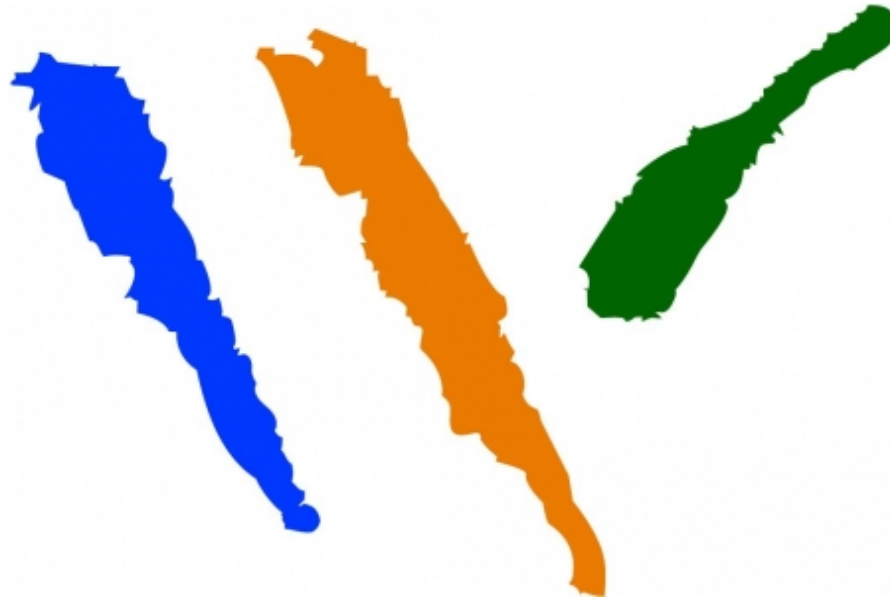


**Spring Branch Independent School District  
Westchester Academy For International Studies  
2019-2020 Campus Improvement Plan**



# Mission Statement

**Strengthening learners to be designers and contributors to a dynamic, intercultural community.**

## Vision

**WAIS graduates will have the ability and confidence to be**

**Critical and creative problem solvers**

**Compassionate communicators**

**Ethical decision makers**

**Globally self-aware**

## Value Statement

### 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.

# Table of Contents

Comprehensive Needs Assessment	5
Priority Problem Statements	6
Comprehensive Needs Assessment Data Documentation	7
Goals	8
Goal 1: In order to achieve T-2-4, students will consistently meet appropriately ambitious academic growth targets.	8
Goal 2: In order to achieve T-2-4, students will feel connected to their school community as both an individual and a learner.	11
Goal 3: In order to achieve, T-2-4, students will demonstrate college-ready academic performance.	13
Goal 4: In order to achieve T-2-4, students will receive equitable opportunities resulting in the closing of existing achievement gaps.	15
Goal 5: To remain in compliance with Federal and State law.	16
Campus Funding Summary	17

# Comprehensive Needs Assessment

# Priority Problem Statements

# Comprehensive Needs Assessment Data Documentation

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

# Goals

## Goal 1: In order to achieve T-2-4, students will consistently meet appropriately ambitious academic growth targets.

**Performance Objective 1:** MS: By June 2020, at least 70% of WAIS students in grades 6-8 will meet or exceed growth expectations Reading or Math.




2018-19: Reading - 59% met CGI; Math - 69% met CGI  
 2017-18: Reading - 47% met CGI; Math - 56 % met CGI

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

**Summative Evaluation 1:** Some progress made toward meeting 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	Adminstrators 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.			
	<b>Funding Sources:</b> 199 PIC 11 - Instructional Services - 1500.00					
2) 7th and 9th grade teams will design and execute 2 PBL units.	2.4, 2.5, 2.6	Administrators	Student depth of knowledge as evidenced in presentations and products.			
3) Teachers of core content areas will use the campus LMS platforms and All in Learning to assess, monitor, and adjust instruction to meet individual student growth goals.	2.4, 2.5, 2.6	Administrators DCs Teachers	Student growth goals met			
4) Teachers will regularly and consistently analyze data related to how students are progressing and next learning steps and utilize Tues & Wed Wildcat times for targeted RtI/E.	2.4, 2.5, 2.6	Administration DCs	Increased teacher collective efficacy resulting in increased student performance.			
	<b>Funding Sources:</b> 199 PIC 11 - Instructional Services - 6000.00					



Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Jan	Mar
<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 1:** In order to achieve T-2-4, students will consistently meet appropriately ambitious academic growth targets.

**Performance Objective 2:** By November 2020, at least 75% of 2020 WAIS graduates will have enrolled successfully in a post-secondary option (T, 2, 4)

Clearinghouse Data Provided by the National Clearing House

Data for 2018-19 -- 74%

Data for 2017-18 -- 73%

**Evaluation Data Source(s) 2:** Clearinghouse Data Provided by the National Clearing House

Data for 2018-19 -- 74%

Data for 2017-18 -- 73%

**Summative Evaluation 2:**

## Goal 2: 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 May 2020, at least 55% of WAIS MS students will respond favorably on School Belonging and 60% on School Teacher/Student Relationships on the Panorama survey.







Middle:

2018-19: School Belonging - 38%; Teacher/Student Relationships- 53%

2017-18: School Belonging -43% ; Teacher/Student Relationships- 49%

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

### Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Jan	Mar
1) Use of Wildcat Time to provide experiences for students through Explorations and Project Wonder that center on Graduate Aims and IB Learner Profile attributes.		Administration	Students will connect with other students in interest based groupings while contributing to service projects and growing research skills.			
<b>Funding Sources:</b> 199 PIC 11 - Instructional Services - 15000.00						
 = Accomplished  = No Progress  = Discontinue						

**Goal 2:** 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 May 2020, at least 50% of WAIS HS students will respond favorably on School Belonging and 60% on School Teacher/Student Relationships on the Panorama survey.

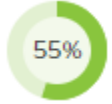

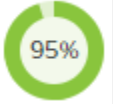



High:

2018-19: School Belonging - 33%; Teacher/Student Relationships- 46%

2017-18: School Belonging -39% ; Teacher/Student Relationships- 46%

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

**Summative Evaluation 2:** Significant progress made toward meeting Performance Objective

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Jan	Mar
1) Use of Wildcat Time to provide experiences for students through Explorations and Project Wonder that center on Graduate Aims and IB Learner Profile attributes.	2.5, 2.6	Administration Teacher	Students will connect with other students in interest based groupings while contributing to service projects and growing research skills.			
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  = Accomplished         </div> <div style="text-align: center;">  = No Progress         </div> <div style="text-align: center;">  = Discontinue         </div> </div>						

### Goal 3: In order to achieve, T-2-4, students will demonstrate college-ready academic performance.

**Performance Objective 1:** HS: By June 2020, at least 55% 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).

2018-19: 50% performed at post-secondary readiness levels on SAT and/or ACT

2017-18: 51% performed at post-secondary readiness levels on SAT and/or ACT

**Evaluation Data Source(s) 1:** As defined SBISD Measures of Success and accessed via Compass

#### Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Jan	Mar
1) Improve practices that result in higher numbers of students successfully taking IB tests in 11th and 12th grades.		Director IB, DP, & CP Coordinators				
	<b>Funding Sources:</b> 199 PIC 11 - Instructional Services - 23000.00					
2) Implement plan to address all areas of the "Matters to be Addressed" from IB.	2.5	Administration IB, DP, & CP Coordinators	Improved practices as an IB school. Continued approval to remain an IB school.			
	<b>Funding Sources:</b> 199 PIC 11 - Instructional Services - 10000.00					
= Accomplished                = No Progress                = Discontinue						

**Goal 3:** In order to achieve, T-2-4, students will demonstrate college-ready academic performance.

**Performance Objective 2:** MS: By June 2020, at least 50% 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).

2018-19: 45% performed at post-secondary readiness levels on MAP and/or STAAR and/or and/or PSAT

2017-18: 40% performed at post-secondary readiness levels on MAP and/or STAAR and/or PSAT

**Evaluation Data Source(s) 2:** As defined SBISD Measures of Success (COMPASS)

**Summative Evaluation 2:**

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Jan	Mar
1) Teachers newest to WAIS or who need updates will attend IB training.	2.4, 2.5	Administration IB, DP, & CP Coordinators	Teachers will gain deeper understanding of IB approaches to learning.			
<b>Funding Sources:</b> 199 PIC 99 - Undistributed - 7300.00						
= Accomplished                = No Progress                = Discontinue						

## Goal 4: 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 2020, WAIS will close existing achievement gaps by at least 5% by students of EL status while all performance improves.

2018-19: English Learners 9%; non-English Learners 51%

2017-18: English Learners 0%; non-English Learners 46%

**Evaluation Data Source(s) 1:** As defined SBISD Measures of Success (COMPASS)

**Summative Evaluation 1:** Some progress made toward meeting Performance Objective

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Jan	Mar
1) Teachers will regularly utilize EL strategies to support learners.			Teachers will be trained on Talk, Read, Talk, Write strategies.  Teachers will communicate Language Objectives written each day.			
<b>Funding Sources:</b> 199 PIC 11 - Instructional Services - 2500.00						
= Accomplished                 = No Progress                 = Discontinue						

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

**Performance Objective 1:** Meet all compliance timelines and reporting requirements.

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

**Summative Evaluation 1:** Some progress made toward meeting Performance Objective



# Campus Funding Summary

199 PIC 11 - Instructional Services					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1			\$1,500.00
1	1	4			\$6,000.00
2	1	1	Materials and supplies for Explorations		\$15,000.00
3	1	1	IB Membership		\$23,000.00
3	1	2	Training		\$10,000.00
4	1	1	Training		\$2,500.00
<b>Sub-Total</b>					\$58,000.00
<b>Budgeted Fund Source Amount</b>					\$111,524.00
<b>+/- Difference</b>					\$53,524.00
199 PIC 22 - Career & Technology					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
					\$0.00
<b>Sub-Total</b>					\$0.00
<b>Budgeted Fund Source Amount</b>					\$4,745.00
<b>+/- Difference</b>					\$4,745.00
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>					\$100.00
<b>+/- Difference</b>					\$100.00

<b>199 PIC 24 - At Risk</b>					
<b>Goal</b>	<b>Objective</b>	<b>Strategy</b>	<b>Resources Needed</b>	<b>Account Code</b>	<b>Amount</b>
					\$0.00
<b>Sub-Total</b>					\$0.00
<b>Budgeted Fund Source Amount</b>					\$78,000.00
<b>+/- Difference</b>					\$78,000.00
<b>199 PIC 99 - Undistributed</b>					
<b>Goal</b>	<b>Objective</b>	<b>Strategy</b>	<b>Resources Needed</b>	<b>Account Code</b>	<b>Amount</b>
3	2	1	IB Training		\$7,300.00
<b>Sub-Total</b>					\$7,300.00
<b>Budgeted Fund Source Amount</b>					\$37,500.00
<b>+/- Difference</b>					\$30,200.00
<b>Grand Total</b>					\$65,300.00