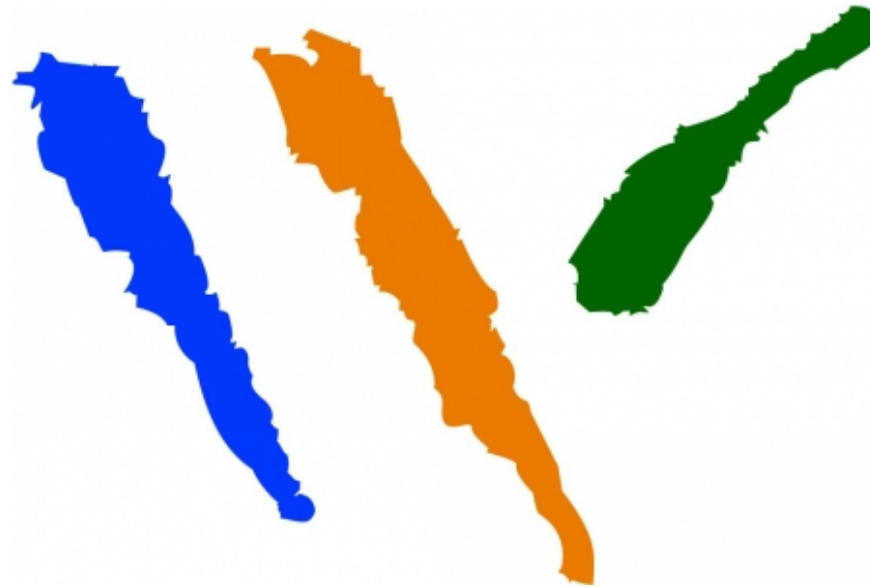


**Spring Branch Independent School District
Westchester Academy For International Studies
2016-2017 Campus Improvement Plan**



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 International Academy (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 an 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

Enrollment by Ethnicity:

American Indian/Alaskan- .11%

Asian 6.84%

Black/African American- 3.95%

Hispanic/Latino- 65.38%

White- 22.33%

2 or more- 1.39%

Free and Reduced Lunch

American Indian/Alaskan- 0%

Asian/Pacific Island 3.21%

Black/African American- 2.24%

Hispanic/Latino- 50.75%

White- 2.24%

2 or more- .43%

GT Participation

21.05% of students involved

ESL Participation

6.94% of students involved

Projected Enrollent 2015-2016

6th 140

7th 140

8th 140

9th 170

10th 160

11th 135

12th 136

Student Achievement

Student Achievement Summary

STAAR DATA

Index 1

Index Score- 89

Reading 622/694

Math 392/430

Writing 100/133

Science 249/270

Social Studies 228/263

% Met Phase-in 1 Level 2 89%

Index 2

Index Score- 38

Reading- 72

Hispanic 70

White 80

ELL 73

Total Points 295/800

Math 405

Hispanic 70

White 101

Asian 100

ELL 48

Total 396/1000

Reading Growth Rate- 72

Hispanic 70

White 80

ELL 73

Total Points 295/800

Math Growth Rate- 77

Hispanic 70

White 101

Asian 100

ELL 48

Total 396/1000

Index 3

Index Score- 47

Westchester Academy Reading Performance Rate- 196/400

Economically Disadvantaged 98

Hispanic 98

Westchester Academy Math Performance Rate- 220/400

Economically Disadvantaged 109

Hispanic 111

Westchester Academy Writing Performance Rate- 139/400

Economically Disadvantaged 69

Hispanic 70

Westchester Academy Social Studies Performance Rate- 184/400

Economically Disadvantaged 91
Hispanic 93

Westchester Academy Science Performance Rate- 208/400

Economically Disadvantaged 102
Hispanic 106

Index 4

Index Score- 64.2

Westchester Academy Meeting Standard

All 58%
African American 59%
Asian 74%
Hispanic 49%
White 81%

OTHER Assessment Data

SAT

Westchester 489 515 480 1484

ACT

Westchester 22.2

91% of students took SAT or ACT

Advanced Placement

Total Students Taking Exams 135

Total Exams Taken 214

IB Exams

Total Students Taking Exams 87

Total Exams Taken 316

Percent in 4 year colleges 77%

Student Achievement Strengths

Middle School

Westchester MS	Subject #	Level 2 P1	%	2015				2014			Gro	
				Level 2 P2	%	Level 2 P3	%	Level 2	RS	Level 3	Level 2	R
Reading STAAR	411	351	85	207	50	114	28	87	63	25	-2	-1
Writing STAAR	137	110	80	61	45	15	11	75	33	6	5	1
Science STAAR	137	118	86	83	61	45	33	86	56	33	0	4
Social Studies STAAR	136	111	82	65	48	27	20	74	37	19	8	1

Student Achievement Needs

High School

WAIS

2014	English I	90.6
2015	English I	87.5
		-3
2014	English II	93.6
2015	English II	88.1
		-5
2014	Algebra	95
2015	Algebra	77.2
		-18
2014	Biology	98.3
2015	Biology	98.7
		0.4
2014	US History	99.2
2015	US History	98.4
		0.8

School Culture and Climate

School Culture and Climate Summary

TRIPOD RESULTS HS

7C Summary

WESTCHESTER ACADEMY HS Level: Secondary Middle Responses: 631

Overall score 57%

Care 56%

"Your success and well-being really matter to me in a serious way."

Challenge 66%

"I insist upon rigor—understanding, not just memorization—and your best effort."

Control 59%

"Our class is orderly, on task and respectful, with learning as our first priority."

Clarify 63%

"I have multiple good explanations; when you are confused I will help you understand."

Captivate 56%

"I make lessons intellectually relevant and stimulating because they are important."

Confer 48%

"You must talk with me to help me understand your ideas and support your learning."

Consolidate 55%

"I summarize lessons and check for understanding to make learning coherent."

TRIPOD RESULTS MS

7C Summary

Overall Score 60%

Care 56%

"Your success and well-being really matter to me in a serious way."

Challenge 72%

"I insist upon rigor—understanding, not just memorization—and your best effort."

Control 55%

"Our class is orderly, on task and respectful, with learning as our first priority."

Clarify 66%

"I have multiple good explanations; when you are confused I will help you understand."

Captivate 61%

"I make lessons intellectually relevant and stimulating because they are important."

Confer 47%

"You must talk with me to help me understand your ideas and support your learning."

Consolidate 62%

"I summarize lessons and check for understanding to make learning coherent."

Staff Quality, Recruitment, and Retention

Staff Quality, Recruitment, and Retention Summary

The Organizational Health Inventory for Secondary Schools (OHIS) was a survey given to faculty members. This year it was administered through Survey Monkey.

HIGH SCHOOL

Campus Health Index: **687**
The district's HI score is: **609**
Above 600 Very High

Middle School

Campus Health Index: 719
The district's HI score is: 617
Above 600 Very High

According to the OHIS, a healthy school is one in which the institutional, administrative, and teacher levels are in harmony; and the school meets functional needs as it successfully copes with disruptive external forces and directs its energies toward its mission. The OHIS measures seven dimensions of a healthy school and those dimensions are used to compute an overall health index that can be used to compare against schools in the sample. Higher scores indicate a healthy school climate while lower scores indicate an unhealthy climate.

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- Campus goals
- Current and/or prior year(s) campus and/or district improvement plans
- Campus and/or district planning and decision making committee(s) meeting data
- State and federal planning requirements

Accountability Data

- Performance Index Framework Data: Index 1 - Student Achievement
- Performance Index Framework Data: Index 2 - Student Progress
- Performance Index Framework Data: Index 3 - Closing Performance Gaps
- Performance Index Framework Data: Index 4 - Postsecondary Readiness
- System Safeguards and Texas Accountability Intervention System (TAIS) data
- Federal Report Card Data

Student Data: Assessments

- State and federally required assessment information (e.g. curriculum, eligibility, format, standards, accommodations, TEA information)
- State of Texas Assessments of Academic Readiness (STAAR) current and longitudinal results, including all versions
- STAAR End-of-Course current and longitudinal results, including all versions
- STAAR Released Test Questions
- STAAR ELL Progress Measure data
- Texas English Language Proficiency Assessment System (TELPAS) results
- Texas Primary Reading Inventory (TPRI), Tejas LEE, or other alternate early reading assessment results
- Texas Success Initiative (TSI) data for postsecondary/college-ready graduates data
- Advanced Placement (AP) and/or International Baccalaureate (IB) assessment data
- SAT and/or ACT assessment data
- PSAT and/or ASPIRE
- Student Success Initiative (SSI) data for Grades 5 and 8
- SSI: Istation Indicators of Progress (ISIP) accelerated reading assessment data for Grades 3-5 (TEA approved statewide license)
- SSI: Think Through Math assessment data for Grades 3-8 and Algebra I (TEA approved statewide license)
- Local diagnostic reading assessment data
- Local diagnostic math assessment data
- Local benchmark or common assessments data
- Student failure and/or retention rates

- Running Records results
- Observation Survey results

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Number of students assigned to each special program, including analysis of academic achievement, race, ethnicity, gender, etc.
- Economically Disadvantaged / Non-economically disadvantaged performance and participation data
- Male / Female performance and participation data
- Special education population, including performance, discipline, attendance, and mobility
- Migrant population, including performance, discipline, attendance, and mobility
- At-Risk population, including performance, discipline, attendance, and mobility
- ELL or LEP data, including academic achievement, support and accommodation needs, race, ethnicity, gender, etc.
- Career and Technical Education (CTE) data, including academic achievement, program growth, race, ethnicity, gender, etc.
- Section 504 data
- Homeless data
- Gifted and talented data
- Dyslexia Data
- Response to Intervention (RtI) student achievement data

Student Data: Behavior and Other Indicators

- Completion rates and/or graduation rates data
- Annual dropout rate data
- Attendance data
- Mobility rate, including longitudinal data
- Discipline records
- Violence and/or violence prevention records
- Tobacco, alcohol, and other drug-use data
- Student surveys and/or other feedback
- Class size averages by grade and subject

Employee Data

- Professional Learning Communities (PLC) data
- Staff surveys and/or other feedback
- Highly qualified staff data
- Campus leadership data
- Campus department and/or faculty meeting discussions and data
- Professional development needs assessment data
- Evaluation(s) of professional development implementation and impact

- PDAS and/or T-TESS

Parent/Community Data

- Parent surveys and/or other feedback
- Parent Involvement Rate
- Community surveys and/or other feedback

Support Systems and Other Data

- Organizational structure data
- Processes and procedures for teaching and learning, including program implementation
- Communications data
- Capacity and resources data
- Budgets/entitlements and expenditures data
- Study of best practices
- Action research results
- Other additional data

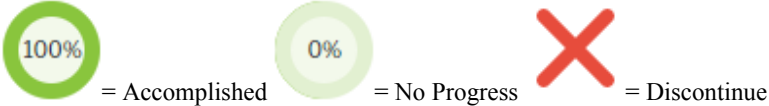
Goals

Goal 1: Staff will continue to work to ensure the postsecondary success of our students and continue to monitor and work to meet the district's T-2-4 Goal, doubling the number of students successfully completing some form of higher education.

Performance Objective 1: 80% of seniors from the graduating class will be enrolled and seated in a chair on the first day of school after their graduation. (Fall 2016)

Evaluation Data Source(s) 1:

Summative Evaluation 1:

Strategy Description	Title I	Staff Responsible	Evidence that Demonstrates Success	Formative Reviews		
				Nov	Jan	Mar
1) Professional Development Targeted on Writing Outcome: Continued Focus on Writing Instruction	1, 2, 3, 4, 5, 8, 9	Instructional Coach Administration				
				Funding Sources: 199 - General Fund - \$0.00		
2) Outcome: 75% of teachers ABYDOS trained to help with alignment and consistency in practice. Actions: Offer professional development opportunities to create consistency in writing instruction.	1, 2, 3, 4, 5, 8, 9	Instructional Coach Administration				
				Funding Sources: 199 - General Fund - \$0.00		
						

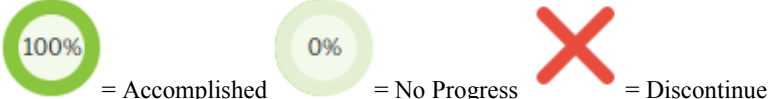
Goal 2: There will be a comprehensive literacy program from 6th-12th grade covering mechanics, genres, styles, format, and pedagogy for all students across all content areas.

Teachers across content areas will become more aware of the art of teaching the writing process by exposure to ABYDOS, ELA Classrooms, Strategy Training, and Peer Observations and various writing workshops. By 2017-2018, 100% of the ELA Faculty will be ABYDOS Writing Trained.

Performance Objective 1: 85% of all Westchester students will score at Level II final STAAR phase on the Writing STAAR for grades 7, 9, and 10.

Evaluation Data Source(s) 1:

Summative Evaluation 1:

Strategy Description	Title I	Staff Responsible	Evidence that Demonstrates Success	Formative Reviews		
				Nov	Jan	Mar
1) Outcome: 75% of teachers ABYDOS trained to help with alignment and consistency in practice. Actions: Offer professional development opportunities to create consistency in writing instruction.	1, 2, 3, 4, 5, 8, 9	District Coaches Instructional Coach Administration Department Chair				
Funding Sources: 199 - General Fund - \$0.00						
						




Goal 2: There will be a comprehensive literacy program from 6th-12th grade covering mechanics, genres, styles, format, and pedagogy for all students across all content areas.

Teachers across content areas will become more aware of the art of teaching the writing process by exposure to ABYDOS, ELA Classrooms, Strategy Training, and Peer Observations and various writing workshops. By 2017-2018, 100% of the ELA Faculty will be ABYDOS Writing Trained.

Performance Objective 2: Students will score at a 5 or higher on IB and 4 or higher AP exams in the Spring of their junior or senior year in areas that involved writing.

Evaluation Data Source(s) 2:

Summative Evaluation 2:

Strategy Description	Title I	Staff Responsible	Evidence that Demonstrates Success	Formative Reviews		
				Nov	Jan	Mar
1) Outcome: Self-awareness of writing ability by all staff. Actions: Administer Self-assessment of writing confidence by all staff.	1, 2, 3, 5, 9	IB Coordinator AP Coordinator Instructional Coach Administration Department Chair				
				Funding Sources: 199 - General Fund - \$0.00		
2) Outcome: Gain confidence of staff in effective teaching of writing. Actions: Begin to assess writing differently and develop rubrics to be used.		IB Coordinator AP Coordinator Instructional Coach Administration Department Chair				
				Funding Sources: 461 - Campus Activity Fund - \$0.00		
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  <p>= Accomplished</p> </div> <div style="text-align: center;">  <p>= No Progress</p> </div> <div style="text-align: center;">  <p>= Discontinue</p> </div> </div>						




Goal 2: There will be a comprehensive literacy program from 6th-12th grade covering mechanics, genres, styles, format, and pedagogy for all students across all content areas.

Teachers across content areas will become more aware of the art of teaching the writing process by exposure to ABYDOS, ELA Classrooms, Strategy Training, and Peer Observations and various writing workshops. By 2017-2018, 100% of the ELA Faculty will be ABYDOS Writing Trained.

Performance Objective 3: Increase average SAT Writing score to 575 average amongst senior class.

Evaluation Data Source(s) 3:

Summative Evaluation 3:

Strategy Description	Title I	Staff Responsible	Evidence that Demonstrates Success	Formative Reviews		
				Nov	Jan	Mar
1) Outcome: Teachers are able to discuss necessary skills for success on SAT writing Actions: A study to understand the essential components for SAT writing	1, 2, 4, 5, 9	SAT/ACT Prep Teacher Counselors Academic Advisors Instructional Coach Administration Department Chair				
Funding Sources: 199 - General Fund - \$0.00						
2) Outcome: Meaningful integration of SAT writing in curriculum Actions: More targeted instruction around writing for the SAT (not exclusive but embedded)- begin looking vertically	1, 2, 3, 4, 5, 9	SAT/ACT Prep Teacher Counselors Academic Advisors Instructional Coach Administration Department Chair				
Funding Sources: 199 - General Fund - \$0.00						
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  <p>= Accomplished</p> </div> <div style="text-align: center;">  <p>= No Progress</p> </div> <div style="text-align: center;">  <p>= Discontinue</p> </div> </div>						




Goal 2: There will be a comprehensive literacy program from 6th-12th grade covering mechanics, genres, styles, format, and pedagogy for all students across all content areas.

Teachers across content areas will become more aware of the art of teaching the writing process by exposure to ABYDOS, ELA Classrooms, Strategy Training, and Peer Observations and various writing workshops. By 2017-2018, 100% of the ELA Faculty will be ABYDOS Writing Trained.

Performance Objective 4: 90% of all Westchester students will score at Level II final STAAR phase on the Reading STAAR for grades 6-10

Evaluation Data Source(s) 4:

Summative Evaluation 4:

Strategy Description	Title I	Staff Responsible	Evidence that Demonstrates Success	Formative Reviews		
				Nov	Jan	Mar
1) Outcome: Analyze data from prior years. Actions: Come up with need in content areas to make literacy a priority.	1, 3, 4, 9	Instructional Coach Administration Department Chair				
Funding Sources: 199 - General Fund - \$0.00						
2) Outcome: Begin training on Running Records by all teachers Action: Begin using data three times a year to develop clear plans of action to accomplish growth.	1, 4, 5, 8, 9	Instructional Coach Administration Department Chair				
Funding Sources: 199 - General Fund - \$0.00						
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  <p>100% = Accomplished</p> </div> <div style="text-align: center;">  <p>0% = No Progress</p> </div> <div style="text-align: center;">  <p>X = Discontinue</p> </div> </div>						




Goal 2: There will be a comprehensive literacy program from 6th-12th grade covering mechanics, genres, styles, format, and pedagogy for all students across all content areas.

Teachers across content areas will become more aware of the art of teaching the writing process by exposure to ABYDOS, ELA Classrooms, Strategy Training, and Peer Observations and various writing workshops. By 2017-2018, 100% of the ELA Faculty will be ABYDOS Writing Trained.

Performance Objective 5: 90% of all Westchester students will score at Level II final STAAR phase on the Science and Social Studies STAAR for grades 8, 9, and 11.

Evaluation Data Source(s) 5:

Summative Evaluation 5:

Strategy Description	Title I	Staff Responsible	Evidence that Demonstrates Success	Formative Reviews		
				Nov	Jan	Mar
1) Outcome: Analyze data from prior years. Actions: Come up with need in content areas to make literacy a priority.	1, 3, 4, 5, 8, 9	Instructional Coach Administration Department Chair				
Funding Sources: 199 - General Fund - \$0.00						
2) Outcome: Begin training on Running Records by all teachers Action: Begin using data three times a year to develop clear plans of action to accomplish growth in content areas.	1, 2, 4, 5, 8, 9	Instructional Coach Administration Department Chair				
Funding Sources: 199 - General Fund - \$0.00						
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  <p>= Accomplished</p> </div> <div style="text-align: center;">  <p>= No Progress</p> </div> <div style="text-align: center;">  <p>= Discontinue</p> </div> </div>						

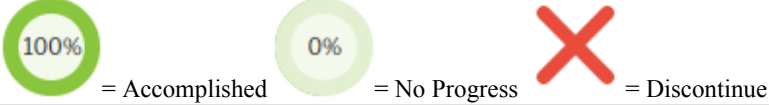
Goal 3: We will build a comprehensive school plan to address the needs of all of our learners through a variety of planning activities and professional development to reach all spectrums of learners at high levels of rigor. This plan will focus around the learner profile of IB striving to engage all learners by attempting to match their needs to the content, and to differentiate content, process and product in response to student readiness, interest and the learner profile.

Teachers across various curriculums will work to understand various differentiation strategies such as small group instruction, workshops, the approaches to learning, and the various components of the learner profile to better understand the impact that differentiation can have on student outcomes. By 2017-2018, 100% of faculty will have attended either AP or IB training.

Performance Objective 1: Using differentiation strategies through the learner profile and approaches to learning, we will see a 5% growth of students from all sub populations growing on campus assessments and STAAR assessments (Index 2).

Evaluation Data Source(s) 1:

Summative Evaluation 1:

Strategy Description	Title I	Staff Responsible	Evidence that Demonstrates Success	Formative Reviews		
				Nov	Jan	Mar
1) Outcome: Awareness of data from Redistep, PSAT, Stanford, SAT Actions: Professional Development on Data Analysis	1, 3, 4, 9	Instructional Coach Administration Department Chair SAT/ACT Teachers Counselors Academic Advisors				
Funding Sources: 199 - General Fund - \$0.00						
2) Outcome: 55% of students performing at College Readiness level on NRT. Actions: Look at current assessments and work to integrate more higher level thinking questions	1, 3, 4, 5, 9	Instructional Coach Administration Department Chair SAT/ACT Teachers Counselors Academic Advisors				
Funding Sources: 199 - General Fund - \$0.00						
						

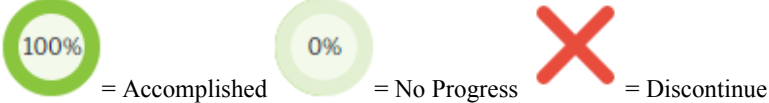
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Teachers across various curriculums will work to understand various differentiation strategies such as small group instruction, workshops, the approaches to learning, and the various components of the learner profile to better understand the impact that differentiation can have on student outcomes. By 2017-2018, 100% of faculty will have attended either AP or IB training.

Performance Objective 2: Using differentiation strategies through the learner profile and approaches to learning, we will see a 5% growth of students from all sub populations growing on the college readiness indicator on all assessments (STAAR and NRTs).

Evaluation Data Source(s) 2:

Summative Evaluation 2:

Strategy Description	Title I	Staff Responsible	Evidence that Demonstrates Success	Formative Reviews		
				Nov	Jan	Mar
1) Outcome: Awareness of data from Redistep, PSAT, Stanford, SAT Actions: Professional Development on Data Analysis	1, 3, 4, 9	Instructional Coach Administration Department Chair Counselors Academic Advisors				
2) Outcome: 55% of students performing at College Readiness level on NRTs. Actions: Look at current assessments and work to integrate more higher level thinking questions	1, 2, 4, 5, 9	Instructional Coach Administration Department Chair Counselors Academic Advisors				
						




Goal 3: We will build a comprehensive school plan to address the needs of all of our learners through a variety of planning activities and professional development to reach all spectrums of learners at high levels of rigor. This plan will focus around the learner profile of IB striving to engage all learners by attempting to match their needs to the content, and to differentiate content, process and product in response to student readiness, interest and the learner profile.

Teachers across various curriculums will work to understand various differentiation strategies such as small group instruction, workshops, the approaches to learning, and the various components of the learner profile to better understand the impact that differentiation can have on student outcomes. By 2017-2018, 100% of faculty will have attended either AP or IB training.

Performance Objective 3: 70% or above in every sub population on Index 2 on STAAR Assessments.

Evaluation Data Source(s) 3:

Summative Evaluation 3:

Strategy Description	Title I	Staff Responsible	Evidence that Demonstrates Success	Formative Reviews		
				Nov	Jan	Mar
1) Outcome: Awareness of sup populations at WAIS in all grade levels. Actions: Data analysis and investigation of best practices for all learners (GT, ESL, At Risk, Low SES)	1, 2, 3, 4, 8, 9, 10	Instructional Coach Administration Department Chair Counselors Team Leaders Specialists				
Funding Sources: 199 - General Fund - \$0.00						
2) Outcome: Begin purposeful planning for various needs of students from different backgrounds at WAIS. Actions: Professional Development on LEP strategies and GT Strategies	1, 2, 3, 4, 5, 9, 10	Instructional Coach Administration Department Chair Counselors Team Leaders Specialists				
 = Accomplished  = No Progress  = Discontinue						

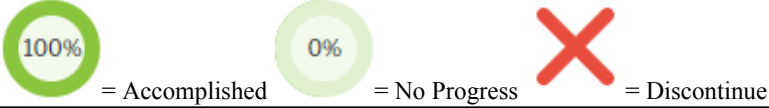
Goal 3: We will build a comprehensive school plan to address the needs of all of our learners through a variety of planning activities and professional development to reach all spectrums of learners at high levels of rigor. This plan will focus around the learner profile of IB striving to engage all learners by attempting to match their needs to the content, and to differentiate content, process and product in response to student readiness, interest and the learner profile.

Teachers across various curriculums will work to understand various differentiation strategies such as small group instruction, workshops, the approaches to learning, and the various components of the learner profile to better understand the impact that differentiation can have on student outcomes. By 2017-2018, 100% of faculty will have attended either AP or IB training.

Performance Objective 4: 590 Average Senior SAT Math Score or PSAT Math Score.

Evaluation Data Source(s) 4:

Summative Evaluation 4:

Strategy Description	Title I	Staff Responsible	Evidence that Demonstrates Success	Formative Reviews		
				Nov	Jan	Mar
1) Outcome: Teachers are able to discuss necessary skills for success on SAT math Actions: A study to understand the essential components for SAT math Study Course Sequence for Math	1, 3, 4, 9	Instructional Coach Administration Department Chair Counselors Academic Advisors SAT/ACT Teachers				
2) Outcome: Meaningful integration of SAT math in curriculum Possible adjustment of course sequence. Actions: More targeted instruction around math for the SAT (not exclusive but embedded)- begin looking vertically Adjust course sequence if necessary.	1, 2, 5, 8, 9	Instructional Coach Administration Department Chair Counselors Academic Advisors SAT/ACT Teachers				
						




Goal 4: Teachers will work to better understand the IB Planning document as it pertains to the IB program in both its implementation and effective execution to guarantee student success. Additionally, they will ensure rigor in all course work by planning well-thought-out lessons at a high level of Bloom's.

The teachers will utilize the unit planner to increase rigor and student engagement within their classroom as well as create a common language amongst faculty and staff regarding the International Baccalaureate Program. By 2017-2018, 100% of faculty will plan using the unit planner with confidence and accuracy.

Performance Objective 1: 95% of students will be involved in 1 or more IB or AP course with Successful Completion.

Evaluation Data Source(s) 1:

Summative Evaluation 1:

Strategy Description	Title I	Staff Responsible	Evidence that Demonstrates Success	Formative Reviews		
				Nov	Jan	Mar
1) Outcome: Understanding of barriers that prevent students from getting involved and successful completion of Advanced coursework. Actions: Analyze current students in Advanced courses and their success.	1, 3, 6, 9, 10	IB Coordinator AP Coordinator Instructional Coach Administration Department Chair				
2) Outcome: 95% of students will be involved and successful in 1 or more Advanced course. Actions: Continue to support students who are in advanced coursework with different needs to ensure rigor, support and success in classes.	1, 3, 6, 9, 10	IB Coordinator AP Coordinator Instructional Coach Administration Department Chair				
 = Accomplished  = No Progress  = Discontinue						

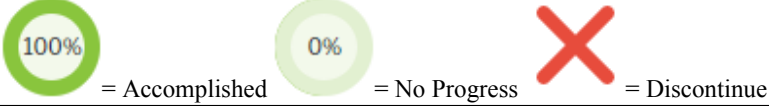
Goal 4: Teachers will work to better understand the IB Planning document as it pertains to the IB program in both its implementation and effective execution to guarantee student success. Additionally, they will ensure rigor in all course work by planning well-thought-out lessons at a high level of Bloom's.

The teachers will utilize the unit planner to increase rigor and student engagement within their classroom as well as create a common language amongst faculty and staff regarding the International Baccalaureate Program. By 2017-2018, 100% of faculty will plan using the unit planner with confidence and accuracy.

Performance Objective 2: 80% of Guthrie students in grade 11/12 will be IBCP students.

Evaluation Data Source(s) 2:

Summative Evaluation 2:

Strategy Description	Title I	Staff Responsible	Evidence that Demonstrates Success	Formative Reviews		
				Nov	Jan	Mar
1) Outcome: Understand barriers and obstacles that might prevent student from enrolling in IBCP. Actions: Analyze Guthrie choices and how many are intentional for career path and how many of them are for enjoyment and electives. Dig deeper into the requirements and benefits of IBCP.	1, 3, 4, 6, 9, 10	IB Coordinator AP Coordinator Instructional Coach Administration Department Chair				
2) Outcome: 20% of Guthrie students in grade 11/12 will be IBCP students. Actions: Work with Guthrie teachers for clarity of IBCP and build a collaboration to help promote to 10th graders the numerous benefits.	1, 3, 4, 6, 9	IB Coordinator AP Coordinator Instructional Coach Administration Department Chair				
						

Goal 5: To remain in compliance with Federal and State law.

Performance Objective 1: To remain in compliance with Federal and State law, the campus will implement the following strategies.

Evaluation Data Source(s) 1: All strategies will be implemented.

Summative Evaluation 1:

Strategy Description	Title I	Staff Responsible	Evidence that Demonstrates Success	Formative Reviews		
				Nov	Jan	Mar
1) Conduct annual program evaluation (CATE, SCE G/T, LEP,) utilizing student performance data derived from special populations for the purpose of program review and revision. (List programs to be evaluated. Include all programs receiving state or federal funds.)						
2) Develop/strengthen/monitor capacity of teachers, grade levels and departments to support measurable growth in reading proficiency as measured by an increase in the percentage of students in "Developing As Expected" and "Advanced Development" categories in the Reading Standards. (Describe your campus program for developing, strengthening, accelerating, and monitoring reading instruction.)						
3) Monitor progress of students failing to meet SSI promotion requirements in the previous academic year and provide remediation via supplemental materials and services. Progress will be recorded on the accelerated instruction plan; interim reports and opportunities to conference will be provided to parents of students so identified. (Provide specific information about the remediation and monitoring of SSI students on your campus.)						

<p>4) TECHNOLOGY - Provide opportunities, inclusive of professional development, to build capacity of teachers, principals, and other staff to integrate technology effectively into (a) challenging curricula and (b) related instructional strategies that are aligned to the Texas Essential Knowledge and Skills (TEKS) and the State of Texas Assessment of Academic Readiness (STAAR). Participate in mentor-mentee grant. Continue to provide support for new teachers through the induction program. Involve staff in recruiting and interviewing highly-qualified applicants. (You may add additional activities if you choose).</p>						
<p>5) Promote parent and community involvement in drug and violence prevention programs/ activities. (Provide specific information about the activities on your campus.)</p>						
<p>6) Provide professional development based on level of expertise and need in the following areas: * Bullying Prevention * Violence/conflict resolution * Recent drug use trends * Resiliency/Developmental Assets * Prevention Curriculum training * No Place for Hate * CSHAC * CARES * SEL * Developmental Assests * TRIBES * Love and Logic (Using this list, select those that apply to your campus and describe how they are implemented.)</p>						




<p>7) SPECIAL EDUCATION - Monitor LRE ratio. Develop campus capacity to support inclusive programming for students with disabilities. Evaluate campus LRE ratio. (Describe what is being done on your campus to promote or increase inclusion.)</p>						
<p>8) SPECIAL EDUCATION - Examine state assessment reports to evaluate progress of students with disabilities relative to ARD committee recommendations and predictions. How accurately did ARD committee recommendations predict and guide student achievement on state assessments? (Describe how you will improve this process on your campus this year.)</p>						
<p>9) SPECIAL EDUCATION - Ensure that Special Education staff, building administrators, and counselors are trained on and adhere to Special Education timelines and compliance requirements. (What is your campus plan and timeline to meet this expectation.)</p>						
<p>10) STATE COMP ED - Provide supplemental At-Risk services/support in the content areas: * Language Arts * Math * Science * Social Studies * LEP Intervention Specialist (Describe how iCoaches and other support staff are being used on your campus to meet this expectation.)</p>						

<p>11) Identify At-Risk students; provide them with supplemental services; and monitor progress (including continual English language development for LEP students) Materials include: manipulatives, literacy materials, STAAR support, bilingual material After-school extended day Summer School Computer assisted instruction includes: Compass, Larsens Math, Fast Math, etc... (Identify the materials appropriate to your campus from the list that can be used to meet this expectation. Describe how and by whom these will be used on your campus.)</p>						
<p>12) Develop, monitor, and evaluate campus volunteer/partnership programs that include: * recruitment * training/support * recognition of volunteers/partnerships (Complete this activity by describing how you will meet this expectation on your campus.)</p>						

<p>13) TITLE II A - Provide professional development to CIT, teachers, and administrators that increases knowledge and skills related to:</p> <ul style="list-style-type: none"> * vertical alignment * instructional strategies to meet the needs of diverse student populations * integration of technology into curricula and instruction for improving teaching, learning, and technology literacy * STAAR testing and the state curriculum standards (TEKS) in the content areas of English/Language Arts, social studies, and/or science, and/or math. * DDI * Dual Language Programs * Problem-Based Learning * Co-Teach Training * Small Group Instruction * This includes opportunities for teachers to be coached, attend sustained training/inservices/ workshops and/or conferences together with structured follow-up. <p>(Using this list of activities, select those that will be implemented on your campus. Delete the other activities. Provide specific information about how you will structure staff development.)</p>						
<p>14) Teachers/Administrators/Staff will develop understanding of the (a) Professional Development Framework and continue participation in professional development in the areas of Teaching and Learning and Leadership for Results; including (b) The Process for Designing and Delivering Effective Instruction through differentiation and technology integration.</p> <p>(Complete this activity by describing how you will meet this expectation on your campus.)</p>						

<p>15) Provide support for new teachers with ongoing mentoring and planning with certified staff. (Complete this activity by describing how you will meet this expectation on your campus.)</p>						
<p>16) Recruit and retain highly-qualified staff, defined through state, No Child Left Behind (NCLB) and local criteria, by highlighting the school and its students on the website and by participating in job fairs. Provide recruitment information on website (Complete this activity by describing how you will meet this expectation on your campus plan.)</p>						
<p>17) The CIT, teachers, administrators, other staff members, and parents will collaborate and coordinate planning efforts and implementation of staff development that will build ties between parents and school. (Complete this activity by describing how you will meet this expectation on your campus.)</p>						
<p>18) PreK and K teachers develop transition strategies. Elementary campuses provide kindergarten orientation at different times and in a variety of settings. This activity for PK and elementary schools only. Other campuses may delete. (Complete this activity by describing how you will increase parent involvement in the kindergarten transition process.)</p>						

<p>19) GIFTED AND TALENTED - Provide opportunities for G/T professional development, based on level of expertise and need, in one of the following areas: a) Nature and needs of G/T students b) Assessing and identifying G/T student needs c) Differentiating Curriculum for G/T students d) Assessing social and emotional needs of G/T students e) Creativity and instructional strategies for G/T students. (Select at least one area of focus from the list and describe how you will implement this on your campus.)</p>						
<p>20) GIFTED AND TALENTED - Implement and evaluate development of differentiated curriculum for meeting needs of gifted students using instructional techniques from gifted and talented education. (Complete this activity by describing how you will meet this expectation on your campus.)</p>						
<p>21) GIFTED AND TALENTED - Conduct annual G/T evaluation by following the districtwide procedures for referral, testing and identification of students. Emphasis on finding and identifying minority G/T students, low SES G/T students, and those students showing great potential but who are difficult to identify as intellectually-gifted. (Conduct an annual G/T parent meeting to develop awareness of the program, identification, and requirements.) Complete this activity by describing how you will meet these expectations on your campus.</p>						

<p>22) COORDINATED SCHOOL HEALTH (CSH) and CIP - Steps to incorporate CSH - 1.Review the School Health Index completed by the C-SHAC 2.Identify focus area(s) for campus 3.Choose focus area(s) to place in this area of Required Elements 4.Recommended indicators for assessing CSH may be chosen from this list of approved indicators that are completed each year: a.District Five Year Goal Campus Survey b.School Health Index c.SEL/40 Developmental Asset Survey</p>						
<p>23) Review and revisit both the Home/School Compact and Parental Involvement Policy. *offer several opportunities for parent input. *develop, with parent input, current school year compact and policy in appropriate language(s) - English/Spanish. *share compact with parents and document. (This activity is completed in the first 9 weeks of school with a meeting held to discuss the compact's and Parent Involvement Policy's importance with the parents. The compact and Parent Involvement Policy are included in the Title I portfolio.)</p>						
<p>24) Increase parent attendance at Title I Annual Meeting to share: *standards and goals *parents' rights' *curriculum *School Report Card *Title I participation *Offer a flexible number of meetings. (The Title I annual meeting will be held during a Parent Coffee to which all parents will be invited. The above topics will be served.)</p>						
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  <p>100% = Accomplished</p> </div> <div style="text-align: center;">  <p>0% = No Progress</p> </div> <div style="text-align: center;">  <p>= Discontinue</p> </div> </div>						

State Compensatory

Personnel for Westchester Academy For International Studies:

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Hasina Romney	Instructional Coach	Whole School	

Campus Funding Summary

199 - General Fund					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1	District Training (ABYDOS)		\$0.00
1	1	2	District Training		\$0.00
2	1	1	ABYYDOS Training Provided by district		\$0.00
2	2	1	IB/AP Training for all teachers teaching an IB or AP/PAP course		\$0.00
2	3	1	SAT/ACT Prep Training		\$0.00
2	3	2			\$0.00
2	4	1	Running Records Training		\$0.00
2	4	2			\$0.00
2	5	1			\$0.00
2	5	2	Follow up training on how to effectively utilize running records.		\$0.00
3	1	1			\$0.00
3	1	2			\$0.00
3	3	1	Data Analysis training and planning time.		\$0.00
Sub-Total					\$0.00
461 - Campus Activity Fund					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
2	2	2			\$0.00
Sub-Total					\$0.00
Grand Total					\$0.00