

# Spring Branch Independent School District

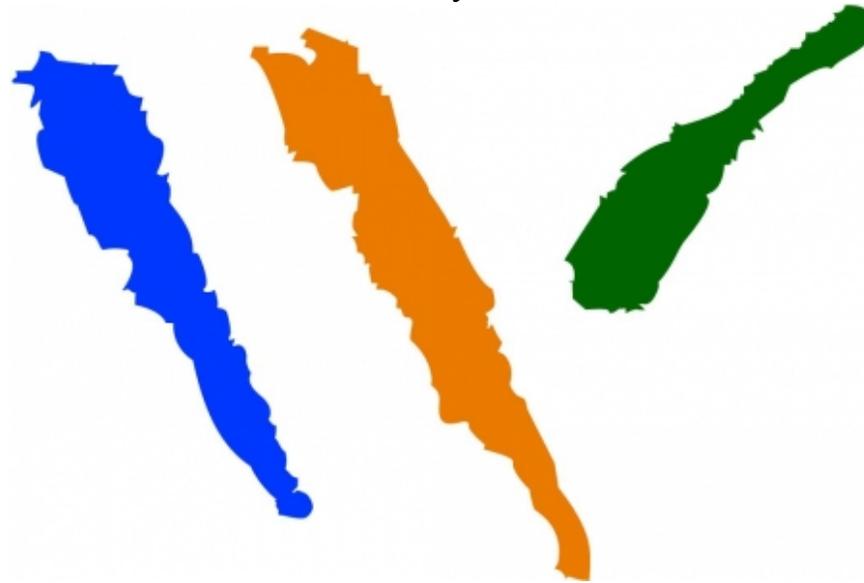
## Westchester Academy For International Studies

### 2017-2018 Campus Improvement Plan

**Accountability Rating: Met Standard**

#### **Distinction Designations:**

Academic Achievement in Reading/English Language Arts  
Academic Achievement in Mathematics  
Academic Achievement in Science  
Academic Achievement in Social Studies  
Top 25% Closing Performance Gaps  
Postsecondary Readiness



# Mission Statement

The mission of Westchester Academy for International Studies is to provide a challenging and varied curriculum in which all students can succeed. The curriculum will develop an international awareness (consciousness), including a focus on international relations and international problem solving, to create a love of learning and emphasize good citizenship.

## Our Philosophy

At Westchester Academy for International (WAIS), we strive for each student to succeed. We aim for our graduates to be prepared and ready for the challenges of college and to be a productive part of a global workforce. Students are challenged through a variety of teaching methods, which acknowledge their different learning styles. All courses through 12th grade are offered at an advanced level, promoting a culture of rigor and success for all students without qualification.

Creative thinking and problem solving flourish as students are motivated to delve deeply and take more responsibility for their own learning. Access to technology enhances the learning experience, while alternative assessment methods provide students with opportunities to showcase their knowledge creatively.

## Why WAIS?

- Rigorous curriculum for all students (PreAP/AP/IB)
  - Qualified, dedicated, enthusiastic teachers
  - Student-centered approach to all we do
  - Small class size, family-like atmosphere
- Opportunities to explore International Studies
- World language skills developed over 7 years
  - International faculty and student body
- Theatre Arts and Choir offered at all levels

## Our Students Make the Difference

Because students choose to attend WAIS instead of their zoned school, they are eager to learn and do their best. Students gain a world of knowledge at Westchester Academy for International Studies—An International Perspective. Along with a solid core curriculum of English/language arts, math, science and social studies, at WAIS students develop their international perspective by exploring the languages, cultures, business environments, governments, fine arts and technologies of other countries. Students are prepared to meet the increased global demand for skilled and highly literate workers.

### **Well-Rounded Development**

Students are encouraged to exercise their leadership skills in clubs and organizations and honor societies. Many leadership opportunities are available through Student Council, Director's Advisory Council, and clubs or as class representatives. Clubs at WAIS are ever-evolving as students and community pool resources to meet student interests.

### **An International Baccalaureate School**

The International Baccalaureate (IB) Diploma Programme is an internationally recognized curriculum that offers 11th and 12th grade students the option to earn the IB Diploma. Students in this program complete and test in six IB subjects; conduct independent research and write an extended essay guided by a WAIS faculty mentor; complete 150 hours of Creative, Action and Service activities (CAS); and participate in a critical thinking course called Theory of Knowledge.

This advanced, comprehensive program of study offers an integrated approach to learning across several disciplines with a focus on meeting future challenges poised by living and working in a global, technological society.

IB provides students with an opportunity to handle college-level work in high school and earn college credit upon program completion. The International Baccalaureate (IB) Middle Years Programme for grades 6-10 consists of instruction in eight subject groups focused on developing the whole child physically, emotionally, intellectually, and ethically. The MYP requires students to study Language A (English), Language B (a second language), Sciences, Mathematics, Arts, Technology, Physical Education, and Humanities (Social Studies). During the 10th grade year of MYP students complete an in-depth yearlong study, the Personal Project, demonstrating development of knowledge and skills. As of May 2014, WAIS is authorized for the Career Certificate, grades 11-12. IB World Schools share a common philosophy—a commitment to high quality, challenging, international education.

\*Only schools authorized by the IB Organization can offer any of its three academic programmes: the Primary Years Programme (PYP), the Middle Years Programme (MYP), or the Diploma Programme (and in addition the IB Career-related Certificate). Candidate status gives no guarantee that authorization will be granted. Other Core Courses: All core courses in the 6th–10th grades follow a Pre-AP (Advanced Placement) curriculum. Tenth graders can also take AP courses. All courses are guided by the IB Middle Years Programme strategies and methodologies.

# Comprehensive Needs Assessment

## Demographics

### Demographics Summary

*All data below is based on the October 2016 Snapshot data (with enrollment predicted to be 1023).*

### Enrollment by Ethnicity:

American Indian/Alaskan- .09%

Asian 7.9%

Black/African American- 2.9%

Hispanic/Latino- 69.7%

White- 17.98%

2 or more- 1.37%

### Free and Reduced Lunch:

Free Meals: (486) 47.50%

Reduced Meals: (71) 6.94%

TOTAL FREE AND REDUCED: (557) 55.4%

American Indian/Alaskan-

Asian/Pacific Island

Black/African American-

Hispanic/Latino-

White-

2 or more-

## **GT Participation:**

195 Students = 19.06% of students involved

## **ESL/LEP Participation**

LEP: 125 Students = 12.21%

LEP - exited From LEP M1 = 52 Students = 5.0%

## **Projected Enrollment 2017-2018**

Actual enrollment as of 6/19/2017

6th 144

7th 141

8th 140

9th 170

10th 150

11th 162

12th 165

TOTAL: 1075

### **Demographics Strengths**

Our overall student population stays the same year-to-year due to our enrollment /lottery procedures. We are limited to the number of students we can take as per our charter. Therefore our staffing stays the same year-to-year. The key is to keep our enrollment the same - keep offering a true choice option for families.

## Student Achievement

### Student Achievement Summary

#### WAIS Middle School STAAR Scores

#### 2015 to 2016 to 2017 Comparison

	2017			2016			2015		
	6 <sup>th</sup>	7 <sup>th</sup>	8 <sup>th</sup>	6 <sup>th</sup>	7 <sup>th</sup>	8 <sup>th</sup>	6 <sup>th</sup>	7 <sup>th</sup>	8 <sup>th</sup>
<b>Reading</b>	78%	77%	89%	80%	84%	96%	85%	86%	96%
<b>Math</b>	88%		89%	79%		91%			
<b>Writing</b>		78%			80%			81%	
<b>Social Studies</b>									
			68%			71%			82%
Science			87%			93%			86%

### Algebra I End-of-Course Middle School Results

Total # tested	Approaches		Meets		Masters Grade Level	
	Grade Level		Grade Level			
133	2017	2016	2017	2016	2017	2016
8 <sup>th</sup> graders	95%	94%	72%	60%	44%	33%

Total tested 2017	Subject	Approaches		Meets		Masters Grade Level	
		Grade Level		Grade Level			
		2017	2016	2017	2016	2017	2016
26	Alg I	69%	63%	38%	11%	8%	3%
158	Eng I	85%	89%	72%	71%	15%	16%
146	Eng II	91%	88%	75%	65%	10%	14%
154	Bio	96%	98%	75%	81%	30%	37%
161	U.S. History	99%	99%	84%	81%	66%	40%

SUMMARY REPORT

MIDDLE SCHOOL STAAR 2017

SUB-POPULATIONS

6<sup>th</sup> Grade

Test	Number tested	Overall %	Economically Disadvantaged		LEP (Current)		Hispanic		African American	
			#	%	#	%	#	%	#	%
Reading	135	78%	67	70%	6	24%	78	74%	6	86%
Math	121	88%	75	84%	16	64%	85	86%	7	100%

7<sup>th</sup> Grade

Test	Number Tested	Overall%	Economically Disadvantaged		LEP		Hispanic		African American	
			#	%	#	%	#	%	#	%
Reading	139	77%	57	68%	11	39%	74	73%	-	-
Math										
Writing	139	78%	60	71%	9	32%	77	76%	-	-

8<sup>th</sup> Grade

Test	Number Tested	Overall%	Economically Disadvantaged		LEP		Hispanic		African American	
			#	%	#	%	#	%	#	%
Reading	140	89%	62	82%	11	58%	78	85%	-	-
Math	16	81%	3	50%	-	-	6	67%	-	-
Social Studies										
	139	68%	38	51%	1	5%	51	56%	-	-
Science	139	87%	58	77%	8	42%	74	81%	-	-

IB Course	May 2014				May 2015				May 2016	
	69 IB Students				86 IB Students				85 IB Students	
	1-2	3	4-5	6-7	1-2	3	4-5	6-7	1-2	3
English A Literature HL	1	10	43	4	10	27	40		10	41
Spanish A Literature HL			6				3			
Spanish A Literature SL						1	3			4
German A Literature SL								1		

French B HL				1							
French B SL	1	2	13	1		4	14	1			4
French Ab Initio					1						
German B HL								2			
German B SL			1								
German Ab Initio											
Italian B SL			3				4	1			
Italian Ab Initio							1				2
Spanish B HL				4			1	2			
Spanish B SL			8	11			11	9			1
Spanish Ab Initio			1								
History		3	18	2	2	5	29	1	5		15
Biology HL	3	7	5		8	8	4		3		6
Biology SL		4	2		3		2				
Chemistry HL			2		3	3	1				
Chemistry SL	3	1	3		8	9			2		2
Physics SL									23		2
Mathematics HL	3		2		9	4	2		7		1
Mathematics SL	2	8	7	4	2	6	3	2	2		7
Mathematical Studies			6	3	1		7	1			2
Music HL		2					1				7
Music SL		3	2		3	6	1				3
Theatre Arts HL		1					1		1		1
Theatre Arts SL		3	1			2	3				
Visual Arts HL		1	2	2			4		1		4
Visual Arts SL	3	13	10	2	1	7	21	2	1		13
TOTALS	16	23	135	34	51	82	156	22	55		115
	7.7%	11%	65%	16%	16%	26%	50%	7%	17.6%		36.8%

# Family and Community Involvement

## Family and Community Involvement Summary

### CaSE - Community and School Engagement

#### GOALS

##### 1. 1. Educational Programs for GT Students

###### Indicator- GT Compliance

All teachers who provide instruction and services for gifted students have six hours of updated training before May 1.

###### Indicator 3: Parent and Community Outreach-

The school provides and/or promotes at least two (2) parent on community outreach events that target the families of gifted and talented students, such as GT identification meetings, college readiness meetings, GT showcase talent show, GT principal offer, etc.

Indicator 5: Leadership and Sustainability: At least one (1) performance objective implementing advanced academic strategies and resources will be included in the CIP.

##### 1. 2. Second Language Acquisition

Indicator 1: All ELL's make at least one proficiency level growth as measured by TELPAS

Indicator 8: The school provide and/or promoted at least two (2) parent outreach events that target families of ELL, LOTE, and dual language students such as parent meetings, LOTE Competitions, parent education courses (ESL, GED, parenting family nights, etc.).

1. 3. **Community and Parental Involvement**

Indicator 4: The school provides and/or promotes at least 3 opportunities to educate parents about supporting students who have been identified as Gifted and Talented (GT), English Language Learners (ELL), Special Education, and 504.

Indicator 7: The Schools provides at least three opportunities for adult learning, such as parenting classes, GED, ESL, computer competencies, career skills personal finance, nutrition, fitness, etc.

# Comprehensive Needs Assessment Data Documentation

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

# Goals

**Goal 1: POST-SECONDARY READINESS:**

**WAIS MS will increase the percentage of 8th grade students who are post-secondary ready by 10%.**

**WAIS US will increase the the percentage of students performing at the post-secondary readiness level on the ACT/SAT by 8%.**

**WAIS US will increase the percentage of students scoring 4 or higher on IB and 3 or higher on AP exams by 5%.**

**Performance Objective 1:** 85% of 6th-7th and 93% of 8th students will score at "Approaches" Level of the STAAR Reading. 93% of 6th and 7th will do the same on STAAR Math test. All grades will show an increase of 5 percentage points at the "Meets" and "Masters" levels.

**Evaluation Data Source(s) 1:** STAAR Scores

**Summative Evaluation 1:**

Strategy Description	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
			Nov	Jan	Mar
1) Teachers will push instruction towards a personalized learning format aligning with the district vision of anywhere, anytime learning, individualized instruction, holistic, actionable data, student voice and agency. Teachers will allow students voice and choice in timing and modality of learning by blending classes and utilizing technology to allow students many options in how they learn best. Teachers and students will regularly analyze data related to how they are progressing and next learning steps. Achieving this will require professional learning for teachers, supplies and materials, books, and digital and technology resources. Implementation of personalized learning may illuminate need for additional intervention or extension outside the normal school day.	Admin Teacher leaders				

<p>2) Instructional support and professional learning will occur through content team professional learning communities (PLCs).          PLCs will focus their work and learning in the following areas:          (1) Targeted TEKS-aligned instruction, (2) formative and summative assessments and data analysis and action planning cycle,          (3) development of instructional strategies and lessons that meet student needs and support concept development,          (4) review of student products,          (5) exploration of competency-based progression and other tenants of personalized learning,          (6) student agency to promote self advocacy, tracking and owning their progress, embracing setbacks and successes.</p>	<p>Administration          Teacher teams</p>	<p>Professional learning will result in improvements in instructional practice that may require additional materials, supplies, and/or technology. Professional learning may also result in additional intervention and/or extension outside normal school day for students.</p>			
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= Accomplished



= No Progress



= Discontinue

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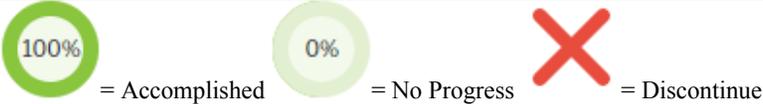
**Performance Objective 2:** Teachers will understand key areas where strategies can be taught and leveraged to increase levels of performance on SAT/ACT/IB/AP exams.

**Evaluation Data Source(s) 2:** Planning meeting agendas

PD attendance/documentation

Lesson Plans

**Summative Evaluation 2:**

Strategy Description	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
			Nov	Jan	Mar
1) Teachers will seek further knowledge and understanding of effective strategies to teach and plan for their inclusion in lesson plans.	Department Chairs District Content Specialists IB Campus Coordinator Administration	Students will be more effectively equipped to take the exams and score higher.			
2) Teachers will work with an IB consultant to integrate the TEKS and IB curriculum school wide.	Administrators IB, MYP, DP Campus Coordinators	Strengthened Unit Plans Increased IB Scores			
3) Teachers will implement the school-wide writing plans covering mechanics, genres, styles, formats, and pedagogy across all contents. Critical attributes of exemplary writing on IB, AP, and SAT will be studied and implemented.	Department Chairs IB Campus coordinators Administrators				
					

**Goal 2: CLOSING THE GAP:**

**WAIS will decrease the achievement gap by 5% across all demographics as measured by STAAR/EOC.**

**Performance Objective 1: RtI & Student Intervention:**

Administrators, teacher leaders, and teams identify students in need, develop and implement intervention plans, and monitor progress.

**Evaluation Data Source(s) 1:**

**Summative Evaluation 1:**

Strategy Description	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
			Nov	Jan	Mar
1) Teachers will meet in PLCs on a regularly scheduled basis to collectively discuss the following: (1) Identify students in need of intervention, (2) gather data on student progress, student achievement, (3) determine the intervention, (4) implement the intervention with regularity, and (5) monitor progress. Actions to determine: A.)Intervention is sufficient and continues. B.)Intervention is sufficient and no longer needed, C.)Intervention is not sufficient & need to repeat RtI cycle.	Administrators Teacher teams				

 = Accomplished
  = No Progress
  = Discontinue

**Goal 3: STUDENT GROWTH:**

**75% of students 6-8 will meet or exceed their growth targets on MAP in Reading and Math.**

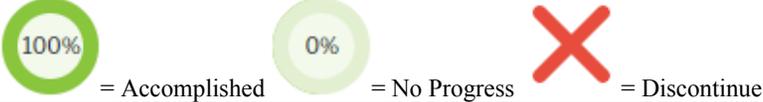
**Performance Objective 1:** All students 6-8 will take MAP in Reading and Math 3 times throughout the year, and teachers will use result data to adjust instruction in targeted areas to affect growth on the next administration.

**Evaluation Data Source(s) 1:** MAP reports.

Grade level PLC agendas showing discussion and action on MAP results.

Viable and effective RtI system established in grades 6-8 to meet the needs of students performing below expectations in math.

**Summative Evaluation 1:**

Strategy Description	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
			Nov	Jan	Mar
1) Instructional support and professional learning will occur through content team professional learning communities (PLCs). PLCs will focus their work and learning in the following areas: (1) Targeted TEKS-aligned instruction, (2) formative and summative assessments and data analysis and action planning cycle, (3) development of instructional strategies and lessons that meet student needs and support concept development, (4) review of student products, (5) exploration of competency-based progression and other tenants of personalized learning, (6) student agency to promote self advocacy, tracking and owning their progress, embracing setbacks and successes.	Administration Counselors Teacher teams				
					

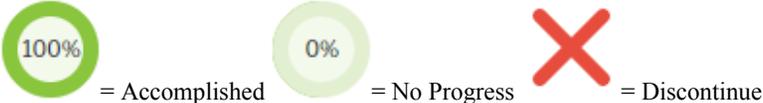
**Goal 4: SCHOOL CONNECTEDNESS:**

**90% of students will respond favorably on the Panorama survey reflecting their experiences at WAIS.**

**Performance Objective 1:** At least 25% of students will participate in one club or organization offered at WAIS.

**Evaluation Data Source(s) 1:** Club rosters

**Summative Evaluation 1:**

Strategy Description	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
			Nov	Jan	Mar
1) Establish a method for collecting participation numbers in all clubs/organizations offered.	Teacher leaders Adminstration				
					

**Goal 4: SCHOOL CONNECTEDNESS:**

90% of students will respond favorably on the Panorama survey reflecting their experiences at WAIS.

**Performance Objective 2:** Establish a student-led group who will deliver morning announcements on a daily basis.

**Evaluation Data Source(s) 2:**

**Summative Evaluation 2:**

## Campus Improvement Team

<b>Committee Role</b>	<b>Name</b>	<b>Position</b>
Administrator	Valerie Muniz	Director

# Campus Funding Summary

199 PIC 11 - Instructional Services					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
					\$0.00
<b>Sub-Total</b>					\$0.00
<b>Budgeted Fund Source Amount</b>					\$152,848.00
<b>+/- Difference</b>					\$152,848.00
199 PIC 23 - Special Education					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
					\$0.00
<b>Sub-Total</b>					\$0.00
<b>Budgeted Fund Source Amount</b>					\$250.00
<b>+/- Difference</b>					\$250.00
199 PIC 24 - At Risk					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
					\$0.00
<b>Sub-Total</b>					\$0.00
<b>Budgeted Fund Source Amount</b>					\$500.00
<b>+/- Difference</b>					\$500.00
199 PIC 99 - Undistributed					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
					\$0.00
<b>Sub-Total</b>					\$0.00
<b>Budgeted Fund Source Amount</b>					\$56,790.00
<b>+/- Difference</b>					\$56,790.00
<b>Grand Total</b>					\$0.00