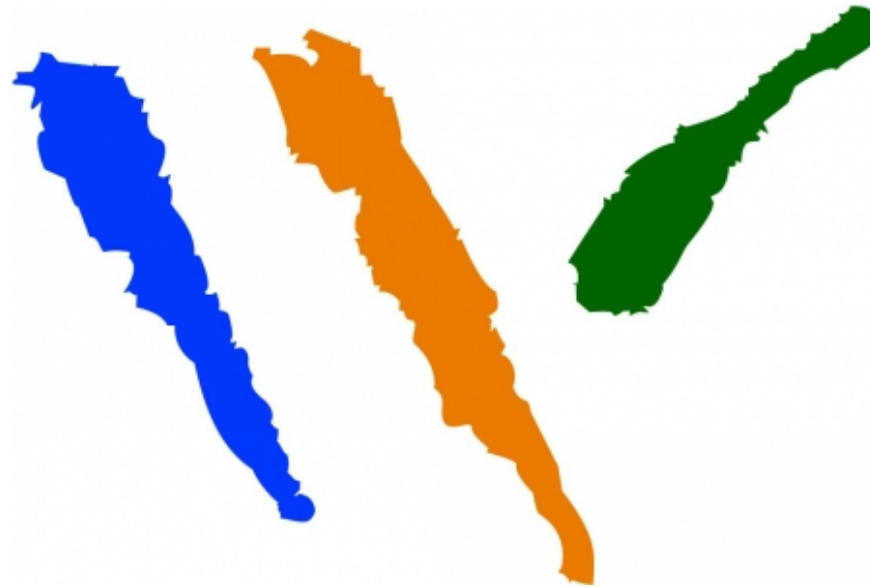


**Spring Branch Independent School District
Westchester Academy For International Studies
2018-2019 Campus Improvement Plan**



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 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

Comprehensive Needs Assessment Data Documentation

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

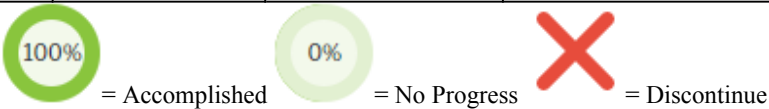
Goals

Goal 1: HS ONLY: In order to achieve T-2-4, graduating students will enroll in their choice of postsecondary education opportunities.

Performance Objective 1: By November 2019, at least 75% of WAIS graduates will have enrolled successfully in a postsecondary option (T, M, 2, 4).

Evaluation Data Source(s) 1: Clearinghouse Report
Baseline data for 2017-18 was 73%

Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Jan	Mar
1) Students in 10th-12th grades will be looped with an advisor for Wildcat Time to establish relationships over the 3 years.	2.4, 2.6	Administrator Counselors	This should provide consistency in teachers and students getting to know one another and be able to form more supporting connections.			
2) Staff will continue to sign up to mentor a Senior after graduation and through November to call, email, or text support.		Administrator Counselor	Seniors will have a WAIS adult who will be able to check in with them through the enrollment process and entry into their T-2-4 plan.			
						

Goal 2: In order to achieve T-2-4, students will consistently meet appropriately ambitious academic growth targets.

Performance Objective 1: MS: By June 2019, at least 60% of WAIS students will meet or exceed growth expectations Reading or Math.

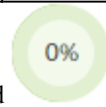
Evaluation Data Source(s) 1: MAP

Summative Evaluation 1: Met Performance Objective

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Jan	Mar
1) LA/SS teachers in grades 6-8 will collaborate over 4 pullout days to vertically align practices around reading/writing.	2.4, 2.5, 2.6	Administrators Grade level Lead Humanities leads	Unified and connected approaches that build on each grade level so that student performance levels in reading and writing improve.			
Funding Sources: 199 PIC 11 - Instructional Services - 1500.00						
Critical Success Factors CSF 1 CSF 2 CSF 7	2.4, 2.5, 2.6	Administrators	Student improvement on Eng I EOC			
2) 9th grade English I teachers will incorporate specific Reading and Writing strategies into small group instruction to target individual student needs. Students will be identified by their 8th gr STAAR/MAP Reading scores.	Funding Sources: 199 PIC 11 - Instructional Services - 160.00					
Critical Success Factors CSF 1 CSF 2 CSF 4 CSF 7	2.4, 2.5, 2.6	Administrators DCs Teachers	Student growth goals met			
3) Teachers of core content areas will use Mastery Connect to assess, monitor, and adjust instruction to meet individual student growth goals.	Funding Sources: 199 PIC 11 - Instructional Services - 10000.00					
Critical Success Factors CSF 1 CSF 2	2.4, 2.5, 2.6	Administration DCs	Increased teacher collective efficacy resulting in increased student performance.			
4) To address PLC Critical Question #2, teachers will regularly and consistently analyze data related to how students are progressing and next learning steps. Achieving this will require professional learning for teachers, supplies and materials, books, and digital and technology resources.	Funding Sources: 199 PIC 11 - Instructional Services - 10000.00					
Critical Success Factors CSF 1 CSF 2 CSF 4	2.4, 2.5, 2.6	Administration Teachers with advisory classes	Personalized learning time with support for all students.			
5) Teachers in grades 9-12 will have a dedicated time once a week during Wildcat Time aimed at Acceleration, Intervention, and Maintenance (AIM).	Funding Sources: 199 PIC 11 - Instructional Services - 10000.00					



= Accomplished



= No Progress






= Discontinue

Goal 3: In order to achieve T-2-4, students will feel connected to their school community as both an individual and a learner.

Performance Objective 1: MS: By June 2019, at least 55% of WAIS MS students will respond favorably on School Belonging and 60% on School Teacher/Student Relationships on the Panorama survey.

Evaluation Data Source(s) 1: Panorama Survey Results

Summative Evaluation 1: Met Performance Objective

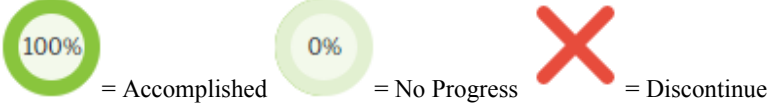
Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Jan	Mar
<p>Critical Success Factors CSF 3 CSF 6</p> <p>1) Build staff cohesiveness across 6-12 through staff development activities held off campus at Camp Allen and use of StrengthsFinder.</p>		Administration	Teacher feeling of connectedness and deeper understanding and commitment to PLCs			
Funding Sources: 199 PIC 99 - Undistributed - 3450.00						
<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: In order to achieve T-2-4, students will feel connected to their school community as both an individual and a learner.

Performance Objective 2: HS: By June 2019, at least 50%% of WAIS HS students will respond favorably on School Belonging and 60% on School Teacher/Student Relationships on the Panorama survey.

Evaluation Data Source(s) 2: Panorama Survey Results

Summative Evaluation 2: Met Performance Objective

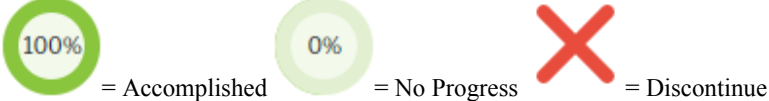
Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Jan	Mar
<p>Critical Success Factors CSF 1 CSF 6</p> <p>1) 9th gr teachers will implement Community Circles as a tool to develop student connectedness. This will be done weekly.</p>	2.5, 2.6	Administration Teacher System of Care Coach	Increased feeling of school connections --student to student and teacher to student as measured by a survey given pre and post circle implementation. The questions will be derived from Panorama questions on connectedness to others.			
						

Goal 4: In order to achieve, T-2-4, students will demonstrate college-ready academic performance.

Performance Objective 1: HS: By June 2019, at least 80% of HS students will perform at post-secondary-ready levels on the SAT (480 verbal & 530 math) and/or ACT (23 or higher; min 19 in English AND math).

Evaluation Data Source(s) 1: SAT / ACT

Summative Evaluation 1:




Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Jan	Mar
Critical Success Factors CSF 6 CSF 7 1) Maintain IB school membership.		Director IB, DP, & CP Coordinators				
	Funding Sources: 199 PIC 11 - Instructional Services - 23000.00					
Critical Success Factors CSF 7 2) Successfully complete the 5 year IB Self-Study and re-evaluation.	2.5	Administration IB, DP, & CP Coordinators	Improved practices as an IB school. Continued approval to remain an IB school.			
	Funding Sources: 199 PIC 99 - Undistributed - 9900.00					
Critical Success Factors CSF 1 CSF 4 3) Students in BIM will have access to working technology to improve the learning environment.	2.4	Administration	Equitable access to computers in the lab where their instruction takes place.			
	Funding Sources: 199 PIC 22 - Career & Technology - 2723.00					
						

Goal 4: In order to achieve, T-2-4, students will demonstrate college-ready academic performance.

Performance Objective 2: MS: By June 2019, at least 70% of MS students will perform at post-secondary-ready levels on the PSAT (390 verbal & 430 math) and/or MAP (66-77th percentile reading, 70-84th percentile math) and/or STAAR (meets grade level).

Evaluation Data Source(s) 2: PSAT / MAP / STAAR

Summative Evaluation 2:

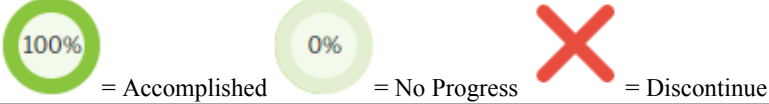
Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Jan	Mar
<p>Critical Success Factors CSF 1 CSF 2 CSF 7</p> <p>1) Teachers newest to WAIS or who need updates will attend IB training.</p>	2.4, 2.5	Administration IB, DP, & CP Coordinators	Teachers will gain deeper understanding of IB approaches to learning.			
Funding Sources: 199 PIC 99 - Undistributed - 7300.00						
<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 5: In order to achieve T-2-4, students will receive equitable opportunities resulting in the closing of existing achievement gaps.

Performance Objective 1: By June 2019, WAIS will close existing achievement gaps by at least 5% [across demographic groups relevant to the campus] while all performance improves.

Evaluation Data Source(s) 1: IXL data in Reading and Math Lab classes

Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Jan	Mar
1) Students in Reading and Math lab classes will be able to practice skills using IXL.	2.4, 2.5, 2.6	Administration Reading & Lath Lab Teacher	Students will show growth in specific skills determined by assessment data and monitored by the teacher.			
	Funding Sources: 199 PIC 24 - At Risk - 500.00, 199 PIC 23 - Special Education - 100.00					
						

Goal 6: To remain in compliance with Federal and State law.

Campus Funding Summary

199 PIC 11 - Instructional Services					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
2	1	1			\$1,500.00
2	1	2	Reading and Writing Strategies Book		\$160.00
2	1	4			\$10,000.00
4	1	1	IB Membership		\$23,000.00
Sub-Total					\$34,660.00
Budgeted Fund Source Amount					\$153,185.00
+/- Difference					\$118,525.00
199 PIC 22 - Career & Technology					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
4	1	3	Desktop computers		\$2,723.00
Sub-Total					\$2,723.00
Budgeted Fund Source Amount					\$2,723.00
+/- Difference					\$0
199 PIC 23 - Special Education					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
5	1	1			\$100.00
Sub-Total					\$100.00
Budgeted Fund Source Amount					\$100.00
+/- Difference					\$0
199 PIC 24 - At Risk					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
5	1	1	Subscription to IXL Reading for 100 students		\$500.00
Sub-Total					\$500.00
Budgeted Fund Source Amount					\$500.00

					+/- Difference	\$0
199 PIC 99 - Undistributed						
Goal	Objective	Strategy	Resources Needed	Account Code	Amount	
3	1	1	Camp Allen & StrengthsFinder		\$3,450.00	
4	1	2	Fees to pay for the site visit		\$9,900.00	
4	2	1	IB Training		\$7,300.00	
					Sub-Total	\$20,650.00
					Budgeted Fund Source Amount	\$48,548.00
					+/- Difference	\$27,898.00
					Grand Total	\$58,633.00