

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

Vcdng"qh"Eqpvgpvu

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Comprehensive Needs Assessment

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Demographics

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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

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 2023-2024): 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 IT Specialist through CertiPort. For Entrepreneurship 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.

Student Learning

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Students scores in Math/ELA/Science/History are above the district for Spring 2023. We moved from traditional benchmarks to STAAR interim assessments. Our goal continue to

	Count	Percentage
Met TSI criteria for at least one indicator in Mathematics	16	31%
Met TSI assessment criteria	13	25%
Met ACT criteria	-	-
Met SAT criteria	12	23%
Earned credit for a college prep course	-	-
AP/IB Examination		
Met criterion score on an AP/IB exam in any subject	50	96%
Dual Course Credits		
Earned credit for at least 3 hours in ELA or Mathematics or 9 hours in any subject	18	35%
Industry-Based Certifications		
Earned an industry-based certification from approved list	13	25%
Level I or Level II Certificate		
Earned a level I or level II certificate in any workforce education area	-	-
Associate Degree		
Earning an associate degree by August 31 immediately following high school graduation	0	0%
Completed an OnRamps course and qualified for at least 3 hours of university or college credit in any subject	46	89%
Received graduation type code of 04, 05, 54, or 5		

5. Low discipline incident rate

School Processes & Programs

Uejqqn"Rtqegu" ("Rtqitc ou"Uwo o ct{

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 advisory (SOAR) before lunch for tutorials, college readiness and math reinforcements..
 - 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/Bi-literacy.
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Rtqdn g o "Uvcvg o gpvu"Kfgpvkh{kpi"Uejqqn"Rtqeguugu" ("Rtqi tc o u"Pgffu

Rtqdn g o "Uvcvg o gpv"3"Rtkqtkv|gf+< In the Spring, 20% of Juniors met the SAT Math benchmark. **Tqqv"Ecwug<** Additional targeted practice is needed to ensure students are ready for this particular test.

Rtqdn g o "Uvcvg o gpv"4"Rtkqtkv|gf+< In order to implement a rigorous and successful academic program, staff has to embrace many roles. **Tqqv"Ecwug<** Being a campus serving grades 6-12, we have middle school and high school responsibilities.

Perceptions

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

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

Student's attendance (ADA) is at about 96%. Leadership team follows up with chronic cases of absenteeism. (<1% of student population).

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

There are relatively few discipline incidents are handled through the implementation of 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.

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- Staff and student population is diverse with a focus on a global environment.

- High expectations for staff, students and parents.

Priority Problem Statements

Problem Statement 3: On average, at risk and EL students performed 10% lower than their counterpart.

Context 3: School's student population: 84% free and reduced lunch, an estimated 90% first generation high school graduates, 53% ELs. All students are in advanced classes regardless of academic history. Students have come in with content and language gaps which will need to be addressed through quality instruction, professional development and tutoring.

Category: Demographics

Problem Statement 4: 8th grade ELA and Math interim STAAR scores are below 50% in early spring.

Context 4:

Rtqdnq o "Uvcvg o gpv": In order to implement a rigorous and successful academic program, staff has to embrace many roles.

Tqqv"Ecwug": Being a campus serving grades 6-12, we have middle school and high school responsibilities.

Rtqdnq o "Uvcvg o gpv": "Ctgc: School Processes & Programs

- Action research results
- Other additional data

District Goals

Texas Department of Education | 2023-2024

Goal 1: 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.

Goal 2: Increase the percentage of first time testers who score at Meets or above on STAAR English I from 79% to 82% by May 2024.

Goal 3: Increase the percentage of Emergent Bilingual who score at meets or above on STAAR English I from 64% to 67% by May 2024.

Goal 4: Increase the percentage of students who score at Meets or above on STAAR Math I from 79% to 82% by May 2024.

Goal 5: Increase the percentage of students who score at Meets or above on STAAR Math II from 79% to 82% by May 2024.

Goal 6: Increase the percentage of students who score at Meets or above on STAAR Science from 79% to 82% by May 2024.

Goal 7: Increase the percentage of students who score at Meets or above on STAAR Social Studies from 79% to 82% by May 2024.

Goal 8: Tiered PD on lesson planning to include best practices for language learners. PD will include lesson planning, scaffolding, differentiation,

Cevq̄p"Uvgr"3" Fgvcknu

Tgxkg y u

Cevq̄p"Uvgr"3<

Cevkqp"Uvgr"3" Fgvcknu

Tgxky u

Cevkqp"Uvgr"3 Teachers will implement tutorials for students who are not on level. Tutorial will be fluid and students will join or leave the targeted sessions as they demonstrate mastery per formative, summative assessments as well as course grades.

kpvgpfgf"Cwfkppeg Middle School ELA as well as English I and II students

Rtqxkfgt"l"Rtgugpvg"l"Rgtuqp" Tgurqpukng ELA Teachers

Data Analyst

Administrators

Fcvg*u+l"Vko ghtc ou

Fkuvtker" I qcn"3<

Uvtcvgi {"4 Teachers will implement tutorials for students who are not on level. Tutorials will be fluid based on student mastery of the objectives.

Uvtcvgi {"u"Gzrgevfg" Tguwnvlk o rcev Increased mastery on identified TEKS

Uvchh" Tgurqpukdng" hqt" Oqplvqt kpi Principal
Assistant Principal
Data Analyst
Teachers

Vkvnng" K
2.4, 2.5, 2.6
- **VGC" Rtkqtkvkgu**
Build a foundation of reading and math

Rtqdnng o "Uvcvgo gpvu Demographics 1

Cevkqp" Uvgr" 3" Fgycknu

Tgxkg y u

Cevkqp" Uvgr" 3 Teachers will implement tutorials for students who are not on level. Tutorials will be fluid based on student mastery of the objectives.

Kpvpgp fgf" Cw fkgpeg ELA Students

Rtqxkfgt" l" Rtguvpgt" l" Rgtuqp" Tgurqpukdng ELA Teachers
Administrators

Key Indicator 3 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.

Uvtevgi{"4 Teachers will implement tutorials for students not on level. Tutorials will be fluid based on student mastery of the objectives.





Uvtevgi{"Gzrgevfg" TguwnvK o rcev Increased mastery of the SEs

Uvchh" Tgurqpukdng" hqt" Oqplvqtkpi Administrators
 Teachers
 Data Analyst

Vkvnq" K
 2.4, 2.5, 2.6
 - VGC" Rtkqtkvkvu
 Build a foundation of reading and math

Rtqdnq o "Uvcvg o gpvu Demographics 1 - Student Learning 1

B d B

Cevkqp"Uvgr"3" Fgvcknu	Tgxkgyu			
<p>Cevkqp"Uvgr"3 Teachers will implement tutorials for students not on level. Tutorials will be fluid based on student mastery of the objectives.</p> <p>Kpvpgfgf" Cwflgpeg ELA Students</p> <p>Rtqxkfgt" Rtgugpvt" Rgtuqp" Tgurqpukdng ELA Teachers Administrator Data Analyst</p> <p>Fcvq* u+ " Vko ghtc o g School year 23-24</p> <p>Eqmcdqtcvki" Fgrctv o gpvu ELA Department</p> <p>Fgnkxgt{ " Ogvjqf In person</p> <p>Hwpfkpi" Uqwtegu Tutorials - Title I (211) - 211-11-6116-04N-084-30-510-000000-24F10 - \$750, Tutorials - SCE (199 PIC 24) - 199-11-6116-001-084-24-243-000000- - \$500</p>	Hqt o cvkxg			Uw o o cvkxg
	Pqx	Lcp	O ct	Lwpg
	Empty cells for data			
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

U "

Uvwfgpv"Ngctpkpi

Rtqdn g o "Uvcvg o gpv"3: 8th grade ELA and Math interim STAAR scores are below 50% in early spring. **Tqqv"Ecwug:** Students testing for these two areas need additional targeted support to be successful. An advanced program is more rigorous and requires support for all students to be successful. There is a need to refine tier I instructional expertise and strategically focus PLC work. Students need additional academic support beyond daily instruction.

Fluvtkev" I qcn"4 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.

Uejqqn"Rgthqt o cpeg"Qdlgevkg"3 Increase the percentage of first time testers who score at Meets or above on STAAR Algebra I from 44% to 60% by May 2023 and the percentage of Emergent Bilingual from 27% to 40% by May 2024.

Jki j"Rtkqtkv{

JD5"Fluvtkev" I qcn

Gxcnwevkqp"Fcvc"Uqwtegu Benchmarks and STAAR data

Uvtcvgi {"3 Teachers will implement tutorials for students who are not on level. Groups will be fluid based on student mastery of the TEKS

Uvtcvgi {"u"Gzrgevfg" Tguwnvk o rcev Increased mastery of the TEKS

Uvchh" Tgurqpukdng" hqt" Oqplvqtkpi Administrators

Data Analysts

Math Teacher

Vkvg"K

2.4, 2.5, 2.6

- **VGC"Rtkqtkvkgu**

Build a foundation of reading and math

Rtqdnq o "Uvcvg o gpvu Demographics 1, 2 - Student Learning 1

Cevkqp"Uvgr"3" Fgycknu	Tgxkgyu	
Cevkqp"Uvgr"3 Teachers will implement tutorials for students who are not on level. Groups will be fluid based on student mastery of the TEKS	Hqt o cvkxg Uwo o cvkxg	
Kpvpgfgf" Cwfkpeg Math Students	Pqx	

Rtqxkfgt"lRtgugpvg"lRgtuqpTgurqpukdng< Administrators

Math Teachers

Data Analyst

Fcvg*u+"lVko ghtc o g< School Year 23-24

Eqmcdqtcvkpi"Frctv o gpvu< Math Department

Fgnkxgt{"Ogvjqf< In-Person

Hwpfkpi"Uqwtegu< Tutorials - Title I (211) - 211-11-6116-04N-084-30-510-000000-24F10 - \$750, Planning, collaboration and implementation - Title I (211) - 211-13-6119-04N-084-30-510-000000-24F10 - \$40,000, Tutorials - SCE (199 PIC 24) - 199-11-6116-001-084-24-243-000000- - \$750



No Progress



Accomplished



Continue/Modify



Discontinue

Uvtcvgi{"4< Teachers will implement at least 2 math camps each semester. The enrichment activities will reinforce low SEs per data. Student data will be used

Fluvtkv" I qcn"4< 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.

Uejqqn"Rgthqt o cpeg"Qdlgevixg"4<

Administrators

Data Analyst

Fcvg*u+"Vko ghtc o g< School year 23-24

Eqmcdqtcvkpi"Frctv o gpvu< Math Department

Fgnkxgt{"Ogvjqf< In person

Hwpfkpi"Uqwtegu< Tutorials - Title I (211) -

Fkuvtkev" I qcn"5< Increase the percentage of students graduating with a CCMR indicator from 43% to 48% by June 2024.

Uejqqn"Rgthqt o cpeg"Qdlgevkxg"3< Increase the percentage of Grade 12 students attaining at least one CCMR indicator from 98% to 100% by May 2024.

Jki j"Rtkqtkv{

JD5" Fkuvtkev" I qcn

Gxcnwcvkqp" Fcvc"Uqwtegu< CCMR Data

Uvtcvgi {"3< Ensure that students continue to have paths to CCMR readiness





Uvtcvgi {u"Gzrgevfg" TguwnvK o rcev< Increase CCMR rate

Uvchh" Tgurqpukdng" hqt" Oqplvqtkpi< Counselors

Administrators

CCR Coach

Success Coach

Cevkqp"Uvgr"4" Fgvcknu	Tgxkgyu			
<p>Cevkqp"Uvgr"4< Support students in advanced classes with tutoring and resources</p> <p>Kpygpf" Cwfkppeg< Students in advanced classes</p> <p>Rtqxkfgt"l"Rtgugpvt"l"Rgtuqp" Tgurqpukdng< Teachers Admin</p> <p>Fcvg*u+"l"Vko ghtc o g< Ongoing</p> <p>Eqmcdqtcvki" Fgrctv o gpvu< Core Content Department</p> <p>Fgnkxgt{" Ogvjqf< In person</p> <p>Hwpfkpi"Uqwtegu< Supplies - Title I (211) - 211-11-6399-04N-084-30-510-000000-24F10 - \$2,400, Supplemental Books - Title I (211) - 211-11-6329-04N-084-30-510-000000-24F10 - \$1,000</p>	Hqt o cvkxg			Uw o o cvkxg
	Pqx	Lcp	Oct	Lwpg
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

Uejqqn"Rgthqt o cpeg"Qdlgevkxg"3 Rtqdn g o "Uvcvg o gpvu<

Uvwfgpv"Ngctpkpi
<p>Rtqdn g o "Uvcvg o gpv"4: High school students need additional support in AP and Dual Enrollment courses as well as in improving scores in PSAT, SAT, ACT and TSIA, especially for our economically disadvantaged and emergent bilingual students. Results are lower than the national and state average. Tqqv"Ecwug: Students lack mastery of some foundational objectives (writing and vertical alignment) and test-taking skills. Students are not as familiar with the format of these tests.</p>
Uejqqn"Rtqeguugu" ("Rtqitc o u
<p>Rtqdn g o "Uvcvg o gpv"3: In the Spring, 20% of Juniors met the SAT Math benchmark. Tqqv"Ecwug: Additional targeted practice is needed to ensure students are ready for this particular test.</p>
<p>Rtqdn g o "Uvcvg o gpv"4: In order to implement a rigorous and successful academic program, staff has to embrace many roles. Tqqv"Ecwug: Being a campus serving grades 6-12, we have middle school and high school responsibilities.</p>

Fkvtkev" I qcn"5< Increase the percentage of students graduating with a CCMR indicator from 43% to 48% by June 2024.

Uejqqn"Rgthqt o cpeg"Qdlgevkxg"4< Increase the percentage of Grade 9 students "On Track" from 95% to 97% by May 2023. Increase the percentage of Bilingual Emergent from 95% to 97% by May 2023.

Jki j"Rtkqtkv{

JD5" Fkvtkev" I qcn

Gxcnwvkkqp" Fcvc"Uqwtegu< ADQ Server

Uvtcvgi { "3< Implement "high school enrichment" for freshmen to allow students to check grades, finish work and learn about study skills, time management and high school concepts such as GPA, class rank...

Uvtcvgi { }u" Gzrgevfg" Tguwnvkk o rcev<

Uvtcvgi {"4 Provide incentives to students with Bs or Better

Uvtcvgi {"u"Gzrgevfg" Tguwnvlk o rcev Decrease the number of students failing 1 or more classes.

Uvchh" Tgurqpukdng" hqt" Oqplvqtkpi Administrators
Success Coach
Counselors

Vkvnq" K
2.4, 2.5, 2.6
- **VGC" Rtkqtkvkgu**
Connect high school to career and college

Rtqdnq o "Uvcvg o gpvu Demographics 1 - Student Learning 2 - School Processes & Programs 2

Cevkqp"Uvgr"3" Fgvcknu	Tgxky u
<p>Cevkqp"Uvgr"3 Provide incentives to students with Bs or Better</p> <p>kpygpfgf" Cwfkpeg Students</p> <p>Rtqxkfgt" l" Rtgugpvg" l" Rgtuqp" Tgurqpukdng Administrators Success Coach Counselors</p> <p>Fcvq* u+ " l" Vko ghtc o g School year 23-24</p> <p>Eqmcdqtcvki" Fgrctv o gpvu Innovation and Counseling</p> <p>Fgnkxgt {" Ogvjqf In person</p> <p>Hwpfkpi" Uqwtegu Incentives - Title I (211) - 211-11-6499-04N-084-30-510-000000-24F10 - \$3,000</p>	

Uejqq"Rtqeguugu" ("Rtqitc ou

Rtqdnq o "Uvcvg o gpv"4:

Fgoqiterjkeu

Rtqdnq o "Uvcvg o ggv"3: On average, at risk and EL students performed 10% lower than their counterpart. **Tqqv"Ecwug:** School's student population: 84% free and reduced lunch, an estimated 90% first generation high school graduates, 53% ELs. All students are in advanced classes regardless of academic history. Students have come in with content and language gaps which will need to be addressed through quality instruction, professional development and tutoring.

Rtqdnq o "Uvcvg o ggv"4: Our identified new Spanish speakers do not know the language of instruction for their classes taught in Spanish. **Tqqv"Ecwug:** 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 courses. Some students have little to no Spanish and need additional support to be successful in the classes entirely taught in Spanish.

Uvwfgpv"Ngctpkpi

Rtqdnq o "Uvcvg o ggv"3: 8th grade ELA and Math interim STAAR scores are below 50% in early spring. **Tqqv"Ecwug:** Students testing for these two areas need additional targeted support to be successful. An advanced program is more rigorous and requires support for all students to be successful. There is a need to refine tier I instructional expertise and strategically focus PLC work. Students need additional academic support beyond daily instruction.

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

Uejqq"Rtqeguugu" ("Rtqitc o u

Rtqdn g o "Uvcv g o gpv"4: In order to implement a rigorous and successful academic program, staff has to embrace many roles. **Tqqv"Ecwug:** Being a campus serving grades 6-12, we have middle school and high school responsibilities.





Rgtegrvkppu

Rtqdnq o "Uvcvg o gpn"3: We have seen a decline in attendance at parent engagement events. **Tqqv"Ecwug:** Increased timely communication and incentives are needed to increase attendance.

Outcome 1 Ensure all students have access to a safe, supportive and culturally responsive learning environment.

Uvwfgpv"Ngctpkpi

Rtqdnq o "Uvcvg o gpv"4: High school students need additional support in AP and Dual Enrollment courses as well as in improving scores in PSAT, SAT, ACT and TSIA, especially for our economically disadvantaged and emergent bilingual students. Results are lower than the national and state average. **Tqqv"Ecwig:** Students lack mastery of some foundational objectives (writing and vertical alignment) and test-taking skills. Students are not as familiar with the format of these tests.

Cevkqp"Uvgr"4"Fgvcknu	Tgxkg y u			
<p>Cevkqp"Uvgr"4< A teacher Assistant will push in and provide assistance to students learning Spanish for the first time</p> <p>kpygpfgf"Cwfkpeg< New Spanish Speakers</p> <p>Rtqxkfgt"l"Rtgugpvt"l"Rgtuqp"Turqpukng< Teacher Assistant</p> <p>Fcvg*u+"l"Vko ghtc o g< School year 23-24</p> <p>Eqmcdqtcvki"Frctv o gpvu< Spanish Teacher</p> <p>Fgnkxgt{"Ogvjqf< In person</p> <p>Hwpfkpi"Uqwtegu< Teacher Assistant - Title I (211) - 211-11-6129-04N-084-30-510-000000-24F10 - \$21,716</p>	Hqt o cvkxg			Uw o o cvkxg
	Pqx	Lcp	Oct	Lwpg
<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>				

Uvtevgi {"4< Provide a transition camp for incoming students

Uvtevgi {"u"Gzrgevfg"Tuwnvko rcev< Improved student experience

Uvchh"Turqpukng"ht"Oqpkvqtkpi< Administrator

Vkvng"K<

4.2

- VGC"Rtkqtkvkgu<

Fgoqiterjkeu

Rtqdn go "Uvcv go gpv"4: Our identified new Spanish speakers do not know the language of instruction for their classes taught in Spanish. **Tqqv"Ecwig:** 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

Vlvng"K"*433+

Fkvtkev I qcn	Uejqqn Rgthqt o cpeg Qdlgevkg	Uvtcvgi {	Cevkqp Uvgr	Tguqwtegu"Pggfgf	Fguetkrvkqp	Ceeqwpv"Eqfg	Co qwpv
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-1/"Fkhgtgpeg \$0.00

UEG"*3; ;"RKE"46+

Fkvtkev I qcn	Uejqqn Rgthqt o cpeg Qdlgevkg	Uvtcvgi {	Cevkqp Uvgr	Tguqwtegu"Pggfgf	Fguetkrvkqp	Ceeqwpv"Eqfg	Co qwpv
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1	1	2	1	Tutorials/Camps	Extra duty pay for tutoring after hours (Teacher)		
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Rctgp'Gpicigo gpv

Fkvtkev I qcn	Uejqqn Rgthqt o cpeg Qdlgevkg	
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URGF"3; ;"RKE"45+

Flkvtkev I qcn	Uejqqn Rgthqt o cpeg Qdlgevkg	Uvtcvgi {	Cevkqp Uvgr	Tguqwtegu"Pggfgf	Fguetkrvkqp	Ceeqwpv Eqfg	Co qwpv
2	2	1	1	Supplies	GENERAL SUPPLIES		\$1,017.00
Uwd/Vqvcn							\$1,017.00
Dwfigvgf"Hwpf"Uqwteg"Co qwpv							\$1,017.00
-1/"Fkhhtgpeg							\$0.00
I tcpf"Vqvcn"Dwfigvgf							\$161,296.89
I tcpf"Vqvcn"Urgpv							\$161,296.89
-1/"Fkhhtgpeg							\$0.00