

Arlington Independent School District

Wimbish World Language Academy

2026-2027 Goals/Performance Objectives/Strategies



WIMBISH
WORLD LANGUAGE ACADEMY

Mission Statement

We create an environment built on trust, compassion, and respect to deliver exceptional learning experiences. By honoring linguistic diversity and cultural responsiveness, we cultivate critical thinking and creativity to inspire, empower, and prepare 21st-century learners, families, and communities for the future.

Vision

Create exceptional learning experiences that inspire all students, empower their dreams, and prepare them for the future.

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Goals

Goal 1: Academic Growth - Ensure positive engaging experiences for every student that promote academic growth and ignite a passion for learning.

Performance Objective 1: WWLA will increase their performance in reading on STAAR from 77% to 90% at approaches or above, from 61% to 70% at meets or above, and from 32% to 40% at masters.

Strategy 1 Details		Reviews			
Strategy 1: Secure substitute coverage to release teachers for full-day, structured data analysis workshops, we will directly bridge student learning gaps through data-driven execution. Strategy's Expected Result/Impact: By analyzing item-level data and prerequisite standards, educators can pinpoint specific TEKS skill gaps and design targeted, three-week intervention plans for struggling students. This process yields concrete deliverables--including dynamic gap matrices, small-group schedules, and formative checkpoints--that turn planning days into measurable STAAR growth. Staff Responsible for Monitoring: Principal, Instructional coach, KG-6 content teachers Title I: 2.51, 2.52, 2.53 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 1: Planning and Performance Management through Strong Leadership, Lever 4: Academic Experience: High Quality Instructional Materials, Lever 5: Instructional Leadership and Capacity Building Funding Sources: Hiring substitute teachers to release teachers during the school day for intensive data analysis, mapping prerequisite TEKS gaps, and building intervention plans for at-risk students. - 199 - State Comp - \$4,875		Formative			Summative
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Strategy 2 Details	Reviews			
Strategy 2: Supplemental pay for monthly intervention team data dives after school to provide certified teacher supplemental pay for working after school to review student assessment data to determine prerequisite skills for intervention to help at risk students meet grade level requirements to be addressed in Tier II, Tier III, and after school tutoring Strategy's Expected Result/Impact: By proactively closing prerequisite skill gaps prior to core instruction, this strategy will ensure identified at-risk students master grade-level TEKS and achieve campus STAAR targets of 90% Approaches, 70% Meets, and 40% Masters. Title I: 2.51, 2.52, 2.53 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 1: Planning and Performance Management through Strong Leadership, Lever 4: Academic Experience: High Quality Instructional Materials, Lever 5: Instructional Leadership and Capacity Building Funding Sources: Supplemental Pay for certified teacher providing Tier II, III, and after school tutoring for at risk students - 199 - State Comp - \$2,000	Formative			Summative
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Strategy 3 Details	Reviews			
Strategy 3: Supplemental pay for certified teachers to provide intervention for students at risk of not meeting grade level and those in need of accelerated instruction Strategy's Expected Result/Impact: This strategy will ensure identified at-risk students master grade-level TEKS and achieve campus STAAR targets of 90% Approaches, 70% Meets, and 40% Masters and meet mandatory and needed supplemental intervention Staff Responsible for Monitoring: Principal, teachers, instructional coach Title I: 2.51, 2.52, 2.53 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 1: Planning and Performance Management through Strong Leadership, Lever 4: Academic Experience: High Quality Instructional Materials, Lever 5: Instructional Leadership and Capacity Building Funding Sources: Supplemental pay for teachers providing after school tutoring for students at risk of not meeting grade level or in need of accelerated intervention - 199 - State Comp - \$2,000	Formative			Summative
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Strategy 4 Details		Reviews			
Strategy 4: Purchase supplemental hands-on & print materials for students at risk of not meeting grade level in need of prerequisite skill intervention Strategy's Expected Result/Impact: By equipping teachers with tactile, high-interest supplemental print and physical materials, this strategy will make abstract concepts accessible for struggling learners, closing prerequisite skill gaps to achieve campus STAAR targets of 90% Approaches, 70% Meets, and 40% Masters. Staff Responsible for Monitoring: Principal, instructional coach, and certified teacher providing intervention and supplemental instruction Title I: 2.51, 2.52, 2.53 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 1: Planning and Performance Management through Strong Leadership, Lever 3: Integrated Student Support Systems, Lever 4: Academic Experience: High Quality Instructional Materials, Lever 5: Instructional Leadership and Capacity Building Funding Sources: Supplemental Hands-On & Print Materials for At-Risk Gap Closure - 199 - State Comp - \$1,000, Supplemental Hands-On & Print Materials for At-Risk Gap Closure - 211 - Title I-A - \$1,000		Formative			Summative
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Strategy 5 Details		Reviews			
Strategy 5: Campus will use Title I money to pay for an instructional coach to guide instructional planning based on data drive decisions and support intervention Strategy's Expected Result/Impact: By leveraging a Title I Instructional Coach, the campus will systematically build teacher capacity in data analysis, targeted lesson design, and tier-1/tier-2 intervention strategies, resulting in 100% of students receiving required accelerated instruction and 100% of students meeting or exceeding their individualized academic growth goals. Staff Responsible for Monitoring: Principal Title I: 2.51, 2.52, 2.53 - TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 1: Planning and Performance Management through Strong Leadership, Lever 2: Talent Retention and Strategic Staffing, Lever 4: Academic Experience: High Quality Instructional Materials, Lever 5: Instructional Leadership and Capacity Building Funding Sources: Instructional Coach - 211 - Title I-A - \$19,781.90		Formative			Summative
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Strategy 6 Details	Reviews			
Strategy 6: Provide student snacks for extended day academic intervention & engagement support Strategy's Expected Result/Impact: Increase attendance and stamina for after school tutoring for students not meeting grade level standards Staff Responsible for Monitoring: Principal and teachers Title I: 2.51, 2.52, 2.53 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 3: Integrated Student Support Systems Funding Sources: Snacks for tutoring - 211 - Title I-A - \$500	Formative			Summative
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 No Progress  Accomplished  Continue/Modify  Discontinue				

Goal 1: Academic Growth - Ensure positive engaging experiences for every student that promote academic growth and ignite a passion for learning.

Performance Objective 2: WWLA will increase their performance in math on STAAR from 74% to 90% at approaches or above, from 43% to 60% at meets or above, and from 17% to 30% at masters.

Strategy 1 Details	Reviews			
Strategy 1: Secure substitute coverage to release teachers for full-day, structured data analysis workshops, we will directly bridge student learning gaps through data-driven execution. Strategy's Expected Result/Impact: By analyzing item-level data and prerequisite standards, educators can pinpoint specific TEKS skill gaps and design targeted, three-week intervention plans for struggling students. This process yields concrete deliverables--including dynamic gap matrices, small-group schedules, and formative checkpoints--that turn planning days into measurable STAAR growth. Staff Responsible for Monitoring: Principal, Instructional coach, KG-6 content teachers Title I: 2.51, 2.52, 2.53 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 1: Planning and Performance Management through Strong Leadership, Lever 4: Academic Experience: High Quality Instructional Materials, Lever 5: Instructional Leadership and Capacity Building Funding Sources: Hiring substitute teachers to release teachers during the school day for intensive data analysis, mapping prerequisite TEKS gaps, and building intervention plans for at-risk students. - 199 - State Comp - \$2,000	Formative			Summative
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Strategy 4: Purchase supplemental hands-on & print materials for students at risk of not meeting grade level in need of prerequisite skill intervention Strategy's Expected Result/Impact: By equipping teachers with tactile, high-interest supplemental print and physical materials, this strategy will make abstract concepts accessible for struggling learners, closing prerequisite skill gaps to achieve campus STAAR targets of 90% Approaches, 70% Meets, and 40% Masters. Staff Responsible for Monitoring: Principal, instructional coach, and certified teacher providing intervention and supplemental instruction Title I: 2.51, 2.52, 2.53 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 1: Planning and Performance Management through Strong Leadership, Lever 3: Integrated Student Support Systems, Lever 4: Academic Experience: High Quality Instructional Materials, Lever 5: Instructional Leadership and Capacity Building Funding Sources: Supplemental Hands-On & Print Materials for At-Risk Gap Closure - 199 - State Comp - \$1,000, Supplemental Hands-On & Print Materials for At-Risk Gap Closure - 211 - Title I-A - \$500		Formative			Summative
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Strategy 5 Details		Reviews			
Strategy 5: Campus will use Title I money to pay for an instructional coach to guide instructional planning design on data drive decisions and support intervention Strategy's Expected Result/Impact: By leveraging a Title I Instructional Coach, the campus will systematically build teacher capacity in data analysis, targeted lesson design, and tier-1/tier-2 intervention strategies, resulting in 100% of students receiving required accelerated instruction and 100% of students meeting or exceeding their individualized academic growth goals. Staff Responsible for Monitoring: Principal Title I: 2.51, 2.52, 2.53 - TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 1: Planning and Performance Management through Strong Leadership, Lever 2: Talent Retention and Strategic Staffing, Lever 4: Academic Experience: High Quality Instructional Materials, Lever 5: Instructional Leadership and Capacity Building Funding Sources: Instructional Coach - 211 - Title I-A - \$19,781.90		Formative			Summative
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Goal 1: Academic Growth - Ensure positive engaging experiences for every student that promote academic growth and ignite a passion for learning.

Performance Objective 3: WWLA will increase their performance in reading on mCLASS from 75% to 80% in "At or Above Benchmark".

Strategy 1 Details	Reviews			
Strategy 1: Secure substitute coverage to release teachers for full-day, structured data analysis workshops, we will directly bridge student learning gaps through data-driven execution. Strategy's Expected Result/Impact: By analyzing item-level data and prerequisite standards, educators can pinpoint specific TEKS skill gaps and design targeted, three-week intervention plans for struggling students. This process yields concrete deliverables--including dynamic gap matrices, small-group schedules, and formative checkpoints--that turn planning days into measurable STAAR growth. Staff Responsible for Monitoring: Principal, Instructional coach, KG-6 content teachers Title I: 2.51, 2.52, 2.53 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 1: Planning and Performance Management through Strong Leadership, Lever 4: Academic Experience: High Quality Instructional Materials, Lever 5: Instructional Leadership and Capacity Building Funding Sources: Hiring substitute teachers to release teachers during the school day for intensive data analysis, mapping prerequisite TEKS gaps, and building intervention plans for at-risk students. - 199 - State Comp - \$2,000	Formative			Summative
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 No Progress  Accomplished  Continue/Modify  Discontinue				

Goal 1: Academic Growth - Ensure positive engaging experiences for every student that promote academic growth and ignite a passion for learning.

Performance Objective 4: WWLA will increase their performance in math on NWEA MAP from 82% to 85% in "Average" or above.

Strategy 1 Details	Reviews			
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Strategy 1: Secure substitute coverage to release teachers for full-day, structured data analysis workshops, we will directly bridge student learning gaps through data-driven execution. Strategy's Expected Result/Impact: By analyzing item-level data and prerequisite standards, educators can pinpoint specific TEKS skill gaps and design targeted, three-week intervention plans for struggling students. This process yields concrete deliverables--including dynamic gap matrices, small-group schedules, and formative checkpoints--that turn planning days into measurable STAAR growth. Staff Responsible for Monitoring: Principal, Instructional coach, KG-6 content teachers Title I: 2.51, 2.52, 2.53 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 1: Planning and Performance Management through Strong Leadership, Lever 4: Academic Experience: High Quality Instructional Materials, Lever 5: Instructional Leadership and Capacity Building Funding Sources: Hiring substitute teachers to release teachers during the school day for intensive data analysis, mapping prerequisite TEKS gaps, and building intervention plans for at-risk students. - 199 - State Comp - \$4,000				

Strategy 2 Details	Reviews			
Strategy 2: Supplemental pay for monthly intervention team data dives after school to provide certified teacher supplemental pay for working after school to review student assessment data to determine prerequisite skills for intervention to help at risk students meet grade level requirements to be addressed in Tier II, Tier III, and after school tutoring Strategy's Expected Result/Impact: By proactively closing prerequisite skill gaps prior to core instruction, this strategy will ensure identified at-risk students master grade-level TEKS and achieve campus STAAR targets of 90% Approaches, 70% Meets, and 40% Masters. Title I: 2.51, 2.52, 2.53 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 1: Planning and Performance Management through Strong Leadership, Lever 4: Academic Experience: High Quality Instructional Materials, Lever 5: Instructional Leadership and Capacity Building Funding Sources: Supplemental Pay for certified teacher providing Tier II, III, and after school tutoring for at risk students - 199 - State Comp - \$2,000	Formative			Summative
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Strategy 4 Details		Reviews			
Strategy 4: Purchase supplemental hands-on & print materials for students at risk of not meeting grade level in need of prerequisite skill intervention Strategy's Expected Result/Impact: By equipping teachers with tactile, high-interest supplemental print and physical materials, this strategy will make abstract concepts accessible for struggling learners, closing prerequisite skill gaps to achieve campus STAAR targets of 90% Approaches, 70% Meets, and 40% Masters. Staff Responsible for Monitoring: Principal, instructional coach, and certified teacher providing intervention and supplemental instruction Title I: 2.51, 2.52, 2.53 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 1: Planning and Performance Management through Strong Leadership, Lever 3: Integrated Student Support Systems, Lever 4: Academic Experience: High Quality Instructional Materials, Lever 5: Instructional Leadership and Capacity Building Funding Sources: Supplemental Hands-On & Print Materials for At-Risk Gap Closure - 199 - State Comp - \$1,000, Supplemental Hands-On & Print Materials for At-Risk Gap Closure - 211 - Title I-A - \$500		Formative			Summative
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Strategy 5 Details		Reviews			
Strategy 5: Campus will use Title I money to pay for an instructional coach to guide instructional planning based on data drive decisions and support intervention Strategy's Expected Result/Impact: By leveraging a Title I Instructional Coach, the campus will systematically build teacher capacity in data analysis, targeted lesson design, and tier-1/tier-2 intervention strategies, resulting in 100% of students receiving required accelerated instruction and 100% of students meeting or exceeding their individualized academic growth goals. Staff Responsible for Monitoring: Principal Title I: 2.51, 2.52, 2.53 - TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 1: Planning and Performance Management through Strong Leadership, Lever 2: Talent Retention and Strategic Staffing, Lever 4: Academic Experience: High Quality Instructional Materials, Lever 5: Instructional Leadership and Capacity Building Funding Sources: Instructional Coach - 211 - Title I-A - \$19,781.90		Formative			Summative
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Strategy 6 Details	Reviews			
Strategy 6: Provide student snacks for extended day academic intervention & engagement support Strategy's Expected Result/Impact: Increase attendance and stamina for after school tutoring for students not meeting grade level standards Staff Responsible for Monitoring: Principal and teachers Title I: 2.51, 2.52, 2.53 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 3: Integrated Student Support Systems Funding Sources: Snacks for tutoring - 211 - Title I-A - \$350	Formative			Summative
	Nov	Jan	Mar	June
 No Progress  Accomplished  Continue/Modify  Discontinue				

Goal 2: Culture - Establish an inclusive culture of respect, support, and continuous improvement for all students, staff, and families.

Performance Objective 1: WWLA will increase its Student Experience & Well-Being Index (SEWI) from 2.9 to 3.2.

Strategy 1 Details	Reviews			
Strategy 1: We will compensate teachers with extra-duty pay and/or secure community partner contracts to deliver after-school mentoring and academic enrichment programs designed and targeted to strengthen school connectedness, support student well-being, and measurably increase student academic performance in order to close achievement gaps. Strategy's Expected Result/Impact: Students will feel engaged and motivated through connectedness, student voice, and belonging leading to higher academic outcomes Staff Responsible for Monitoring: Principal, counselor Title I: 2.51, 2.52, 2.53 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 1: Planning and Performance Management through Strong Leadership, Lever 2: Talent Retention and Strategic Staffing, Lever 3: Integrated Student Support Systems Funding Sources: Supplemental pay for teachers staying after school to provide or plan enrichment activities to close achievement gaps by developing student belonging and engagement - 211 - Title I-A - \$2,000	Formative			Summative
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Strategy 2 Details	Reviews			
Strategy 2: Materials for enrichment activities for during the day experiences that support grade level content and language development to close achievement gaps by providing experiences for all students Strategy's Expected Result/Impact: Students actively engaged in enrichment experiences during the day when unable to attend after school due to conflicts with transportation and planning Staff Responsible for Monitoring: Counselor, principal, dual language specialist Title I: 2.51, 2.52, 2.53 - TEA Priorities: Recruit, support, retain teachers and principals, Improve low-performing schools - ESF Levers: Lever 1: Planning and Performance Management through Strong Leadership, Lever 2: Talent Retention and Strategic Staffing, Lever 3: Integrated Student Support Systems, Lever 5: Instructional Leadership and Capacity Building Funding Sources: Materials for enrichment activities - 211 - Title I-A - \$1,500	Formative			Summative
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Strategy 3 Details	Reviews			
Strategy 3: Supplemental materials for student guidance and positive behavior supports to ensure that all students in a Title I school have the engagement and learning skills to access grade level curriculum because they are ready socially and emotionally Strategy's Expected Result/Impact: Increased student engagement and performance Staff Responsible for Monitoring: Counselor, principal Title I: 2.51, 2.52, 2.53 - TEA Priorities: Recruit, support, retain teachers and principals, Improve low-performing schools - ESF Levers: Lever 1: Planning and Performance Management through Strong Leadership, Lever 3: Integrated Student Support Systems Funding Sources: Supplemental materials for student guidance and positive behavior supports to ensure that all students in a Title I school have the engagement and learning skills to access grade level curriculum because they are ready socially and emotionally - 211 - Title I-A - \$1,000	Formative			Summative
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	Nov	Jan	Mar	June
 No Progress  Accomplished  Continue/Modify  Discontinue				

Goal 2: Culture - Establish an inclusive culture of respect, support, and continuous improvement for all students, staff, and families.

Performance Objective 2: WWLA will increase its Parent Net Promoter Score (NPS) of likelihood to recommend the campus from 84 to 85.

Strategy 1 Details		Reviews			
Strategy 1: Materials for parent engagement workshops, Title I events, and parent centered learning to support their students' academic and social emotional growth Strategy's Expected Result/Impact: Increased parent engagement and empowerment to support their students academic and social emotional growth Staff Responsible for Monitoring: Principal, Family Engagement Liaison Title I: 2.51, 2.52, 2.53 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 1: Planning and Performance Management through Strong Leadership, Lever 3: Integrated Student Support Systems Funding Sources: Materials for parent engagement workshops and parent centered learning to support their students' academic and social emotional growth - 211 - Title I-A - \$5,000		Formative			Summative
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Strategy 2 Details		Reviews			
Strategy 2: Food items for Title I events, parent engagement events, and learning sessions to remove barriers from attendance Strategy's Expected Result/Impact: Increased parent attendance and empowerment at Title I family events Staff Responsible for Monitoring: Principal and Family Engagement Liaison Title I: 2.51, 2.52, 2.53 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 1: Planning and Performance Management through Strong Leadership, Lever 3: Integrated Student Support Systems Funding Sources: Food items for Title I events, parent engagement events, and learning sessions to remove barriers from attendance - 211 - Title I-A - \$3,000		Formative			Summative
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Strategy 3 Details	Reviews			
Strategy 3: Campus position of Family Engagement Liaison to engage parents in advocating for their students, taking advantage of all opportunities for learning and development, engaging the community, and empowering parents to partner with the school Strategy's Expected Result/Impact: Increase parent engagement and empowerment Staff Responsible for Monitoring: Family engagement liaison, principal Title I: 2.51, 2.52, 2.53 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 1: Planning and Performance Management through Strong Leadership, Lever 3: Integrated Student Support Systems Funding Sources: Family Engagement Liaison - 211 - Title I-A - \$32,937.81	Formative			Summative
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 No Progress  Accomplished  Continue/Modify  Discontinue				

Goal 2: Culture - Establish an inclusive culture of respect, support, and continuous improvement for all students, staff, and families.

Performance Objective 3: WWLA will increase its Staff Net Promoter Score (NPS) of likelihood to recommend the district from 13 to 15.

Strategy 1 Details	Reviews			
Strategy 1: Supplemental pay for teachers who stay after hours or work during summer/intersessions to collaborate on curriculum mapping, data analysis, and intervention design. Strategy's Expected Result/Impact: Increased student performance and access to grade level curriculum because teachers are designing student specific skills based lessons using assessment data Staff Responsible for Monitoring: Instructional coach and principal Title I: 2.51, 2.52, 2.53 - TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 1: Planning and Performance Management through Strong Leadership, Lever 2: Talent Retention and Strategic Staffing Funding Sources: Supplemental pay for teachers who stay after hours or work during summer/intersessions to collaborate on curriculum mapping, data analysis, and intervention design. - 211 - Title I-A - \$2,500	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
Strategy 2: Supplemental pay for grade level teachers to plan parent engagement and learning sessions to help their students access math and reading content at home Strategy's Expected Result/Impact: Increased parent engagement and empowerment leading to student academic growth Staff Responsible for Monitoring: Principal, Instructional Coach, Family Engagement Liaison Title I: 2.51, 2.52, 2.53 - TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 1: Planning and Performance Management through Strong Leadership, Lever 3: Integrated Student Support Systems Funding Sources: Supplemental pay for grade level teachers to plan parent engagement and learning sessions to help their students access math and reading content at home - 211 - Title I-A - \$2,000	Formative			Summative
	Nov	Jan	Mar	June



No Progress



Accomplished



Continue/Modify



Discontinue