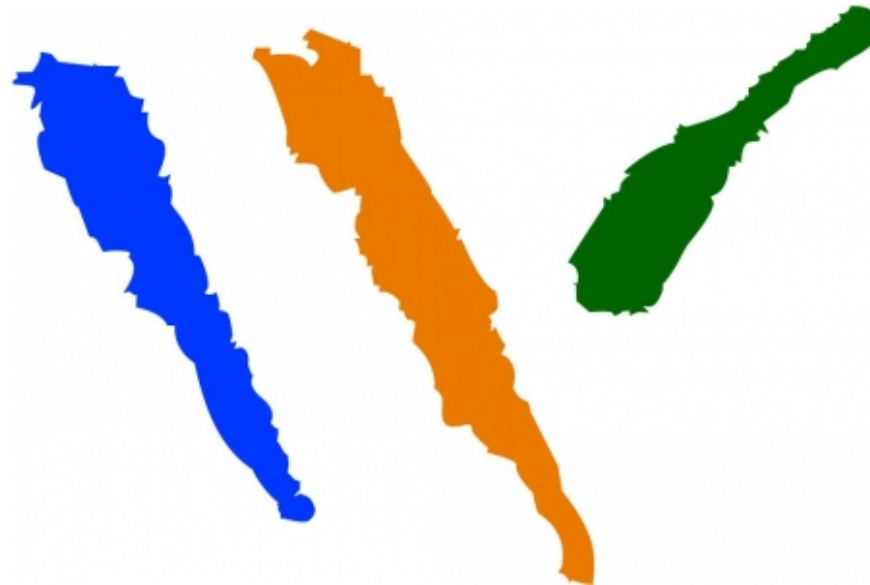


**Spring Branch Independent School District  
Westchester Academy For International Studies  
2023-2024 Campus Improvement Plan**



# 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**

## Core Beliefs

**Every Child:** We put students at the heart of everything we do.

**Collective Greatness:** We, as a community, leverage our individual strengths to reach challenging goals.

**Collaborative Spirit:** We believe in each other and find joy in our work.

**Limitless Curiosity:** We never stop learning and growing.

**Moral Compass:** We are guided by strong character, ethics and integrity.

## Core Characteristics of a T-2-4 Ready Graduate

**Academically Prepared:** Every Child finds joy in learning, has a learner's mindset and is motivated and equipped with the knowledge, skills and competencies to succeed in life.

**Ethical & Service-Minded:** Every Child acts with integrity, is personally responsible for their actions and is a civically-engaged community member.

**Empathetic & Self-Aware:** Every Child appreciates differences, forms secure relationships and cares for their own and others' emotional, mental and physical health.

**Persistent & Adaptable:** Every Child is fueled by their own passions, interests and goals and perseveres with confidence and courage.

**Resourceful Problem-Solver:** Every Child thinks critically and creatively and applies knowledge to find and solve problems.

**Communicator & Collaborator:** Every Child skillfully conveys thoughts, ideas, knowledge and information and is a receptive and responsive listener.

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# Comprehensive Needs Assessment

## Demographics

### Demographics Summary

**Westchester Academy for International Studies** serves students in grades 6-12 within the Spring Branch Independent School District (SBISD).

Enrollment trends showed a decrease of 58 students from the 2020–2021 school year to the 2021–2022 school year. Enrollment increased by 24 students from the 2021-2022 school year to the 2022–2023 school year.

#### Enrollment Trends:

2022-2023: Enrollment – 890

2021-2022: Enrollment – 866

2020-2021: Enrollment – 924

*Source: PEIMS OnDataSuite Fall Dashboard*

The demographic profile of the students at Westchester Academy for International Studies has remained relatively consistent during the past three years. The majority of the students are Hispanic, followed by White. More than half of the students are considered economically disadvantaged. During the 2022-2023 school year, 24.2% of the students were identified as Emergent Bilingual/English Learner (EB/EL); 42.7% At-Risk; 3.3% of students were identified for special education services; and 25.3% were identified for gifted and talented services.

#### Demographic Trends: Race/Ethnicity

2022-2023: African American – 27 (3.0%)

2021-2022: African American – 30 (3.5%)

2020-2021: African American – 29 (3.1%)

2022-2023: American Indian-Alaskan Native – \*

2021-2022: American Indian-Alaskan Native – \*

2020-2021: American Indian-Alaskan Native – \*

2022-2023: Asian – 65 (7.3%)

2021-2022: Asian – 64 (7.4%)

2020-2021: Asian – 70 (7.6%)

2022-2023: Hispanic – 599 (67.3%)

2021-2022: Hispanic – 598 (69.1%)

2020-2021: Hispanic – 645 (70.0%)

2022-2023: Native Hawaiian-Pacific Islander – 0 (0.0%)

2021-2022: Native Hawaiian-Pacific Islander – 0 (0.0%)  
2020-2021: Native Hawaiian-Pacific Islander – 0 (0.0%)

2022-2023: White – 165 (18.5%)  
2021-2022: White – 144 (16.6%)  
2020-2021: White – 157 (17.0%)

2022-2023: Two-or-more – 33 (3.7%)  
2021-2022: Two-or-more – 29 (3.4%)  
2020-2021: Two-or-more – 22 (2.4%)

*Source: PEIMS OnDataSuite Fall Dashboard*  
*\*Fewer than five students not shown*

**Additional Student Information:**

2022-2023: At-Risk – 380 (42.7%)  
2021-2022: At-Risk – 375 (43.3%)  
2020-2021: At-Risk – 386 (41.8%)

2022-2023: Economically Disadvantaged – 505 (56.7%)  
2021-2022: Economically Disadvantaged – 502 (58.0%)  
2020-2021: Economically Disadvantaged – 464 (50.2%)

2022-2023: Emergent Bilingual/English Learner – 215 (24.2%)  
2021-2022: Emergent Bilingual/English Learner – 192 (22.2%)  
2020-2021: Emergent Bilingual/English Learner – 185 (20.0%)

2022-2023: Gifted and Talented – 225 (25.3%)  
2021-2022: Gifted and Talented – 193 (22.3%)  
2020-2021: Gifted and Talented – 197 (21.3%)

2022-2023: Homeless – \*  
2021-2022: Homeless – \*  
2020-2021: Homeless – \*

2022-2023: Immigrant – \*  
2021-2022: Immigrant – \*  
2020-2021: Immigrant – \*

2022-2023: Migrant – 0 (0.0%)  
2021-2022: Migrant – 0 (0.0%)  
2020-2021: Migrant – 0 (0.0%)

2022-2023: Special Education – 29 (3.3%)

2021-2022: Special Education – 28 (3.2%)  
2020-2021: Special Education – 30 (3.3%)

*Source: PEIMS OnDataSuite Fall Dashboard*  
*\*Fewer than five students not shown*

**Attendance Rates:**

2020-2021: 97.5%  
2019-2020: 98.6%

*Source: 2021-2022 Texas Academic Performance Report (TAPR)*

**Chronic Absenteeism:**

2020-2021: 4.9%  
2019-2020: 3.1%

*Source: 2021-2022 Texas Academic Performance Report (TAPR)*

**Demographics Strengths**

Total enrollment and GT numbers have increased in the last year.

Attendance rates are strong.

A slow but increasing total enrollment is being seen.

**Problem Statements Identifying Demographics Needs**

**Problem Statement 1:** Enrollment is still not at pre-COVID levels and could be stronger. **Root Cause:** Students leave after 10th grade and don't complete their 4 years at WAIS.

**Problem Statement 2:** Some students choose to leave WAIS after 10th grade to attend their home zoned campus. **Root Cause:** Some want the comprehensive experience and others don't want to take IB DP courses.

# Student Achievement

## Student Achievement Summary

Westchester Academy for International Studies implements a rigorous curriculum that is aligned to state standards and continuously revised to produce and prepare all students towards T-2-4 district goals. Students will master rigorous academic standards to ensure college and career readiness. We believe campus administrators and teachers are members of the campus' Professional Learning Committees (PLC). PLC in SBISD is an ongoing collaborative team process used to establish a school-wide culture that develops teacher leadership explicitly focused on building and sustaining school improvement efforts.

A top priority in SBISD is literacy. Students receive the opportunity and skill set to experience meaningful literacy experiences that are rigorous and engaging. With their peers, students in SBISD listen, speak, read and write through the content areas with a commitment that they will become lifelong readers and writers. SBISD is driven by standards, focused on strategies, differentiated, and guided by student data. Numeracy is also a top priority in SBISD. Our goal is to provide academic experiences that build confident and creative mathematical thinkers. Students identified for special education (SPED) services or as Emergent Bilingual/English Learner (EB/EL) are also a district focus.

### **Below is a summary of the STAAR Reading passing rates:**

2022: 6th Grade Reading - 90% Approaches; 65% Meets; 45% Masters

2021: 6th Grade Reading - 85% Approaches; 52% Meets; 30% Masters

2022: 7th Grade Reading - 93% Approaches; 79% Meets; 61% Masters

2021: 7th Grade Reading - 82% Approaches; 57% Meets; 30% Masters

2022: 8th Grade Reading - 92% Approaches; 71% Meets; 49% Masters

2021: 8th Grade Reading - 85% Approaches; 63% Meets; 24% Masters

*Source: 2021-2022 Texas Academic Performance Report (TAPR)*

### **Below is a summary of the STAAR Reading passing rates for SPED and EB/EL:**

2022: SPED All Grades Reading - 56% Approaches; 28% Meets; 11% Masters

2021: SPED All Grades Reading - 43% Approaches; 29% Meets; 7% Masters

2022: EB/EL All Grades Reading - 82% Approaches; 55% Meets; 24% Masters

2021: EB/EL All Grades Reading - 75% Approaches; 45% Meets; 17% Masters

*Source: 2021-2022 Texas Academic Performance Report (TAPR)*

### **Below is a summary of the STAAR Mathematics passing rates:**

2022: 6th Grade Mathematics - 92% Approaches; 70% Meets; 41% Masters

2021: 6th Grade Mathematics - 81% Approaches; 51% Meets; 26% Masters

2022: 7th Grade Mathematics - 91% Approaches; 69% Meets; 46% Masters

2021: 7th Grade Mathematics - 87% Approaches; 60% Meets; 31% Masters

2022: 8th Grade Mathematics - 70% Approaches; 14% Meets; 0% Masters

2021: 8th Grade Mathematics - 62% Approaches; 30% Meets; 3% Masters

*Source: 2021-2022 Texas Academic Performance Report (TAPR)*

### **Below is a summary of the STAAR Mathematics passing rates for SPED and EB/EL:**

Westchester Academy For International Studies

Generated by Plan4Learning.com

2022: SPED All Grades Mathematics - 67% Approaches; 20% Meets; 7% Masters  
2021: SPED All Grades Mathematics - 60% Approaches; 20% Meets; 0% Masters

2022: EB/EL All Grades Mathematics - 82% Approaches; 45% Meets; 24% Masters  
2021: EB/EL All Grades Mathematics - 76% Approaches; 40% Meets; 16% Masters  
*Source: 2021-2022 Texas Academic Performance Report (TAPR)*

**Below is a summary of the End of Course (EOC) STAAR passing rates:**

2022: End of Course English I - 85% Approaches; 73% Meets; 18% Masters  
2021: End of Course English I - 93% Approaches; 76% Meets; 21% Masters

2022: End of Course English II - 91% Approaches; 80% Meets; 21% Masters  
2021: End of Course English II - 84% Approaches; 72% Meets; 13% Masters

2022: End of Course Algebra I - 89% Approaches; 53% Meets; 38% Masters  
2021: End of Course Algebra I - 77% Approaches; 38% Meets; 10% Masters

2022: End of Course Biology - 97% Approaches; 81% Meets; 48% Masters  
2021: End of Course Biology - 96% Approaches; 83% Meets; 48% Masters

2022: End of Course U.S. History - 99% Approaches; 85% Meets; 64% Masters  
2021: End of Course U.S. History - 97% Approaches; 80% Meets; 53% Masters  
*Source: 2021-2022 Texas Academic Performance Report (TAPR)*

**Average SAT Scores:**

2021: Evidence-Based Reading and Writing (EBRW) – 536  
2020: Evidence-Based Reading and Writing (EBRW) – 552

2021: Mathematics – 527  
2020: Mathematics – 538

*Source: 2021-2022 Texas Academic Performance Report (TAPR)*

**4-Year Graduation Rate:**

Class of 2021: 99.2%  
Class of 2020: 97.7%

**Career College Military Readiness (CCMR):**

Class of 2021: 70%  
Class of 2020: 79%

*Source: State Accountability Report Domain*

**Student Achievement Strengths**

6th & 7th grade math are relative strengths which speaks a great deal to the level of support students get. WAIS only offers AAC courses to all students. Although students come to WAIS at all levels, some below grade level in math and reading, teachers teach and support to meet students where they are and bring them up to AAC levels. We believe this helps

students perform well on STAAR. SpEd and EB results improved.

Reading and English I & II were highly supported by an expert MCL who was able to lead the ELA department. STAAR scores reflect extensive work to provide teachers with best practices in writing and speaking, specifically, and giving feedback to students.

Biology and US History continue to be strong in HS.

### **Problem Statements Identifying Student Achievement Needs**

**Problem Statement 1:** Math results decreased significantly in 8th grade. **Root Cause:** All students take Alg I in 8th grade. Instructional strategies need improvement to reach students who find the jump to Algebra difficult.

**Problem Statement 2:** SAT scores are not as strong as EOC scores show they could be. **Root Cause:** WAIS does not have an SAT prep class.

# Staff Recruitment and Retention

## Staff Recruitment and Retention Summary

The Talent strategy is to recruit and retain the best employees at Westchester Academy for International Studies to support students. For employees and support personnel, this includes recruitment processes and hiring practices to develop and retain staff to meet the unique needs of each department and/or campus. Increased creativity and flexibility in our staffing, compensation, and benefit plans will help SBISD attract and retain qualified individuals. In order to meet our strategic goals, attract and retain the best talent, we focus our efforts on the following key areas:

- Recruitment and Retention of instructional, non-instructional, paraprofessional, and auxiliary staff
- Onboarding processes
- Staffing and Performance Management
- Competitive Compensation and Benefits
- Benefits Training opportunities

### Teacher by years of experience:

2022-2023: Beginning – 5.2 FTE (8.1%)

2021-2022: Beginning – 0.8 FTE (1.1%)

2020-2021: Beginning – 2.3 FTE (3.3%)

2022-2023: 1-5 Years – 11.0 FTE (17.2%)

2021-2022: 1-5 Years – 16.1 FTE (22.3%)

2020-2021: 1-5 Years – 15.8 FTE (22.5%)

2022-2023: 6-10 Years – 14.7 FTE (23.0%)

2021-2022: 6-10 Years – 17.0 FTE (23.5%)

2020-2021: 6-10 Years – 16.1 FTE (22.9%)

2022-2023: 11-20 Years – 21.1 FTE (33.0%)

2021-2022: 11-20 Years – 25.2 FTE (34.9%)

2020-2021: 11-20 Years – 24.5 FTE (34.9%)

2022-2023: Over 20 Years – 11.9 FTE (18.6%)

2021-2022: Over 20 Years – 13.1 FTE (18.1%)

2020-2021: Over 20 Years – 11.6 FTE (16.5%)

2022-2023: Total – 63.9 FTE (100%)

2021-2022: Total – 72.2 FTE (100%)

2020-2021: Total – 70.3 FTE (100%)

*Source: PEIMS OnDataSuite, Fall Core Teacher Summary Report*

## Staff Recruitment and Retention Strengths

- We offer numerous opportunities to serve diverse student groups

- Students from various cultures learn and work together in academic and social settings
- Student attendance rates are strong

### **Problem Statements Identifying Staff Recruitment and Retention Needs**

**Problem Statement 1:** We have 13 new staff members needing support and encouragement. **Root Cause:** Staff turnover

**Problem Statement 2:** All staff must have current IB training which means tailoring PD and training budget accordingly. **Root Cause:** There are a large number of new to WAIS staff and those needing updates.

# Family and Community Engagement

## Family and Community Engagement Summary

### FAMILY ENGAGEMENT

Westchester Academy for International Studies provides a sustained and strategic focus on educating, engaging and empowering families that are aligned with the SBISD Family E3 framework, focusing on building the capacity of families and staff to work together for student academic success. The Share a Smile Customer Service commitments are embedded into the Family E3 expectations, emphasizing the importance of customer service at our campus. The campus Translation and Interpretation Procedure asserts our commitment to provide families with information they can understand. Families are invited to attend campus and district events. The Family E3 team conducts an annual needs assessment with our campus to determine family engagement strengths and areas of support.

### COMMUNITY ENGAGEMENT

Westchester Academy for International Studies works closely with the SBISD Community Engagement Division to support meaningful, strategic two-way engagement of families, community members, partners, and volunteers. The district traditionally has a large and very committed network of partners and 11,000+ volunteers. During the summer, the Community Engagement team conducts a needs assessment with our campus to determine community engagement strengths and areas of support. We welcome and value volunteers who serve on our campus as mentors and tutors to support student success.

## Family and Community Engagement Strengths

WAIS PTA membership has increased and we have a strong core group of parents that make up a functioning Executive Board as well as a few committees. One of the new projects the PTA endeavored to carry out was the Healthy Minds sessions for parents. They were able to host two sessions that were well attended and they received overwhelming positive feedback.

Donuts with Directors has helped connect parents in face to face sessions with administration and IB coordinators to give campus updates, answer questions, and help grow the overall understanding of what the IB experience is.

The Great WAIS Experience held in January during the height of lottery season and the campus tours we offer twice a week during the lottery has helped prospective parents understand what IB is and how we are different as a choice campus.

## Problem Statements Identifying Family and Community Engagement Needs

**Problem Statement 1:** More parents need to understand the many facets of IB and what students will encounter each year of the 3 programs we offer. **Root Cause:** IB can be difficult to explain in short, brief meetings.

**Problem Statement 2:** There is typically low attendance at events geared for families. **Root Cause:** The assumption of the cause is location of the school in proximity to families on the north side who have limited means or availability to attend.

# Goals

**Goal 1: STUDENT ACHIEVEMENT.** Westchester Academy For International Studies students will master rigorous academic standards to ensure college and career readiness.

**Performance Objective 1: ACHIEVEMENT:** By June 2024, Westchester Academy For International Studies will increase student performance on STAAR Redesign exams in reading and math by at least 3 percentage points in approaches, 3 percentage points in meets, and 3 percentage points in masters.

2022-23: Reading: 97% (approaches), 87% (meets), 48% (masters); Math: 96% (approaches), 67% (meets), 35% (masters) Baseline Year

**Evaluation Data Sources:** 2023 Texas Academic Performance Report (TAPR)

## Strategy 1 Details

**Strategy 1:** Continue to provide support and training during PLCs for teachers to use formative and summative data to inform planning for all levels of instructional groupings.

**Strategy's Expected Result/Impact:** Students will get instruction, intervention, and enrichment at the appropriate levels within small groups during class, advisory RtI, and after school tutorials.

**Staff Responsible for Monitoring:** Administrators, MCL, Inst. Spec, IB facilitator

**Funding Sources:** - 199 PIC 11 - Instructional Services - \$75,000

## Strategy 2 Details

**Strategy 2:** MCL, Instructional Specialist, and IB Facilitator will conduct guided learning walks once each grading period during PLCs.

**Strategy's Expected Result/Impact:** Teachers can observe and learn from each other's best practices.

**Staff Responsible for Monitoring:** Admin, MCL, Instructional Spec, and IB Facilitator.

**TEA Priorities:**

Recruit, support, retain teachers and principals

**- ESF Levers:**

Lever 5: Effective Instruction

**Goal 1: STUDENT ACHIEVEMENT.** Westchester Academy For International Studies students will master rigorous academic standards to ensure college and career readiness.

**Performance Objective 2: STUDENT GROWTH:** Westchester Academy For International Studies will increase the percentage of students demonstrating STAAR Redesigned academic growth in reading and math by 5 percentage points or  $\geq$  to 85%.

2022-23: School Progress-Annual Growth /Accelerated Learning: 84%/72% (Reading); 75%/84% (Math) Baseline Year

**Evaluation Data Sources:** 2023 TAPR

| Strategy 1 Details   |
|--|
| <p><b>Strategy 1:</b> Continue the support and training of teachers during PLCs in the use of strategies that incorporate STAAR redesign questions and writing types (ECR/SCR) in assignments.</p> <p><b>Strategy's Expected Result/Impact:</b> Routine exposure to question types and calibration of scoring open ended and writing responses in daily assignments will provide ongoing practice for students, making STAAR responses more familiar.</p> <p><b>Staff Responsible for Monitoring:</b> Admin, MCL, Instructional Spec, IB Facilitator</p> <p><b>ESF Levers:</b><br/>Lever 4: High-Quality Instructional Materials and Assessments</p> |
| Strategy 2 Details   |
| <p><b>Strategy 2:</b> After each PSA, teachers will collaborate during PLC in data review. They will identify 3 strengths and 3 areas of need to develop targeted small group lessons. Students at risk or who perform at approaches level or below will be scheduled into intervention during Wildcat Time to provide small group instruction and supported practice.</p> <p><b>Strategy's Expected Result/Impact:</b> Increase in student performance on reading and math assignments and STAAR.</p> <p><b>Staff Responsible for Monitoring:</b> MCL, Instructional Spec, IB Facilitator</p>   |

**Goal 1: STUDENT ACHIEVEMENT.** Westchester Academy For International Studies students will master rigorous academic standards to ensure college and career readiness.

**Performance Objective 3: CLOSING THE GAPS:** By June 2024, Westchester Academy For International Studies will increase the percentage of academic achievement indicators met or exceed interim targets in the redesigned closing the gaps domain by 6 component points.

2022-23: 28 of 32 Academic Targets Met; 87.5% Component Points (Baseline Year)

**Evaluation Data Sources:** 2023 Federal Identification of Schools

|   |
|---|
| <b>Strategy 1 Details</b>   |
| <b>Strategy 1:</b> 3 of 5 weekly Wildcat Time sessions will be designated time for RTI with curated groups of students based on need.   |
| <b>Strategy 2 Details</b>   |
| <b>Strategy 2:</b> WAIS will measure student progress through common formative assessments.<br><b>Strategy's Expected Result/Impact:</b> Increased student performance at meets and masters on EOC and STAAR.<br><b>Staff Responsible for Monitoring:</b> Instructional Leadership Team and classroom teachers.   |
| <b>Strategy 3 Details</b>   |
| <b>Strategy 3:</b> Student grades will be monitored at the end of each grading period and those with failing grades after the 1st semester will have a 1:1 meeting to put a Student Support Plan in action.<br><b>Strategy's Expected Result/Impact:</b> Monitoring and support for students who are most at risk for not earning credits and prevention of failure for the year.<br><b>Staff Responsible for Monitoring:</b> Teachers, Admin, Counselors<br><br><b>ESF Levers:</b><br>Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction |

**Goal 1: STUDENT ACHIEVEMENT.** Westchester Academy For International Studies students will master rigorous academic standards to ensure college and career readiness.

**Performance Objective 4: ENGLISH LANGUAGE ACQUISITION PROGRESS:** By June 2024, the rate of Emergent Bilingual/English Learners increasing at least one composite score level on the new TELPAS will meet or exceed the expected growth target for English Language Proficiency Status.

2022-23: New TELPAS Progress Rate 63% (Baseline Year)

**Evaluation Data Sources:** 2023 Federal Identification of Schools

| Strategy 1 Details  |
|---|
| <p><b>Strategy 1:</b> Train teachers on the implementation of Talk Read, Talk Write in all core content areas.</p> <p><b>Strategy's Expected Result/Impact:</b> EB students will increase by at least one TELPAS level.</p> <p><b>Staff Responsible for Monitoring:</b> Instructional Leadership Team and classroom teachers.</p> |

**Goal 1: STUDENT ACHIEVEMENT.** Westchester Academy For International Studies students will master rigorous academic standards to ensure college and career readiness.

**Performance Objective 5: COLLEGE AND CAREER READINESS BENCHMARK:** By June 2024, Westchester Academy For International Studies will increase the percentage of students who meet the college and career readiness benchmarks on the PSAT 8/9 by 2 percentage points in Evidence-based reading and writing (ERW) and 2 percentage points in mathematics.

2022-23: 66% Met ERW; 62% Met Mathematics; 51% Met Both

**Evaluation Data Sources:** PSAT 8/9 (Grade 8)

| Strategy 1 Details  |
|---|
| <p><b>Strategy 1:</b> Explain the importance and structure of the PSAT to 8th and 9th graders prior to the exam.<br/><b>Strategy's Expected Result/Impact:</b> Increased scores on PSAT and potential opportunities for scholarships and grants.<br/><b>Staff Responsible for Monitoring:</b> Counselors and ILT</p>  |
| Strategy 2 Details  |
| <p><b>Strategy 2:</b> All 8th and 9th grade students will create a College Board account and learn how to navigate the features designed to support them in preparing for the exams.<br/><b>Strategy's Expected Result/Impact:</b> Students will be able to utilize the customized resources available through College Board and move towards their college and career goals.<br/><b>Staff Responsible for Monitoring:</b> Counselors and ILT</p> |

**Goal 1: STUDENT ACHIEVEMENT.** Westchester Academy For International Studies students will master rigorous academic standards to ensure college and career readiness.

**Performance Objective 6: ADVANCED COURSES:** Increase the number of students completing advanced courses.

Spring 2023: 395 students completed one or more advanced courses

Spring 2022: 391 students completed one or more advanced courses

**Evaluation Data Sources:** Skyward course data (AAC and AP courses in middle school)

| Strategy 1 Details  |
|---|
| <p><b>Strategy 1:</b> Continue the practice of only offering AAC classes in 6-10th grades and IB courses in 11-12.</p> <p><b>Strategy's Expected Result/Impact:</b> All students will be enrolled in advanced courses.</p> <p><b>Staff Responsible for Monitoring:</b> Counselors, Admin</p> <p><b>ESF Levers:</b><br/>Lever 5: Effective Instruction</p> |

**Goal 1: STUDENT ACHIEVEMENT.** Westchester Academy For International Studies students will master rigorous academic standards to ensure college and career readiness.

**Performance Objective 7: COLLEGE, CAREER, MILITARY READINESS (CCMR):** By June 2024, Westchester Academy For International Studies will increase the % of graduates achieving College, Career, Military Readiness status by at least 10 percentage points.

Class of 2022: 80% of graduates met CCMR indicator  
Class of 2021: 70% of graduates met CCMR indicator  
Class of 2020: 79% of graduates met CCMR indicator

**Evaluation Data Sources:** 2023 TAPR

**Strategy 1 Details**

**Strategy 1:** All 10th & 11th grade students who did not meet PSAT indicators for CCMR will take the TSIA in the spring. Seniors who have not yet met CCMR will begin College Bridge in late fall and be supported by English and Math teachers either during class, advisory, or tutorials.

**Strategy's Expected Result/Impact:** Students will have multiple opportunities as early as possible to earn CCMR credit.

**Staff Responsible for Monitoring:** ILT, Counselors

**TEA Priorities:**

Connect high school to career and college

**- ESF Levers:**

Lever 5: Effective Instruction

**Goal 1: STUDENT ACHIEVEMENT.** Westchester Academy For International Studies students will master rigorous academic standards to ensure college and career readiness.

**Performance Objective 8: GRADUATION:** Increase the graduation rates of 4-year, 5-year, and 6-year cohorts by 2 percentage points or  $\geq 98\%$ .

Class of 2022: 4-year rate = 98.0%; 5-year rate = 99.2% (C/O 2021); 6-year rate = 100.0% (C/O 2020)

Class of 2021: 4-year rate = 99.2%; 5-year rate = 100.0% (C/O 2020); 6-year rate = 100.0% (C/O 2019)

Class of 2020: 4-year rate = 97.7%; 5-year rate = 100.0% (C/O 2019); 6-year rate = 99.4% (C/O 2018)

**Evaluation Data Sources:** 2023 TAPR

| Strategy 1 Details   |
|--|
| <p><b>Strategy 1:</b> Counselors and teachers will maintain the close tracking of students through course selection, credits earned, and advising on pathways desired for post-secondary success.</p> <p><b>Strategy's Expected Result/Impact:</b> Graduation rates will remain at 99-100%.</p> <p><b>Staff Responsible for Monitoring:</b> Admin, Counselors</p> <p><b>ESF Levers:</b><br/>Lever 5: Effective Instruction</p> |

**Goal 1: STUDENT ACHIEVEMENT.** Westchester Academy For International Studies students will master rigorous academic standards to ensure college and career readiness.

**Performance Objective 9: POST-SECONDARY ENROLLMENT:** For the graduating class, 76% of WAIS graduates will have enrolled successfully in a post-secondary option (T-2-4).

Class of 2022: 74% enrolled in fall following graduation

Class of 2021: 67% enrolled in fall following graduation

Class of 2020: 62% enrolled in fall following graduation

**Evaluation Data Sources:** National Student Clearinghouse (available November/December following graduation)

| Strategy 1 Details   |
|--|
| <p><b>Strategy 1:</b> All seniors will have a post-secondary plan and will complete the FAFSA or TAFSA and complete the Common App and/or Apply Texas. This will be done in workshops with counselors during advisory.</p> <p><b>Strategy's Expected Result/Impact:</b> Students will have increased opportunity to actually enroll since these two steps will be completed.</p> <p><b>Staff Responsible for Monitoring:</b> Counselor</p> |

**Goal 2: STUDENT SUPPORT.** Westchester Academy For International Studies students will benefit from multi-tiered systems of support.

**Performance Objective 1: CORE CHARACTERISTICS OF A T-2-4 READY GRADUATE:** By June 2024, Westchester Academy For International Studies will implement at least three strategies that advance the focus on Core Characteristics for every child.

**Evaluation Data Sources:** Campus calendar and newsletters

| Strategy 1 Details   |
|--|
| <p><b>Strategy 1:</b> Morning announcements will include quotes, inspirational messages, or examples of the Core Characteristics and IB Learner Profile.</p> <p><b>Strategy's Expected Result/Impact:</b> Increased exposure on a daily basis to the characteristics.</p> <p><b>Staff Responsible for Monitoring:</b> Admin</p> <p><b>ESF Levers:</b><br/>Lever 3: Positive School Culture</p> |

**Goal 2: STUDENT SUPPORT.** Westchester Academy For International Studies students will benefit from multi-tiered systems of support.

**Performance Objective 2: INTERVENTIONS:** By June 2024, Westchester Academy For International Studies will implement TIER interventions with students identified as needing academic or behavioral supports.

**Evaluation Data Sources:** Multiple measures

| Strategy 1 Details  |
|---|
| <p><b>Strategy 1:</b> Teachers will continue to refine their tiered groupings through data reviews during PLCs and plan for targeted interventions supported both in class and during RtI (Wed-Fri).</p> <p><b>Strategy's Expected Result/Impact:</b> Support at tiers I &amp; II for all students as required.</p> <p><b>Staff Responsible for Monitoring:</b> Teachers, MCL, Instructional Spec, IB facilitator</p> <p><b>ESF Levers:</b><br/>Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> |

**Goal 2: STUDENT SUPPORT.** Westchester Academy For International Studies students will benefit from multi-tiered systems of support.

**Performance Objective 3: POST-SECONDARY PLANNING:** Westchester Academy For International Studies students will engage in activities that will prepare them to meet graduation requirements and pursue a viable post-secondary outcome.

**Evaluation Data Sources:** 4-Year Plan, Endorsement Selection Form

| Strategy 1 Details   |
|--|
| <p><b>Strategy 1:</b> All 8th and 9th grade students will have a 4 year plan completed.</p> <p><b>Strategy's Expected Result/Impact:</b> Students will be able to select courses appropriate to their goals.</p> <p><b>Staff Responsible for Monitoring:</b> Counselors</p>  |
| Strategy 2 Details   |
| <p><b>Strategy 2:</b> Students in 10th grade will complete the Personal Project successfully with scaffolded activities such as project pitches to panels of adults with feedback, benchmark due dates, and completed paper with a score of 3 or higher.</p> <p><b>Strategy's Expected Result/Impact:</b> Students will be more adept at public speaking and completing a long term project with a well written paper.</p> <p><b>Staff Responsible for Monitoring:</b> Eng II Teachers, MCL, IB Facilitator</p> <p><b>ESF Levers:</b><br/>Lever 5: Effective Instruction</p>   |
| Strategy 3 Details   |
| <p><b>Strategy 3:</b> Students in the IB DP will successfully complete the Internal Assessment and Extended Essay paper in 11th and 12th grade and register to take all 6 IB exams. All students in 12th grade IB courses will take at least 1 IB exam and score a 4 or higher.</p> <p><b>Strategy's Expected Result/Impact:</b> Students earn college credit and be prepared for the rigor of a college level course.</p> <p><b>Staff Responsible for Monitoring:</b> Teachers, IB Facilitator, Admin</p> <p><b>ESF Levers:</b><br/>Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> |

**Goal 2: STUDENT SUPPORT.** Westchester Academy For International Studies students will benefit from multi-tiered systems of support.

**Performance Objective 4: STUDENT ATTENDANCE:** By June 2024, student attendance at Westchester Academy For International Studies will increase or will be 98%.

**Evaluation Data Sources:** Skyward data and TAPR

| Strategy 1 Details  |
|---|
| <p><b>Strategy 1:</b> Parents of students with excessive or questionable absences will be contacted personally by the ADA, CIS, or Admin to support the student returning to school regularly.</p> <p><b>Strategy's Expected Result/Impact:</b> Improved attendance through personal outreach.</p> <p><b>ESF Levers:</b><br/>Lever 3: Positive School Culture</p> |

**Goal 2: STUDENT SUPPORT.** Westchester Academy For International Studies students will benefit from multi-tiered systems of support.

**Performance Objective 5: DROPOUT PREVENTION:** By June 2024, Westchester Academy For International Studies will increase the number of students on track to graduate with their cohort.

**Evaluation Data Sources:** Skyward data

| Strategy 1 Details   |
|--|
| <p><b>Strategy 1:</b> Students requiring recovery of credits will be identified early for referral to AOC and supported when they return to complete their courses for graduation.</p> <p><b>Strategy's Expected Result/Impact:</b> Return a student to be on track for graduation and prevent them from leaving WAIS for another school or dropping out.</p> <p><b>Staff Responsible for Monitoring:</b> Counselors, Admin</p> <p><b>ESF Levers:</b><br/>Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture</p> |

**Goal 3: SAFE SCHOOLS.** Westchester Academy For International Studies will ensure a safe and secure learning environment.

**Performance Objective 1: SAFE SCHOOL ENVIRONMENT:** Align academic, behavior, and discipline systems to support a safe campus culture and maximize student learning.

**Evaluation Data Sources:** Discipline Data Dashboard, Review effectiveness of Behavior Intervention Plans

| <b>Strategy 1 Details</b>   |
|---|
| <p><b>Strategy 1:</b> Administrators will hold quarterly behavior assemblies to improve awareness of the code of conduct and address any trending behavior.</p> <p><b>Strategy's Expected Result/Impact:</b> Code of conduct infractions will decrease</p> <p><b>Staff Responsible for Monitoring:</b> Administrators</p>   |
| <b>Strategy 2 Details</b>   |
| <p><b>Strategy 2:</b> Administrators and counselors will attend at least one PLC/month to provide teachers an opportunity to discuss any behavioral or disciplinary concerns.</p> <p><b>Strategy's Expected Result/Impact:</b> Behaviors that negatively impact the learning environment will decrease.</p> <p><b>Staff Responsible for Monitoring:</b> Principal, AP's, counselors</p> |

**Goal 3: SAFE SCHOOLS.** Westchester Academy For International Studies will ensure a safe and secure learning environment.

**Performance Objective 2: SAFETY COMMITTEE:** Strengthen school safety by establishing and conducting Campus Safety Committee reviews throughout the school year.

**Evaluation Data Sources:** Campus Safety Committee roster and calendar

| <b>Strategy 1 Details</b>  |
|--|
| <p><b>Strategy 1:</b> CAMPUS SAFETY COMMITTEE: Establish Campus Safety Committees composed of a cross section of stake holders to look at matters related to campus safety.</p> <p><b>Strategy's Expected Result/Impact:</b> Each Campus principal will recruit a safety team and provide a roster. Each campus team will meet three times per year so that all campuses will be able to refine safety practices.</p> <p><b>Staff Responsible for Monitoring:</b> Administrators</p> |
| <b>Strategy 2 Details</b>  |
| <p><b>Strategy 2:</b> Participate in campus safety audits.</p> <p><b>Strategy's Expected Result/Impact:</b> Campus will develop action plans to address any deficiencies as a result of safety audits.</p> <p><b>Staff Responsible for Monitoring:</b> Administrators<br/>Safety Committee</p>   |

**Goal 3: SAFE SCHOOLS.** Westchester Academy For International Studies will ensure a safe and secure learning environment.

**Performance Objective 3: EMERGENCY OPERATIONS:** Maintain Campus Emergency Operations Procedures that comply with SB 11, and include Standard Operating Procedures.

**Evaluation Data Sources:** Campus emergency operation procedures documents

| <b>Strategy 1 Details</b>   |
|---|
| <p><b>Strategy 1: EMERGENCY OPERATIONS PROCEDURES:</b> Campus EOP will align to the best practices from the Texas School Safe Center and the Standard Operating Procedures.</p> <p><b>Strategy's Expected Result/Impact:</b> Campus EOP turned in and filed by September 1st.</p> <p><b>Staff Responsible for Monitoring:</b> Administrators</p>  |
| <b>Strategy 2 Details</b>   |
| <p><b>Strategy 2: EMERGENCY OPERATIONS PROCEDURES:</b> Update campus EOPs annually and train staff at the start of each school year.</p> <p><b>Strategy's Expected Result/Impact:</b> Campus procedures maintained in campus EOP. Staff training documents maintained. EOP submitted by September 1st.</p> <p><b>Staff Responsible for Monitoring:</b> Administrators<br/>Safety Committees</p> |

**Goal 4: FISCAL RESPONSIBILITY.** Westchester Academy For International Studies will ensure efficient and effective fiscal management of resources and operations.

**Performance Objective 1: FINANCIAL MANAGEMENT:** Maintain high quality financial management practices.

**Evaluation Data Sources:** Year-To-Date (YTD) Budget Reports (monthly, quarterly, annually)

| Strategy 1 Details  |
|---|
| <p><b>Strategy 1:</b> Conduct frequent budget meetings with Administrative Assistant to review and manage money.</p> <p><b>Strategy's Expected Result/Impact:</b> Error free records.<br/>Documentation of purchases and orders.</p> <p><b>Staff Responsible for Monitoring:</b> Principal<br/>Administrative Assistant</p> |

# Campus Funding Summary

| 199 PIC 11 - Instructional Services |           |          |                  |              |              |
|-------------------------------------|-----------|----------|------------------|--------------|--------------|
| Goal                                | Objective | Strategy | Resources Needed | Account Code | Amount       |
| 1                                   | 1         | 1        |                  |              | \$75,000.00  |
| <b>Sub-Total</b>                    |           |          |                  |              | \$75,000.00  |
| <b>Budgeted Fund Source Amount</b>  |           |          |                  |              | \$95,156.00  |
| <b>+/- Difference</b>               |           |          |                  |              | \$20,156.00  |
| 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>  |           |          |                  |              | \$6,800.00   |
| <b>+/- Difference</b>               |           |          |                  |              | \$6,800.00   |
| 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>  |           |          |                  |              | \$62,625.00  |
| <b>+/- Difference</b>               |           |          |                  |              | \$62,625.00  |
| 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>  |           |          |                  |              | \$43,760.00  |
| <b>+/- Difference</b>               |           |          |                  |              | \$43,760.00  |
| <b>Grand Total Budgeted</b>         |           |          |                  |              | \$208,341.00 |
| <b>Grand Total Spent</b>            |           |          |                  |              | \$75,000.00  |
| <b>+/- Difference</b>               |           |          |                  |              | \$133,341.00 |