

Fort Worth Independent School District 2020-2021 Campus Improvement Plan

Principal: Barreto, Guadalupe

Campus Name: 084 - World Languages Institute
Fort Worth ISD Mission Statement

Executive Director: Arista Owens-McGowan

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

Vision

Igniting in Every Child a Passion for Learning

Student Outcome Goals

Early Literacy - Percent of students in Grade 3 reading on or above grade level, as measured by the STAAR on level standard for reading, will increase from 30% to 43% by 2021.

Middle Grade 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 2021.

College and Career Readiness - Percent of graduates who have met the criteria for Post-Secondary Readiness, as measured by a college-ready qualifying score on AP, SAT, ACT, TSI or industry preparation, will increase from 53% to 66% by 2021.

School Profile

Student Enrollment by Program

Attendance Rate: 100

Special Education: 2.9

Dual Language/ESL: 100

Gifted and Talented: 40.5

Career and Technology: 41.3

Percentage of at-risk students: 48.1

Percentage of English Language (EL) students: 27.3

Percentage of economically disadvantage students: 88.1

2020-2021 Campus Site-Based Committee

Name	Role
David Garza	Parent
Selena Ala	Parent
Adriana Sanchez	Parent
Alma Ramirez	Parent
Dr. Steve Przymus	Parent
Dr.Cecilia Silva	Community Representative
Mr. Randy Brown	Business Representative
Theresa Hostler	Teacher
Ricardo Gutierrez	Teacher
Michael Razavizadeh	Teacher
Maria Oliva Fernandez	Campus Non-Teacher Professional
Shatiqueka Carson	District Level Staff
Marie Llse Mosbeux	Campus Non-Teacher Professional
Guadalupe Barreto	Principal
Eric Fannin	Teacher

Accountability Summary

Visit Txschools.org for an overview of the State Accountability Systems and school profile for World Languages Institute. The 85th Texas Legislation passed House Bill (HB) 22, establishing three domains for measuring performance of campuses: Beginning with 2021-2022, campuses will receive a rating of **A-F** for overall performance, as well as performance in each domain.

[Click here for the TEA Accountability Resource Page](#)

State Accountability Ratings by Domain	Overall Performance Accountability Rating
Domain 1: Student Achievement 80	89 - B
Domain 2: School Progress 88	
Domain 3: Closing The Gaps 92	

Campus Distinction Designations

Academic Achievement in Mathematics: 0

Academic Achievement in Science: 0

Academic Achievemnt in English Language Arts/Reading: 0

Top 25 Percent: Comparative Academic Growth: 0

Postsecondary Readiness: 0

Top 25 Percent: Comparative Closing the Gaps: 1

Campus Assurances and Certification for the 2020-2021 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

Turnaround Plans

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

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.

Comprehensive Needs Assessment Summary for 2020-2021

Area Reviewed	Summary of Strengths What were the identified strengths?	Summary of Needs What were the identified areas needing improvement or areas of weaknesses?	Priorities Three to five needs that require intervention. Needs should be prioritized to create the greatest impact.
Demographics	<ol style="list-style-type: none"> Current student population of 533 in 6th -12th grades with a long waiting list for sixth grade. Senior Cohort 2020 - 100% graduation including one early graduate. Core classes have an average of 22 students. Pre-AP, Accelerated and their Sheltered Counterpart only. High School courses available to eligible Middle School students. Dual Enrollment for College Algebra, Pre-Calculus, Statistics, Physics and US History. Dual Credit for World Literature and ASL certificates. 16 different AP courses. 	<ol style="list-style-type: none"> Additional support for beginner level students being immersed in Spanish for the first time as well as for the students who will transition to full immersion. Language assessment data is used to place students in the appropriate language course and to offer support in the core areas. Strengthen support system for at-risk students (82 - 85% of the total population). WLI Stakeholders review data on a regular basis in PLCs and Leadership meetings. Strengthen Sheltered Instruction Implementation as well as other best practices for ELLs to be successful in the advanced/accelerated program (33.1%) <p>Strengthen implementation of best practices to support GT population. (40% of the students). Continue to use data from learning walks and walkthroughs to tier and coach teachers as well as to provide professional development.</p>	<ol style="list-style-type: none"> One Instructional Assistant to reinforce the implementation of Tier I Instruction and Differentiation for all students as well as the necessary resources. Incoming transition camp and language testing for Spanish language placement as well as core course camps and tutorials. Resources for the activities mentioned. Utilize a Data Analyst to strengthen data analysis to inform and improve instruction (full-time position). 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. Fund professional development activities to support instructional acceleration and differentiation for all students as well as to support the integration of technology. Hold at least five family events to include academic orientations, multicultural events, equity team-building for all stakeholders.
Student Achievement	<ol style="list-style-type: none"> Students' scores in Math/ELA/Biology are above district and state for benchmarks. (98.94% passing on Algebra I , English I - 91.11%, Biology - 98.65%, and English II - 96.3%, US History 96%. Middle School: 6th Math (88.46%), 7th Writing (68%), 7th Reading (80%), 8th ELA (66.7%). Math (76.71%), Science (70.87%), Social Social (50%) Average AP score for Spanish Language and Culture as well as AP Spanish Literature and Culture is above 4. Successful implementation of OnRamps courses in four subjects. 	<ol style="list-style-type: none"> Continue with the additional support in all core content areas based on language based assessments, formative and summative assessments, benchmarks and STAAR results. Additional support for HS students in AP and Dual Enrollment courses. PSAT, SAT, ACT and TSI preparatory courses. Continue support to add more On Ramps courses as number of students in HS have increased. 	
School Culture and Climate	<ol style="list-style-type: none"> Diverse with a focus on a global environment. 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 UIL Student-focused and student-driven. Active MS and HS Student Councils. Engagement in Leaderkids, UV4C, GSA and SBDM. Congressional Award Recipients at the Bronze Level. 	<ol style="list-style-type: none"> Continue to structure schedule to include collaborative planning time. Increase scheduled time for integration opportunities amongst disciplines. Explore options for students to develop school spirit and coming together as a community. Continue to foster opportunities to earn higher levels within the Congressional Award. 	

Staff Quality/ Professional Development	1. Diverse/Ongoing team-building	1. Continue to use data from learning walks and walkthroughs to structure PLCs for core subjects as well as for Electives and World Languages.
	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.
	3. Best Practices GT/SPED/ELLs and general population. Restorative Discipline Practices, Social Emotional Needs of Students and Tier I Instruction.	3. 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 to use student data to guide the agenda for the ELA/Math/Science/Social Studies Enrichment Camps and tutorials.
	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 and language proficiencies in English and Spanish.
	3. Pre-AP, Accelerated and their Sheltered Counterpart only. High School courses available to eligible Middle School students. Expanding Dual Enrollment, CTE and ASL Certifications and dual credit.	3. Increase supplemental resources for teachers teaching core subjects.
Family and Community Involvement	1. Parent Liaison/Parental Involvement/Community Collaboration. Ex: Police Department	1. Use the survey results to sustain and to increase Family Engagement Events (Science Family Night, Multicultural Programs, college night, informational events...)
	2. Parent programs - informational meetings (academic, socio-emotional, college preparatory).	2. Use the input from Student Council, UV4C to develop a Middle to High School transition camp.
	3. Multicultural Celebrations	3.
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.
	2. Leadership opportunities for all staff.	2. Use the Go Center Coach to increase enrichment activities for College and Career Readiness.
	3. Lead Beacon Principal	3.

Academic Excellence Goals

Fort Worth Independent School District 2020-2021 Academic Excellence Goals Action Plan

Campus Name: 084 - World Languages Institute

Principal: Barreto, Guadalupe

Executive Director: Arista Owens-McGowan

SMART Goals	Campus Level - Student Outcome Goal and Progress Measures	Approaches	Meets	Masters	to Target	by Deadline
	LITERACY: Percent of students in reading on or above grade level as measured by NWEA MAP Growth will increase from beginning-of-year to end-of-year (baseline)	--	--	--		
	MATH: Percent of students in math on or above grade level as measured by NWEA MAP Growth will increase from beginning-of-year to end-of-year (baseline)	177.53	109.83	44.73		
	CCMR - Increase the percentage of students graduating with a CCMR indicator from 43% to 48% by August 2024.	--	999.99	--	100%	

Strategies for Improvement

Student Group (PBMAS)	Target Strategies	Action Steps	Person(s) Responsible	Due Date	Budget Source	Amount	Status	Strategy Expected Result/Impact
1 Title I	Use data collected from the English/Spanish language assessment not only for course level placement, but also for push in tutorials where Instructional Assistant supports the Spanish Immersion students in all core taught in Spanish.	1. Administer Woodcock-Munoz 2. Scheduling of students 3. Scheduling of TA for student support	Principal,Assistant Principal	5/28/2021	Title I	26,000	On Target	Students will advance from novice level to low intermediate level in one academic year.
2 Title I	Review and analyze data for middle and high school students during PLCs and PD sessions to address students' needs in all core subjects.	1. Collect data 2. Analyze data 3.PLCs/PD sessions 4.Tutorials 5.Camps	Principal,Assistant Principal,Instructional Leadership,Teacher (s),Data Analyst	5/28/2021	Title I	93,348	On Target	Data analyst to train and to support teachers with data collection and analysis. Leadership team to analyze data to inform instructional support for tutorials, RTI, enrichment camps.
3 LEP	Train new teachers with QTEL and Sheltered Instruction to support ELs in all content areas.	1. Teacher review LEP status of students 2 Train new teachers 3. Support returning teachers in the implementation of best practices. 4.Walkthroughs	Principal,Assistant Principal,Teacher (s),Data Analyst	5/28/2021	Bilingual	1,007	On Target	Increase the percentage of students who exit ESL services especially Long Term LEPS.
4 Title I	Support high school students in AP and OnRamps Courses as well as in preparatory courses for PSAT, SAT, ACT and TSI.	1. Review AP scores 2. Review On Ramps data 3. Review and plan for students needing to test or meet any CCMR requirements	Principal,Assistant Principal,Data Analyst	1/29/2021	Gifted & Talented	2,072	On Target	All students will meet CCMR requirements by the beginning of Spring semester.

Progress Monitoring Schedule: **BOY** (August 19 - November 1) **MOY** (November 4 - February 14) **EOY** (February 18 - May 28)

BOY Status:

Principal Evidence:

Leadership Feedback:

MOY Status:

Principal Evidence:

Leadership Feedback:

EOY Status:

Principal Evidence:

Leadership Feedback:

Mission Goals

Fort Worth Independent School District 2020-2021 Mission Goals Action Plan

Campus Name: 084 - World Languages Institute

Principal: Barreto, Guadalupe

Executive Director: Arista Owens-McGowan

SMART Goals	Campus Level - Student Outcome Goal and Progress Measures (Baseline-X, Target-Y, Deadline-Z)	Baseline (BOY)	to Target	by Deadline
	Percent of students in lowest performing student group for all subjects performing at or above Meets Grade Level as measured by STAAR will increase from	15	20	EOY
	Increase parent participation in academic orientations, scholarship/college programs and multicultural events up to 60%	40	60	EOY

Strategies for Improvement

Student Group (PBMAS)	Target Strategies	Action Steps	Person(s) Responsible	Due Date	Budget Source	Amount	Status	Strategy Expected Result/Impact
1 Title I	Use parent survey results to identify best times and types of events to host virtually and in-person.	1. Survey parents 2. Organize virtual and in-person meetings 3. Increase number of guests speakers	Principal, Assistant Principal, Instructional Leadership, Other	5/28/2021	Title I	9,000	On Target	Host virtual and in-person academic and enrichment programs.

Progress Monitoring Schedule: **BOY** (August 19 - November 1) **MOY** (November 4 - February 14) **EOY** (February 18 - May 28)

BOY Status:

Principal Evidence:

Leadership Feedback:

MOY Status:

Principal Evidence:

Leadership Feedback:

EOY Status:

Principal Evidence:

Leadership Feedback:

Learning Environment Goals

Fort Worth Independent School District 2020-2021 Learning Environment Goals Action Plan

Campus Name: 084 - World Languages Institute

Principal: Barreto, Guadalupe

Executive Director: Arista Owens-McGowan

SMART Goals	Campus Needs Goals and Measures (Baselines-X and Targets-Y)	Baseline (BOY)	to Target	by Deadline
	The number of parents using Parent Portal will increase percentage as measured by the School Profile from	382 users out of 452 total	450 users out of 533	EOY
	PBIS - The number of 'Duplicate Out of School Suspension (OSS) Events', as documented in FWISD Cycle Reports, will decrease for target student groups from	4	3	EOY
	The number of parents using Parent Portal will increase percentage as measured by the School Profile from	382 users out of 452 total	450 users out of 533	EOY
	PBIS - The number of 'Duplicate Out of School Suspension (OSS) Events', as documented in FWISD Cycle Reports, will decrease for target student groups from	4	3	EOY
	The number of parents using Parent Portal will increase percentage as measured by the School Profile from	382 users out of 452 total	450 users out of 533	EOY
	PBIS - The number of 'Duplicate Out of School Suspension (OSS) Events', as documented in FWISD Cycle Reports, will decrease for target student groups from	4	3	EOY

Strategies for Improvement

Student Group (PBMAS)	Target Strategies	Action Steps	Person(s) Responsible	Due Date	Budget Source	Amount	Status	Strategy Expected Result/Impact
Progress Monitoring Schedule: BOY (August 19 - November 1) MOY (November 4 - February 14) EOY (February 18 - May 28)								
BOY Status:								
Principal Evidence:								
Leadership Feedback:								
MOY Status:								
Principal Evidence:								
Leadership Feedback:								
EOY Status:								
Principal Evidence:								
Leadership Feedback:								

