-(Progress) All students will receive support to ensure the academic progress in the Pre-AP/AP as well as the sheltered courses.	Weekly Audits	On Target			
2 Walkthroughs	1-(Progress) All students will receive support to ensure the academic progress in the Pre-AP/AP as well as the sheltered courses.	Ongoing	On Target			
3 Scheduling/Monitoring	3-(Achievement) Two Teacher Assistants provide assistance to students experiencing difficulties	Ongoing	On Target			
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Campus Needs - Student Achievement

2018-19 Schoolwide Programs: Campus Improvement Plan

Campus Needs - Student Achievement Action Plan

Principal: Guadalupe Barreto

Leadership Director: Benjamin Leos

This streamlined CIP format is designed to provide campuses the flexibility to support highest need areas more thoroughly and efficiently.

Focus SMART Goal Campus Priorities	Campus Needs Goals and Measures (Baselines-X and Targets-Y)		Baseline (BOY)			Target (EOY)		
			Approaches	Meets or Expected	Masters or Accelerated	Approaches	Meets or Expected	Masters or Accelerated
Goal 1	Percentage of students who approaches, meets or exceeds expectations on STAAR Science, Grade 8, will increase from 76% to 80%							
Goal 2	Percentage of students who approaches, meets or exceeds expectations on STAAR Social Studies, Grade 8, will increase from 79% to 82%							
Goal 3								
Goal 4								

Title I Components	PBMAS	Alignment		Expectations				Focus → Achievement &	
		Implementation Action Steps (Target Element Strategies)	Person(s) Responsible	Timeline	PD Code	Budget Source	Amnt		
1	1,3,4,5,6,9	All students will receive support to ensure the academic progress in the	Administration, Teachers	Ongoing	After Sch	Title I	\$ 2,000.00	Progress	
2	3, 4	Sponsoring for teachers to attend conferences, district and in-house PD	Administration, Teachers	Ongoing	Faculty Mgt/PLC	Title I	\$500	Tchr/Staff Quality	
3	9	Two Teacher Assistants provide assistance to students experiencing difficulties	Administration, Teachers	Ongoing		Title I	See goal 1	Achievement	
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2018-19 Schoolwide Programs: Campus Improvement Plan

Campus Needs - Student Achievement Progress Monitoring

Principal: Guadalupe Barreto

Leadership Director: Benjamin Leos

Opportunity Progress Monitoring Schedule: **BOY** (August 20 - November 2) **MOY** (November 5 - February 22) **EOY** (February 25 - May 31)

Focus SMART Goal (Target Element)	Progress Monitoring (Target Element Systems)	MOY			EOY		
		Approaches	Meets or Expected	Masters or Accelerated	Approaches	Meets or Expected	Masters or Accelerated
	Percentage of students who approaches, meets or exceeds expectations on STAAR Science, Grade 8, will increase from 76% to 80%						
	Percentage of students who approaches, meets or exceeds expectations on STAAR Social Studies, Grade 8, will increase from 79% to 82%						

Action Step Progress Measure	Implementation Action Steps - Progress (Target Element Strategies)	Implementation Evidence	BOY Status	MOY Status	EOY Status	Reflections/Feedback (+/Δ)
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2018-19 Schoolwide Programs: Campus Improvement Plan

Campus Needs - Student Achievement Progress Monitoring

Principal: Guadalupe Barreto

Leadership Director: Benjamin Leos

Opportunity	Progress Monitoring Schedule: BOY (August 20 - November 2) MOY (November 5 - February 22) EOY (February 25 - May 31)
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Focus SMART Goal (Target Element)	Progress Monitoring (Target Element Systems)	BOY %	MOY %	EOY %	Target %	Difference
	Percent of students who approach, meet or exceed expectations on STAAR Science, Grade 8				80%	
	Percent of students who approach, meet or exceed expectations on STAAR Social Studies, Grade 8				82%	
					0%	
					0%	

Action Step Progress Measure	Implementation Action Steps - Progress (Target Element Strategies)	Implementation Evidence	BOY Status	MOY Status	EOY Status	Reflections/Feedback (+/-Δ)
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Family/Community Engagement and Health Related

2018-19 Schoolwide Programs: Campus Improvement Plan

Family/Community Engagement and Health Related Action Plan

Principal: Guadalupe Barreto

Leadership Director: Benjamin Leos

The 2018-19 CIP format includes a new section to document family/community engagement and health related requirements.

Focus SMART Goal	REQUIRED ONE FAMILY/COMMUNITY ENGAGEMENT GOAL		Baseline (BOY)	to Target	by Deadline
	REQUIRED ONE HEALTH RELATED GOAL				
	Goal 1	Hold a minimum of three parental activities a year			
	Goal 2	Organize at least one community event to design a health/sports area for families			
	Goal 3 (Optional)				
Goal 4 (Optional)					

Title I Component	PBMAS	Alignment		Expectations				Focus
		Implementation Action Steps (Target Element Strategies)	Person(s) Responsible	Timeline	PD Code	Budget Source	Amnt	
1	6	Hold informational and/or collaborative meetings at least 3 times a year	Administrators, Counselors, Parent Liaison	Ongoing	After Sch	Local	\$ -	FAMILY
2	6	Organize a community event in conjunction with the Health Dept to design health/sports area	Administrators, Counselors, Parent Liaison	Ongoing	After Sch	Local	\$ -	FAMILY
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2018-19 Schoolwide Programs: Campus Improvement Plan

Family/Community Engagement and Health Related Progress Monitoring

Principal: Guadalupe Barreto

Leadership Director: Benjamin Leos

Opportunity Progress Monitoring Schedule: **BOY** (August 20 - November 2) **MOY** (November 5 - February 22) **EOY** (February 25 - May 31)

Focus SMART Goal (Target Element)	Progress Monitoring (Target Element Systems)	BOY %	MOY %	EOY %	Target %	Difference
	Hold a minimum of three parental activities a year				0%	
	Organize at least one community event to design a health/sports area for families				0%	
					0%	

Action Step Progress Measure	Implementation Action Steps - Progress (Target Element Strategies)	Implementation Evidence	BOY Status	MOY Status	EOY Status	Reflections/Feedback (+/-Δ)
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