

Fort Worth Independent School District

084 World Languages Institute

2021-2022 Campus Improvement Plan

Accountability Rating: Not Rated: Declared State of Disaster



Mission Statement

Mission

World Languages Institute prepares students linguistically, socially and cognitively to lead, with creativity and innovation, in a multicultural society.

Vision

Vision

Students will pursue excellence, contribute and lead within a global community.

Core Beliefs

Values

Social and digital responsibility

Courageous authenticity

Integrity and accountability

Respect and support for a diverse community

Equal access

Curiosity

Leadership

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Comprehensive Needs Assessment

Demographics

Demographics Summary

World Languages Institute (6-12) is a School of Choice and the first multilingual school that provides a focus for students who are interested in pursuing a rigorous academic program that includes options to complete one or more endorsements, as well as, CTE pathways such as Business Management and Computer Science (Project Lead the Way Computer Science).

WLI has a strong Post Secondary philosophy and program, which is supported by the Leadership Team that includes: Principal, AP, Counselor, CCR Coach). The newest addition to our program is AVID which was implemented in 2019 (2 sections), 2020 (grades 6 - 10) and 2021 (6-11).

Our Fine Arts program includes Art, Theatre and Estudiantina. Enrollment is growing in Theatre and stable in Art and Estudiantina. Theatre has placed in UIL and Art has placed in VASE at the regional and state level. WLI students also were finalists in the "Imagine No Violence" competition.

Students apply from all areas of FWISD and are selected by the district using a lottery system. WLI's current enrollment is 522 students for 2021-22 with a long waiting list for 6th and 7th grade.

Students may start or continue the study of Spanish and English by taking courses in both languages. Bilingual and multilingual students have the opportunity to begin the study of a third or fourth language.

GT - Total 281 (AA - 10 Hispanics - 242 White -22 Asian -0 Pacific Islander- 1 - Two or more - 6)

SP- Total 12 (AA- 1 Hispanics - 11 White -0 Two or more 0)

ELs- Total 235 (Hispanics - 233 White -2)

WLI Leadership has a rigorous interview process to secure highly qualified staff. All instructional staff is required to be GT district certified and to maintain the certification while in WLI. We have 2 qualified Long-term Substitute in Computer Science and American Sign Language.

WLI has strong collaborations with Sister Cities, World Vision, TCU, WLI PTO and SBDM Committee.

51 out of 52 seniors graduated CCMR-ready in 2020-2021.

Demographics Strengths

All WLI students have access and are enrolled in Honors, Accelerated core courses (if the students meet district criteria), AP, Dual Enrollment/OnRamps and DC/TCC. Every course has a Sheltered Counterpart for ELs.

Per TEA standards, we have closed the Achievement Gap (domain 4) for WLI students ever since the inception of the school in 2014.

High school courses available to eligible middle school students in Math, Science, ELA, CTE and World Languages.

Dual Enrollment courses in collaboration with UT Austin: Pre-Calculus, Statistics, Chemistry, Physics, Rhetoric & Writing and US History. Dual Credit courses with TCC (on hold for 2021-2022): World Literature and ASL Certificate. There are 20 different AP courses offered at WLI.

Students are eligible to participate in CTE certifications. For Computer Science, students can certify with Microsoft Technology Associate (MTA) Introduction to Programming using Python, MTA Introduction to Programming using Java. For Business Management students, students can certify through Microsoft Office Specialist and Expert as well as the Entrepreneurship and Small Business certificate. Engineering student can certify through SolidWorks.

All the courses are taught by GT certified teachers. All ELA and bilingual teachers are ESL certified.

Tiered professional development for staff to emphasize Tier I instruction, Sheltered Instruction and Differentiation for various learning styles.

Senior Cohort 2021 - 100% graduation including two early graduate.

23% AP Scholars - Class of 2021

46% Superintendent Scholars - Class of 2021

92% of the class of 2021 was eligible to earn the State Seal of Bilingualism and Biculturalism

T3 Pledge participation from Seniors and Juniors 2020-21 - 100%

Student attendance is consistently above 98% (ADA).

Congressional Award Pilot School

Problem Statements Identifying Demographics Needs

Problem Statement 1: Additional support for all Spanish Immersion students at the beginning level as well as for students who will transition to full immersion. **Root Cause:** New students who are selected from the lottery do not have language assessment data. Upon enrollment to WLI, students take a language assessment in English and Spanish. Results from the assessments are used to place students in the appropriate Spanish course.

Problem Statement 2: Strengthen implementation of best practices to support GT student population (55%), ELs (33%) and Spanish Immersion (10 %) **Root Cause:** Teachers have different backgrounds and expertise. Therefore, teachers are tiered for professional development, learning walks and coaching. New teachers to our district or school are

coached to use more data points to plan differentiated lessons.

Problem Statement 3: Strengthen support for at-risk students(55%)of the total population), **Root Cause:** School's student population: 82% free and reduced lunch, an estimated 90% first generation high school graduates, 45% ELs,

Student Learning

Student Learning Summary

Students scores in Math/ELA/Biology are above the district average for Spring 2021. However, COVID has greatly impacted instruction and scores decreased significantly across the board. Our goal is to increase student scores towards pre-Covid levels.

Per TEA ratings - WLI has closed the Achievement Gap since the inception of the school in 2014.

Spring 2019 STAAR Scores (1st Administration)				Spring 2021 STAAR Scores (1st Administration)		
Approaches	Meets	Masters	Subject	Approaches	Meets	Masters
98%	91%	50%	Algebra I	62%	10%	0%
100%	86%	7%	English I	90%	71%	10%
100%	86%	19%	Biology	88%	44%	6%
93%	93%	23%	English II	85%	68%	15%
100%	92%	67%	US History	98%	86%	57%
84%	18%	2%	6 th Math	53%	12%	0%
74%	40%	22%	6 th Reading	78%	42%	24%
72%	38%	6%	7 th Writing	66%	29%	7%
85%	49%	30%	7 th Reading	87%	50%	33%
53%	24%	12%	8 th Reading	63%	25%	3%
90%	58%	13%	8 th Math	59%	20%	5%
77%	34%	9%	8 th Science	54%	22%	5%
76%	27%	14%	8 th Social Studies	46%	10%	3%

Student Learning Strengths

WLI students strengths are:

1. Language Acquisition
2. Attendance
3. Academic focus

4. Master teacher retention rate is high (except during COVID).

5. Culture of respect for diversity from staff and students.

Problem Statements Identifying Student Learning Needs

Problem Statement 1: Support needed by students to master the objectives. **Root Cause:** An advanced program is more rigorous and requires support for all students to be successful.

Problem Statement 2: High school students need additional support in AP and Dual Enrollment courses as well as in improving scores in PSAT, SAT, ACT and TSIA. **Root Cause:** Students lack mastery of some foundational objectives and test taking skills.

School Processes & Programs

School Processes & Programs Summary

WLI has a process and procedure for all areas of the school. Staff and students know and follow the organizational and academic procedures in place.

- Structured screening and interview processes to ensure highly qualified candidates are selected.
- Master schedule provides students and teachers with time for enrichment after lunch and/or planning and tutorials.
- Before, during and after COVID staff and students maintain an organized and clean environment.
- The academic program is advanced/accelerated, where students have a risk free learning environment.
- Teachers implement Tier I Instruction and best practices to address various learning styles and needs. It includes differentiation for GT, SPED, 504, ELs students.
- In-house professional development is tiered and master teachers assist or deliver the training as well as the Principal and AP. If outside assistance is needed then district departments are invited to provide the training based on the results of Learning Walks, walkthroughs and teachers experience.
- Students graduate with the Distinguished High School Diploma (26 credits), at least two endorsements and three languages (English, Spanish and a third one of their choice from German, French, Japanese, Mandarin and ASL). Students are eligible for the state Seal of Bilingualism/Biculturalism
- ASL Certification - DC TCC - On hold for 2021-2022. Will resume in 22-23.
- Dual Enrollment Courses - On Ramps
- CTE Computer Science (PLTW) and Business Management Pathways
- Post Secondary Program guides all students to pursue entrance in a college/university or military career.

School Processes & Programs Strengths

Implementation with fidelity of all the programs at WLI.

Highly qualified instructional and support staff.

AP Spanish Language and Culture and AP Spanish Literature and Culture program has an average above 3.

Optimal range of AP, Dual Enrollment, CTE, World Languages and endorsements.

Post secondary culture is developed starting in middle school.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1: In order to implement a rigorous and successful academic program, staff has to embrace many roles. **Root Cause:** Small School of Choice does not have enough human and funding resources.

Problem Statement 2: Students need additional academic support beyond daily instruction. Tutorial and academic camps need to be reinstated. **Root Cause:** Students have different knowledge and skill foundation that needs to be addressed in different instructional settings.

Perceptions

Perceptions Summary

The culture of WLI revolves around the vision, mission and school values.

The school has a collaborative, team approach among staff and students.

Student attendance both in-person and synchronous is consistently above 98%. Leadership team follows up with chronic cases of absenteeism. (2% of student population).

A respectful and risk-free environment for learning is maintained by all the stakeholders. Panorama confirms this statement.

Student ethics is high and the few cases of insubordination are handled implementing restorative practices.

Staff and students embrace multilingualism and multiculturalism as part of our society.

Sister Cities and WLI collaborate by hosting students from Nagaoka, Japan and Nimes, France. Organization supports WLI students by providing leadership opportunities and travel scholarships.

Perceptions Strengths

- Staff and student population is diverse with a focus on a global environment.
- High expectations for staff, students and parents.
- Leadership opportunities for both staff and students.
- Team focus and collaborative approach.
- Collaboration with community entities; such as Sister Cities, local universities and parents.
- Dedicated SBDM Committee and PTO
- Various students clubs/associations: UV4C, SLAM, NHS, HNHS, UIL Academic, etc.
- Congressional Award Recipients - 2 Bronze certificates and 1 Bronze and Silver Medal.

Problem Statements Identifying Perceptions Needs

Problem Statement 1: Decline in team building activities for staff and students. A plan including cultural activities/assemblies monthly, the launch of an after-school program, the promoting of various clubs and the integration of team-building in meetings with staff and students will be put in place to remedy. Activities around the WLI Creed are also being planned. **Root Cause:** COVID restrictions limited interactions to a virtual setting eliminating in-person meetings.

Problem Statement 2: Decline in parent engagement: Parent University, Academic informational meetings, fundraising and cultural programs. **Root Cause:** COVID restrictions limited interactions to a virtual setting as well as parents having to focus on the wellbeing of their families.

Priority Problem Statements

Comprehensive Needs Assessment Data Documentation

The following data were used to verify the comprehensive needs assessment analysis:

Improvement Planning Data

- District goals
- Campus goals
- HB3 CCMR goals
- Performance Objectives with summative review (prior year)
- Campus/District improvement plans (current and prior years)
- Planning and decision making committee(s) meeting data
- Covid-19 Factors and/or waivers

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Domain 1 - Student Achievement
- Student Progress Domain
- Domain 2 - Student Progress
- Closing the Gaps Domain
- Domain 3 - Closing the Gaps
- Effective Schools Framework data
- Local Accountability Systems (LAS) data

Student Data: Assessments

- STAAR released test questions
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Postsecondary college, career or military-ready graduates
- Texas Success Initiative (TSI) data for postsecondary/college-ready graduates data
- Postsecondary college, career or military-ready graduates including enlisting in U. S. armed services, earning an industry based certification, earning an associate degree, graduating with completed IEP and workforce readiness
- Advanced Placement (AP) and/or International Baccalaureate (IB) assessment data
- SAT and/or ACT assessment data
- PSAT
- Student Success Initiative (SSI) data for Grades 5 and 8
- Student failure and/or retention rates
- Local benchmark or common assessments data

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and progress
- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Special programs data, including number of students, academic achievement, discipline, attendance, and progress

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- Economically Disadvantaged / Non-economically disadvantaged 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
- EL/non-EL or LEP data, including academic achievement, progress, support and accommodation needs, race, ethnicity, gender, etc.
- Career and Technical Education (CTE) data, including coherent sequence coursework, program growth and student achievement by race, ethnicity, gender, etc.
- Career and Technical Education (CTE) data, including coherent sequence coursework aligned with the industry-based certifications, program growth and student achievement by race, ethnicity, gender, etc.
- Section 504 data
- Gifted and talented data
- Dual-credit and/or college prep course completion data

Student Data: Behavior and Other Indicators

- Completion rates and/or graduation rates data
- Attendance data
- Discipline records
- Class size averages by grade and subject
- Enrollment trends

Employee Data

- Professional learning communities (PLC) data
- Teacher/Student Ratio
- State certified and high quality staff data
- Campus leadership data
- Evaluation(s) of professional development implementation and impact

Parent/Community Data

- Parent engagement rate

Support Systems and Other Data

- Processes and procedures for teaching and learning, including program implementation
- Budgets/entitlements and expenditures data
- Study of best practices

Goals

Goal 1: Early Literacy

Increase the percentage of 3rd grade students who score at meets grade level or above on STAAR Reading from 34% to 47% by August 2024.

Performance Objective 1: Increase the percentage of Grade 6-8 students who meet or exceed projected growth on MAP Growth Reading from 45.3% to 48.5% by May 2022.





Increase the percentage of African American students or the student group that is most marginalized by instruction on our campus (gender, race, program, other) from 40.6% to 44 - CIP % by May 2022.

Targeted or ESF High Priority

HB3 Goal

Evaluation Data Sources: NWEA Reports
ADQ-CIP Companion Guide

Strategy 1 Details	Reviews			
<p>Strategy 1: Tiered PD on lesson planning to include best practices for language learners. PD will include: lesson planning, scaffolding, differentiation and reading best practices, such as read aloud, think aloud, and comprehension strategies. It will include PD on TELPAS, ELPS and Sheltered Instruction.</p> <p>Strategy's Expected Result/Impact: Teachers are expected to implement the best practices shared with them. Formative and summative assessments will be used by teachers to adjust their planning and teaching. Learning walks and walkthroughs will verify implementation as well as identify areas of growth.</p> <p>Staff Responsible for Monitoring: Principal Assistant Principal</p> <p>TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers</p> <p>Funding Sources: - Title I (211) - 211-11-6116-0PD-084-30-510-000000-22F10 - \$500, - Title I (211) - 211-11-6396-04E-084-30-510-000000-22F10 - \$1,000, - Title I (211) - 211-11-6399-04E-084-30-510-000000-22F10 - \$1,000</p>	Formative			Summative
	Nov	Jan	Mar	June

Strategy 2 Details	Reviews			
<p>Strategy 2: Teachers will plan and implement two reading and writing camps. One in the Fall and another one in the Spring. The enrichment activities will reinforce low SEs per data available at the time.</p> <p>Strategy's Expected Result/Impact: Formative and summative assessments as well as benchmarks will show growth toward the targeted measure.</p> <p>Staff Responsible for Monitoring: Principal Assistant Principal Data analyst Teachers</p> <p>TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 2: Effective, Well-Supported Teachers, Lever 5: Effective Instruction</p> <p>Funding Sources: - SCE (199 PIC 24) - 199-11-6329-001-084-24-243-000000- - \$2,000, - SCE (199 PIC 24) - 199-11-6399-001-084-24-243-000000- - \$1,000, - Title I (211) - 211-11-6116-04E-084-30-510-000000-22F10 - \$500, - Title I (211) - 211-11-6399-04E-084-30-510-000000-22F10 - \$450</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3 Details	Reviews			
<p>Strategy 3: Teachers will implement mandatory tutorials for students who are not on level. Students and parents will be notified by the end of the first progress report. Tutorials will be fluid and students will join or leave the targeted sessions as they demonstrate mastery per formative, summative assessment as well as course grades.</p> <p>Strategy's Expected Result/Impact: Formative and summative assessment results will determine the progress obtained.</p> <p>Staff Responsible for Monitoring: Principal Assistant Principal Data analyst Teachers</p> <p>TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction</p> <p>Funding Sources: - Title I (211) - 211-12-6329-04E-084-30-510-000000-22F10 - \$3,000, - Title I (211) - 211-11-6399-04E-084-30-510-000000-22F10 - \$250, - SCE (199 PIC 24) - 199-11-6399-001-084-24-243-000000- - \$500, - Title I (211) - 211-11-6116-04E-084-30-510-000000-22F10 - \$1,125</p>	Formative			Summative
	Nov	Jan	Mar	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>				

Goal 1: Early Literacy

Increase the percentage of 3rd grade students who score at meets grade level or above on STAAR Reading from 34% to 47% by August 2024.

Performance Objective 2: Increase the percentage of students who score at meets or above in English 1 from 81.3__% to _84__% by May 2022.





Increase the percentage of African American students or the student group that is most marginalized by instruction on our campus (gender, race, program, other) from _78.6__% to 82__% by May 2022.

Targeted or ESF High Priority

HB3 Goal

Evaluation Data Sources: ADQ - CIP Companion guide

Strategy 1 Details	Reviews			
<p>Strategy 1: Tiered PD on lesson planning to include best practices for language learners. PD will include: lesson planning, scaffolding, differentiation and reading best practices, such as read aloud, think aloud, and comprehension strategies. It will include PD on TELPAS, ELPS and Sheltered Instruction.</p> <p>Strategy's Expected Result/Impact: Teachers are expected to implement the best practices shared with them. Formative and summative assessments will be used by teachers to adjust their planning and teaching. Learning walks and walkthroughs will verify implementation as well as areas of growth.</p> <p>Staff Responsible for Monitoring: Principal Assistant Principal Data analyst Teachers</p> <p>TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 2: Effective, Well-Supported Teachers, Lever 5: Effective Instruction</p> <p>Funding Sources: Data Analyst - Title I (211) - 211-13-6119-04E-084-30-510-000000-22F10 - \$79,000, - Title I (211) - 211-11-6399-04E-084-30-510-000000-22F10 - \$2,000</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Teachers will plan and implement two reading and writing camps. One in the Fall and another one in the Spring. The enrichment activities will reinforce low SEs per data available at the time.</p> <p>Strategy's Expected Result/Impact: Formative and summative assessments as well as benchmarks will show grow toward the targeted measure.</p> <p>Staff Responsible for Monitoring: Principal Assistant Principal Data analyst Teachers</p> <p>ESF Levers: Lever 2: Effective, Well-Supported Teachers, Lever 5: Effective Instruction</p> <p>Funding Sources: - Title I (211) - 211-11-6116-04E-084-30-510-000000-22F10 - \$500, - Title I (211) - 211-11-6399-04E-084-30-510-000000-22F10 - \$250</p>	Formative			Summative
	Nov	Jan	Mar	June

Strategy 3 Details	Reviews			
<p>Strategy 3: Teachers will implement mandatory tutorials for students who are not on level. Students and parents will be notified by the end of the first progress report. Tutorials will be fluid and students will join or leave the targeted sessions as they demonstrate mastery per formative, summative assessment as well as course grades.</p> <p>Strategy's Expected Result/Impact: Formative and summative assessments, which include benchmarks will show incremental gains toward the target or above it.</p> <p>Staff Responsible for Monitoring: Principal Assistant Principal Data analyst Teachers</p> <p>ESF Levers: Lever 5: Effective Instruction</p> <p>Funding Sources: - Title I (211) - 211-11-6129-04E-084-30-510-000000-22F10 - \$19,000</p>	Formative			Summative
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Goal 2: Early Math

Increase the percentage of 3rd grade students who score at meets grade level or above on STAAR Mathematics from 34% to 45% by August 2024.

Performance Objective 1: Increase the percentage of Grade 6-8 students who meet or exceed projected growth on MAP Growth Mathematics from 41% to 45% by May 2022.





Increase the percentage of African American students or the student group that is most marginalized by instruction on our campus (gender, race, program, other) from 40.2% to 44% by May 2022.

Targeted or ESF High Priority

HB3 Goal

Evaluation Data Sources: ADQ - CIP Companion guide

Strategy 1 Details	Reviews			
<p>Strategy 1: Teachers will implement mandatory tutorials for students who are not on level. Students and parents will be notified by the end of the first progress report. Tutorials will be fluid and students will join or leave the targeted sessions as they demonstrate mastery per formative, summative assessment as well as course grades.</p> <p>Strategy's Expected Result/Impact: Teachers will use formative and summative assessments besides MAP results to guide the lessons and the content of tutorials.</p> <p>Staff Responsible for Monitoring: Principal Assistant Data analyst Teachers</p> <p>TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 5: Effective Instruction</p> <p>Funding Sources: - Title I (211) - 211-11-6399-04E-084-30-510-000000-22F10 - \$500, - Title I (211) - 211-11-6116-04E-084-30-510-000000-22F10 - \$1,500, - SCE (199 PIC 24) - 199-11-6112-001-084-24-243-000000- - \$750</p>	Formative			Summative
	Nov	Jan	Mar	June

Strategy 2 Details	Reviews			
<p>Strategy 2: Teachers will plan and implement two math camps. One in the Fall and another one in the Spring. The enrichment activities will reinforce low SEs per data available at the time. Students data will be used in the planning of the camp and a post assessment will guide teachers to plan tutorials and the next camp,</p> <p>Strategy's Expected Result/Impact: Students' results should yield a 3% to 5% improvement from the last data point.</p> <p>Staff Responsible for Monitoring: Principal Assistant principal Data analyst Teachers</p> <p>TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 5: Effective Instruction</p> <p>Funding Sources: - SCE (199 PIC 24) - 199-11-6399-001-084-24-243-000000- - \$300, - Title I (211) - 211-11-6399-04E-084-30-510-000000-22F10 - \$400, - Title I (211) - 211-11-6116-04E-084-30-510-000000-22F10 - \$1,500</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3 Details	Reviews			
<p>Strategy 3: Tiered PD on lesson planning to include best practices for language learners. PD will include: lesson planning, scaffolding, differentiation and mathematics best practices, such as small group, problem solving, connecting to other disciplines and real life, as well as process strategies. It will include PD on differentiation, scaffolding and Sheltered Instruction.</p> <p>Strategy's Expected Result/Impact: Learning walks will identify areas of growth prior to the PD. Teachers will develop and implement focused lesson plans to meet the needs of students. Walkthroughs will verify implementation of best practices.</p> <p>Staff Responsible for Monitoring: Principal Assistant principal Data analyst Teachers</p> <p>ESF Levers: Lever 5: Effective Instruction</p> <p>Funding Sources: - Title I (211) - 211-11-6116-0PD-084-30-510-000000-22F10 - \$500, - Title I (211) - 211-11-6399-04E-084-30-510-000000-22F10 - \$500</p>	Formative			Summative
	Nov	Jan	Mar	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>				

Goal 2: Early Math

Increase the percentage of 3rd grade students who score at meets grade level or above on STAAR Mathematics from 34% to 45% by August 2024.

Performance Objective 2: Increase the percentage of students who score at MEETS or above in Algebra 1 from 10% to 50% by May 2022.





Increase the percentage of African American students or the student group that is most marginalized by instruction on our campus (gender, race, program, other) from 10% to 50% by May 2022.

Targeted or ESF High Priority

HB3 Goal

Evaluation Data Sources: STAAR Reports

Strategy 1 Details	Reviews			
<p>Strategy 1: Teachers will implement mandatory tutorials for students who are not on level. Students and parents will be notified by the end of the first progress report. Tutorials will be fluid and students will join or leave the targeted sessions as they demonstrate mastery per formative, summative assessment as well as course grades.</p> <p>Strategy's Expected Result/Impact: Students' data will reflect an incremental increase until reaching or going above the target data point.</p> <p>Staff Responsible for Monitoring: Principal Assistant Principal Data analyst Teachers</p> <p>Funding Sources: Supplies - Title I (211) - 211-11-6399-04E-084-30-510-000000-22F10 - \$500, - Title I (211) - 211-11-6116-04E-084-30-510-000000-22F10 - \$1,500</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Teachers will plan and implement two math camps. One in the Fall and another one in the Spring. The enrichment activities will reinforce low SEs per data available at the time. Students data will be used in the planning of the camp and a post assessment will guide teachers to plan tutorials and the next camp,</p> <p>Strategy's Expected Result/Impact: The post assessment for each student will show a 2%-3% improvement toward the target point.</p> <p>Staff Responsible for Monitoring: Principal Assistant Principal Data analyst Teachers</p> <p>ESF Levers: Lever 5: Effective Instruction</p> <p>Funding Sources: - Title I (211) - 211-11-6116-04E-084-30-510-000000-22F10 - \$1,000, - Title I (211) - 211-11-6399-04E-084-30-510-000000-22F10 - \$400</p>	Formative			Summative
	Nov	Jan	Mar	June

Strategy 3 Details	Reviews			
<p>Strategy 3: Tiered PD on lesson planning to include best practices for language learners. PD will include: lesson planning, scaffolding, differentiation and mathematics best practices, such as small group, problem solving, connecting to other disciplines and real life, as well as process strategies. It will include PD on differentiation, scaffolding and Sheltered Instruction.</p> <p>Strategy's Expected Result/Impact: Learning walks will allow teachers and supervisors to identify areas of growth before the PD. Teachers will develop and implement focused lesson plans to meet the needs of students. Walkthroughs will verify implementation of best practices.</p> <p>Staff Responsible for Monitoring: Principal Assistant principal Data analyst Teachers</p> <p>ESF Levers: Lever 2: Effective, Well-Supported Teachers</p> <p>Funding Sources: - Title I (211) - 211-13-6329-04E-084-30-510-000000-22F10 - \$1,000, - Title I (211) - 211-11-6399-04E-084-30-510-000000-22F10 - \$1,000, - Title I (211) - 211-11-6116-0PD-084-30-510-000000-22F10 - \$2,700, - Title I (211) - 211-11-6112-0PD-084-30-510-000000-22F10 - \$1,500</p>	Formative			Summative
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;">  0% No Progress  100% Accomplished  Continue/Modify  Discontinue </div>				

Goal 3: CCMR

Increase the percentage of students graduating with a CCMR indicator from 43% to 48% by June 2024.

Performance Objective 1: WLI has had two graduating classes: 2020 and 2021. Both cohorts met CCMR at the 98%. One student was enrolled in the Texas Bridge Program, but did not make the necessary progress. The next graduating cohort 2022 is at 89% compliance. At this time, the next cohort 2022, has five students who are still in the process of completing one of the requirements for CCMR. Report for this year's Seniors and Juniors has been added in the addendum section. 98% of 2022 graduating seniors will meet at least one CCMR measure by May 2022.

Evaluation Data Sources: ADQ Report





Goal 4: Learning Environment (based on the BOE constraints)

Ensure all students have access to a safe, supportive and culturally responsive learning environment.

Performance Objective 1: Decrease the percentage of students who are chronically absent from 11.3_% to _8_% by May 2022.

Decrease the percentage of African American students or the student group that is most marginalized by instruction on our campus (gender, race, program, other) from _11.3_% to _8_% by May 2022.

Evaluation Data Sources: Attendance Restoration reports

Strategy 1 Details	Reviews			
<p>Strategy 1: Attendance committee to review reports. Counselors to counsel with students, and parents to resolve the cause of the absences.</p> <p>Strategy's Expected Result/Impact: Student attendance to improve after the resolution of the root cause.</p> <p>Staff Responsible for Monitoring: Attendance committee (Principal, Assistant Principal, Counselors, Teachers)</p> <p>ESF Levers: Lever 3: Positive School Culture</p> <p>Funding Sources: - Title I (211) - 211-11-6499-04E-084-30-510-000000-22F10 - \$500, - SCE (199 PIC 24) - 199-11-6399-001-084-24-243-000000- - \$450</p>	Formative			Summative
	Nov	Jan	Mar	June
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				





Goal 4: Learning Environment (based on the BOE constraints)

Ensure all students have access to a safe, supportive and culturally responsive learning environment.

Performance Objective 2: Increase positive response by students to the learning environment on the Panorama SEL Survey from 44_% to __50_% by May 2022.

Increase positive response by African American students or the student group that is most marginalized by instruction on our campus (gender, race, program, other) from _31_% to 35___% by May 2022.

Evaluation Data Sources: Panorama Survey Results





Strategy 1 Details	Reviews			
<p>Strategy 1: Train Teachers in Trauma Teaching</p> <p>Strategy's Expected Result/Impact: Survey results to demonstrate a higher percentage of engagement and sense of belonging.</p> <p>Staff Responsible for Monitoring: Principal Assistant Principal Teachers</p> <p>ESF Levers: Lever 5: Effective Instruction</p> <p>Funding Sources: - Title I (211) - 211-13-6299-04E-084-30-510-000000-22F10 - \$1,000, - Title I (211) - 211-13-6399-04E-084-30-510-000000-22F10 - \$250</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
<p>Strategy 2: To survey students for input in the type of clubs and school enrichment activities desired. To implement enrichment activities and clubs based on survey results.</p> <p>Strategy's Expected Result/Impact: Increase the percentage of student engagement per Panorama Survey Results.</p> <p>Staff Responsible for Monitoring: Principal Assistant Principal Teachers</p> <p>ESF Levers: Lever 3: Positive School Culture</p> <p>Funding Sources: - Title I (211) - 211-11-6499-04E-084-30-510-000000-22F10 - \$1,000</p>	Formative			Summative
	Nov	Jan	Mar	June
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

Goal 4: Learning Environment (based on the BOE constraints)

Ensure all students have access to a safe, supportive and culturally responsive learning environment.

Performance Objective 3: Maintain the number of in and out of school suspensions for African American students or the student group that is most marginalized on our campus (gender, race, program, other) at a low level. 2020-2021: 0 Goal for 2021-2022: 0-5

Evaluation Data Sources: Focus Reports

Strategy 1 Details	Reviews			
<p>Strategy 1: School Leadership to continue implementing Restorative Discipline.</p> <p>Strategy's Expected Result/Impact: Maintain the current positive and safe environment.</p> <p>Staff Responsible for Monitoring: Principal Assistant Principal Counselors Intervention Specialist</p> <p>ESF Levers: Lever 3: Positive School Culture</p>	Formative			Summative
	Nov	Jan	Mar	June
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				





Goal 4: Learning Environment (based on the BOE constraints)

Ensure all students have access to a safe, supportive and culturally responsive learning environment.

Performance Objective 4: Increase the positive perception of parents on Engagement on the district's Parent Survey from 7.5% to 12.5% by May 2022.

Increase the positive perception of parents of African American students or the student group that is most marginalized by instruction on our campus (gender, race, program, other) from 88 % to 90 % by May 2022.

Evaluation Data Sources: Panorama Survey Results
In-house surveys (one in the Fall and one in the Spring)

Strategy 1 Details	Reviews			
<p>Strategy 1: To host parent meetings in-person and virtually to facilitate engagement of diverse groups and to accommodate schedules.</p> <p>Strategy's Expected Result/Impact: Parent involvement will increase as per results of Panorama Survey.</p> <p>Staff Responsible for Monitoring: Principal Assistant Principal Parent Liaison PTO</p> <p>ESF Levers: Lever 3: Positive School Culture</p> <p>Funding Sources: - Title I (211) - 211-61-6399-04L-084-30-510-000000-22F10 - \$600, - Title I (211) - 211-61-6399-04L-084-30-510-000000-22F10 - \$1,000</p>	Formative			Summative
	Nov	Jan	Mar	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>				

Campus Funding Summary

Title I (211)						
Goal	Objective	Strategy	Resources Needed	Description	Account Code	Amount
1	1	1		Extra duty pay for PD after hours	211-11-6116-0PD-084-30-510-000000-22F10	\$500.00
1	1	1		Technology for instructional use	211-11-6396-04E-084-30-510-000000-22F10	\$1,000.00
1	1	1		Supplies and materials for instructional use	211-11-6399-04E-084-30-510-000000-22F10	\$1,000.00
1	1	2		Extra duty pay for tutoring after hours (Teacher)	211-11-6116-04E-084-30-510-000000-22F10	\$500.00
1	1	2		Supplies and materials for instructional use	211-11-6399-04E-084-30-510-000000-22F10	\$450.00
1	1	3		Reading materials for library use	211-12-6329-04E-084-30-510-000000-22F10	\$3,000.00
1	1	3		Supplies and materials for instructional use	211-11-6399-04E-084-30-510-000000-22F10	\$250.00
1	1	3		Extra duty pay for tutoring after hours (Teacher)	211-11-6116-04E-084-30-510-000000-22F10	\$1,125.00
1	2	1	Data Analyst	Data Analyst	211-13-6119-04E-084-30-510-000000-22F10	\$79,000.00
1	2	1		Supplies and materials for instructional use	211-11-6399-04E-084-30-510-000000-22F10	\$2,000.00
1	2	2		Extra duty pay for tutoring after hours (Teacher)	211-11-6116-04E-084-30-510-000000-22F10	\$500.00
1	2	2		Supplies and materials for instructional use	211-11-6399-04E-084-30-510-000000-22F10	\$250.00
1	2	3		Teacher Assistant	211-11-6129-04E-084-30-510-000000-22F10	\$19,000.00
2	1	1		Supplies and materials for instructional use	211-11-6399-04E-084-30-510-000000-22F10	\$500.00
2	1	1		Extra duty pay for tutoring after hours (Teacher)	211-11-6116-04E-084-30-510-000000-22F10	\$1,500.00
2	1	2		Supplies and materials for instructional use	211-11-6399-04E-084-30-510-000000-22F10	\$400.00

Title I (211)						
Goal	Objective	Strategy	Resources Needed	Description	Account Code	Amount
2	1	2		Extra duty pay for tutoring after hours (Teacher)	211-11-6116-04E-084-30-510-000000-22F10	\$1,500.00
2	1	3		Extra duty pay for PD after hours	211-11-6116-0PD-084-30-510-000000-22F10	\$500.00
2	1	3		Supplies and materials for instructional use	211-11-6399-04E-084-30-510-000000-22F10	\$500.00
2	2	1	Supplies	Supplies and materials for instructional use	211-11-6399-04E-084-30-510-000000-22F10	\$500.00
2	2	1		Extra duty pay for tutoring after hours (Teacher)	211-11-6116-04E-084-30-510-000000-22F10	\$1,500.00
2	2	2		Extra duty pay for tutoring after hours (Teacher)	211-11-6116-04E-084-30-510-000000-22F10	\$1,000.00
2	2	2		Supplies and materials for instructional use	211-11-6399-04E-084-30-510-000000-22F10	\$400.00
2	2	3		Reading materials for professional development	211-13-6329-04E-084-30-510-000000-22F10	\$1,000.00
2	2	3		Supplies and materials for instructional use	211-11-6399-04E-084-30-510-000000-22F10	\$1,000.00
2	2	3		Extra duty pay for PD after hours	211-11-6116-0PD-084-30-510-000000-22F10	\$2,700.00
2	2	3		Subs for professional development	211-11-6112-0PD-084-30-510-000000-22F10	\$1,500.00
4	1	1		Snacks or incentives for students	211-11-6499-04E-084-30-510-000000-22F10	\$500.00
4	2	1		Contracted professional development	211-13-6299-04E-084-30-510-000000-22F10	\$1,000.00
4	2	1		Supplies and materials for professional development	211-13-6399-04E-084-30-510-000000-22F10	\$250.00
4	2	2		Snacks or incentives for students	211-11-6499-04E-084-30-510-000000-22F10	\$1,000.00
4	4	1		Supplies and materials for parental involvement	211-61-6399-04L-084-30-510-000000-22F10	\$600.00
4	4	1		Supplies and materials for parental involvement	211-61-6399-04L-084-30-510-000000-22F10	\$1,000.00

Title I (211)						
Goal	Objective	Strategy	Resources Needed	Description	Account Code	Amount
Sub-Total						\$127,425.00
Budgeted Fund Source Amount						\$127,425.00
+/- Difference						\$0.00
SCE (199 PIC 24)						
Goal	Objective	Strategy	Resources Needed	Description	Account Code	Amount
1	1	2		Reading materials for classroom use	199-11-6329-001-084-24-243-000000-	\$2,000.00
1	1	2		Supplies and materials for instructional use	199-11-6399-001-084-24-243-000000-	\$1,000.00
1	1	3		Supplies and materials for instructional use	199-11-6399-001-084-24-243-000000-	\$500.00
2	1	1		Subs for supplemental instruction	199-11-6112-001-084-24-243-000000-	\$750.00
2	1	2		Supplies and materials for instructional use	199-11-6399-001-084-24-243-000000-	\$300.00
4	1	1		Supplies and materials for instructional use	199-11-6399-001-084-24-243-000000-	\$450.00
Sub-Total						\$5,000.00
Budgeted Fund Source Amount						\$5,000.00
+/- Difference						\$0.00
Grand Total						\$132,425.00