

Spring Branch Independent School District
Westchester Academy For International Studies
2024-2025



Westchester Academy
for international studies

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 26 students from the 2022–2023 school year to the 2023–2024 school year.

Enrollment Trends:

2023-2024: Enrollment – 864

2022-2023: Enrollment – 890

2021-2022: Enrollment – 866

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 2023-2024 school year, 25.7% of the students were identified as Emergent Bilingual/English Learner (EB/EL); 42.1% At-Risk; 4.4% of students were identified for special education services; and 28.2% were identified for gifted and talented services.

Demographic Trends: Race/Ethnicity

2023-2024: African American – 22 (2.6%)

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

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

2023-2024: American Indian-Alaskan Native – *

2022-2023: American Indian-Alaskan Native – *

2021-2022: American Indian-Alaskan Native – *

2023-2024: Asian – 59 (6.8%)

2022-2023: Asian – 65 (7.3%)

2021-2022: Asian – 64 (7.4%)

2023-2024: Hispanic – 579 (67.0%)

2022-2023: Hispanic – 599 (67.3%)

2021-2022: Hispanic – 598 (69.1%)

2023-2024: Native Hawaiian-Pacific Islander – 0 (0.0%)

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

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

2023-2024: White – 165 (19.1%)
2022-2023: White – 165 (18.5%)
2021-2022: White – 144 (16.6%)

2023-2024: Two-or-more – 38 (4.4%)
2022-2023: Two-or-more – 33 (3.7%)
2021-2022: Two-or-more – 29 (3.4%)

Source: PEIMS OnDataSuite Fall Dashboard

**Fewer than five students not shown*

Additional Student Information:

2023-2024: At-Risk – 364 (42.1%)
2022-2023: At-Risk – 380 (42.7%)
2021-2022: At-Risk – 375 (43.3%)

2023-2024: Economically Disadvantaged – 466 (53.9%)
2022-2023: Economically Disadvantaged – 505 (56.7%)
2021-2022: Economically Disadvantaged – 502 (58.0%)

2023-2024: Emergent Bilingual/English Learner – 222 (25.7%)
2022-2023: Emergent Bilingual/English Learner – 215 (24.2%)
2021-2022: Emergent Bilingual/English Learner – 192 (22.2%)

2023-2024: Gifted and Talented – 244 (28.2%)
2022-2023: Gifted and Talented – 225 (25.3%)
2021-2022: Gifted and Talented – 193 (22.3%)

2023-2024: Homeless – *
2022-2023: Homeless – *
2021-2022: Homeless – *

2023-2024: Immigrant – 7 (0.8%)
2022-2023: Immigrant – *
2021-2022: Immigrant – *

2023-2024: Migrant – 0 (0.0%)
2022-2023: Migrant – 0 (0.0%)
2021-2022: Migrant – 0 (0.0%)

2023-2024: Special Education – 38 (4.4%)
2022-2023: Special Education – 29 (3.3%)
2021-2022: Special Education – 28 (3.2%)

Source: PEIMS OnDataSuite Fall Dashboard

*Fewer than five students not shown

Attendance Rates:

2021-2022: 95.8%

2020-2021: 97.5%

2019-2020: 98.6%

Source: Texas Academic Performance Report (TAPR)

Chronic Absenteeism:

2021-2022: 8.3%

2020-2021: 4.9%

2019-2020: 3.1%

Source: Texas Academic Performance Report (TAPR)

Demographics Strengths

- Demographics have remained fairly steady over the years.
- Enrollment has remained relatively steady.
- At-Risk population has gone down slightly.
- GT population has increased.

Problem Statements Identifying Demographics Needs

Problem Statement 1: Retention of students beyond 10th grade decreases by an average of 30-40 students. **Root Cause:** Students cite that they prefer to go to their home zoned high school to either improve their class standing or play sports.

Problem Statement 2: Attendance rate has declined. The chronic absenteeism also went up. **Root Cause:** COVID was in play at that time and we were just coming back to school after being in a hybrid situation.

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 Redesign Reading passing rates for 2023 (Baseline Year):

6th Grade Reading - 98% Approaches; 90% Meets; 62% Masters

7th Grade Reading - 96% Approaches; 87% Meets; 72% Masters

8th Grade Reading - 96% Approaches; 87% Meets; 59% Masters

Below is a summary of the STAAR Redesign Mathematics passing rate for 2023 (Baseline Year):

6th Grade Mathematics - 97% Approaches; 76% Meets; 39% Masters

7th Grade Mathematics - * Approaches; * Meets; * Masters

8th Grade Mathematics - 97% Approaches; 82% Meets; 46% Masters

** Indicates results are masked due to small numbers to protect student confidentiality*

Below is a summary of the End of Course (EOC) STAAR Redesign passing rates for 2023 (Baseline Year):

EOC English I - 97% Approaches; 84% Meets; 29% Masters

EOC English II - 96% Approaches; 87% Meets; 22% Masters

EOC Algebra I - 98% Approaches; 59% Meets; 32% Masters

EOC Biology - 98% Approaches; 84% Meets; 44% Masters

EOC U.S. History - 100% Approaches; 95% Meets; 67% Masters

Below is a summary of all STAAR Redesign passing rates of students served in Special Education and identified as Emergent Bilingual for 2023 (Baseline Year):

SPED All Grades Reading - 91% Approaches; 65% Meets; 22% Masters

EB/EL All Grades Reading - 93% Approaches; 76% Meets; 31% Masters

SPED All Grades Mathematics - 87% Approaches; 60% Meets; 27% Masters

EB/EL All Grades Mathematics - 95% Approaches; 60% Meets; 25% Masters

SPED All Grades All Subjects - 87% Approaches; 62% Meets; 22% Masters

EB/EL All Grades All Subjects - 90% Approaches; 65% Meets; 25% Masters

Source: 2022-2023 Texas Academic Performance Report (TAPR)

Average SAT Scores:

2022: Evidence-Based Reading and Writing (EBRW) – 538

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

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

2022: Mathematics – 543

2021: Mathematics – 527

2020: Mathematics – 538

Source: Texas Academic Performance Report (TAPR)

4-Year Graduation Rate:

Class of 2022: 98.0%

Class of 2021: 99.2%

Class of 2020: 97.7%

Source: Texas Academic Performance Report (TAPR)

Career College Military Readiness (CCMR):

Class of 2022: 80.4%

Class of 2021: 70%

Class of 2020: 79%

Source: State Accountability Report Domain

Student Achievement Strengths

- STAAR passing rates of SpEd and EB students was high.
- STAAR passing rates in all contents was high.
- Biology and US Hist Masters percentages specifically were high.

Problem Statements Identifying Student Achievement Needs

Problem Statement 1: Results on IB Math assessments continue to show very slow progress and little improvement in the number of students who score a 4. **Root Cause:** We suspect the root may lie in a disconnect vertically in the way questions are presented in Alg I, Geom, and Alg II in preparation for advanced math concepts in IB Math courses. IB is more open ended and not multiple choice. Students have not been exposed to the IB open ended type problems.

Problem Statement 2: SAT scores across the board, while average, could be higher to better situate students for college acceptance. **Root Cause:** WAIS does not have a systematic way to provide students with SAT prep and practice.

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:

2023-2024: Beginning – 5.1 FTE (7.6%)

2022-2023: Beginning – 5.2 FTE (8.1%)

2021-2022: Beginning – 0.8 FTE (1.1%)

2023-2024: 1-5 Years – 12.3 FTE (18.3%)

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

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

2023-2024: 6-10 Years – 16.3 FTE (24.3%)

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

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

2023-2024: 11-20 Years – 19.4 FTE (28.9%)

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

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

2023-2024: Over 20 Years – 14.0 FTE (20.9%)

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

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

2023-2024: Total – 67.1 FTE (100%)

2022-2023: Total – 63.9 FTE (100%)

2021-2022: Total – 72.2 FTE (100%)

Source: PEIMS OnDataSuite, Fall Core Teacher Summary Report

Staff Recruitment and Retention Strengths

- Retention of experienced staff remains fairly steady or is increasing.
- Teachers hired as beginners-5 years have stayed on staff over 3 years.
- Usage of FTEs has been strategic to provide the support team needed for classroom teachers to perform at higher levels.

Problem Statements Identifying Staff Recruitment and Retention Needs

Problem Statement 1: Positions such as French, Math, and English are difficult to fill. **Root Cause:** Candidate pool is either shallow or non-existent.

Problem Statement 2: We have been losing teachers who are leaving the profession altogether. This has affected mostly teachers between 5-10 years experience. **Root Cause:** Financial factors, burnout, pursuing other careers.

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 **12,000+** 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

- Our PTA has been growing significantly and parent involvement is increasing.
- We have more bilingual staff to support Spanish speaking parents daily and at events.
- We have experienced an increase in community participation and engagement through inviting people in to volunteer for student events, i.e., Personal Project and Extended Essay pitches, mentors, etc.

Problem Statements Identifying Family and Community Engagement Needs

Problem Statement 1: Attendance by parents at school events is low. **Root Cause:** Parents are geographically spread out and those of low SES have limited to no transportation or work.

Problem Statement 2: Partnerships with corporate or businesses in the area could be developed further. **Root Cause:** Staff resources available to recruit or network are extremely limited.

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 2025, Westchester Academy For International Studies will increase student performance on STAAR Redesign end-of course exams in reading and math by at least 1 percentage point in approaches, 2 percentage points in meets, and 2 percentage points in masters.

2023-24: Reading: 96% (approaches), 88% (meets), 53% (masters); Math: 95% (approaches), 82% (meets), 42% (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 and 2024 Texas Education Agency Data Tables

Strategy 1 Details

Strategy 1: Each department has specific goals that target essential TEKS and IB standards to vertically align. Questioning levels and open ended questions that require students to explain and synthesize understandings are common threads for every department.

Strategy's Expected Result/Impact: Students will be able to show their thinking and problem solving at grade level and above.

Staff Responsible for Monitoring: Administrators, MCLs, IB Coord.

TEA Priorities:

Build a foundation of reading and math, Connect high school to career and college

- ESF Levers:

Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction

Strategy 2 Details

Strategy 2: Campus will purchase 650 IXL licenses to support students needing additional practice in the 4 core contents.

Strategy's Expected Result/Impact: Supplement instruction in class and for RtI to increase student performance.

Staff Responsible for Monitoring: Teachers, Admin

ESF Levers:

Lever 4: High-Quality Instructional Materials and Assessments

Strategy 3 Details

Strategy 3: Provide training and support to teachers in the use of Data Driven Instruction processes.

Strategy's Expected Result/Impact: Increased alignment and rigor.

Staff Responsible for Monitoring: Admin, Instructional Support Team

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 Redesign academic growth in reading and math by 3 percentage points or \geq to 85%.

2023-24: School Progress-Annual Growth /Accelerated Learning: 82%/40% (Reading); 82%/56% (Math)

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

Evaluation Data Sources: 2023 and 2024 Texas Academic Performance Report and 2024 Texas Education Agency Data Tables

Strategy 1 Details

Strategy 1: Each department has specific goals that target essential TEKS and IB standards to vertically align. Questioning levels and open ended questions that require students to explain and synthesize understandings are common threads for every department.

Strategy's Expected Result/Impact: Students will be able to show their thinking and problem solving at grade level and above.

Staff Responsible for Monitoring: Administrators, MCLs, IB Coord.

TEA Priorities:

Build a foundation of reading and math, Connect high school to career and college

- ESF Levers:

Lever 4: High-Quality Instructional Materials and Assessments, 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 3: CLOSING THE GAPS: By June 2025, Westchester Academy For International Studies will maintain 100% of academic achievement indicators on track to meet or exceed interim targets in the redesigned closing the gaps domain .

2023-24: 32 of 32 Academic Achievement Points Met; 100.0% Component Points

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

Evaluation Data Sources: 2023 Federal Identification of Schools and 2024 Texas Education Agency Data Tables

Strategy 1 Details

Strategy 1: 4 of 5 weekly Wildcat Time sessions will be designated time for RTI with curated groups of students based on need.

Strategy's Expected Result/Impact: Students will get timely intervention and support in 4 content areas.

Staff Responsible for Monitoring: Admin, MCLs, Instructional Spec.

TEA Priorities:

Build a foundation of reading and math

- ESF Levers:

Lever 4: High-Quality Instructional Materials and Assessments, 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 2025, the rate of Emergent Bilingual/English Learners increasing at least one composite score level on the TELPAS will meet or exceed the expected growth target for English Language Proficiency Status.

2023-24: TELPAS Progress Rate 59%

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

Evaluation Data Sources: 2023 Federal Identification of Schools and 2024 Texas Education Agency Data Tables

Strategy 1 Details

Strategy 1: Small group sessions will be provided for each student taking TELPAS to review results from previous year, set goals for current year assessments, and practice taking the exam.

Strategy's Expected Result/Impact: Students are confident in their understanding of why, what, and how behind TELPAS.

Staff Responsible for Monitoring: MCLs, CTC

TEA Priorities:

Build a foundation of reading and math

- ESF Levers:

Lever 4: High-Quality Instructional Materials and Assessments, 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 5: COLLEGE AND CAREER READINESS BENCHMARK: By June 2025, 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 Reading and Writing (RW) and 2 percentage points in Mathematics.

2023-24: 65% Met RW; 62% Met Mathematics; 52% Met Both (Baseline Year)

Evaluation Data Sources: PSAT 8/9 (Grade 8) College Board

Strategy 1 Details

Strategy 1: Each department has specific goals that target essential TEKS and IB standards to vertically align. Questioning levels and open ended questions that require students to explain and synthesize understandings are common threads for every department.

Strategy's Expected Result/Impact: Students will be able to show their thinking and problem solving at grade level and above.

Staff Responsible for Monitoring: Administrators, MCLs, IB Coord.

TEA Priorities:

Build a foundation of reading and math, Connect high school to career and college

- ESF Levers:

Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction

Strategy 2 Details

Strategy 2: Small group sessions will be provided for each student taking PSAT prior to taking the practice test, then review test and question formats, set goals for current year assessments, and use College Board assigned practice.

Strategy's Expected Result/Impact: Students are better prepared for the test.

Staff Responsible for Monitoring: MCLs, CTC

TEA Priorities:

Build a foundation of reading and math

- ESF Levers:

Lever 4: High-Quality Instructional Materials and Assessments, 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 6: ADVANCED COURSES: Increase the number of students completing advanced courses.

Spring 2024: 386 students completed one or more 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>Strategy 1: Continue to require that all students take AAC and IBDP courses.</p> <p>Strategy's Expected Result/Impact: Students will be instructed and supported in advanced academic courses.</p> <p>Staff Responsible for Monitoring: Admin, Counselors</p> <p>TEA Priorities: Connect high school to career and college</p> <p>- ESF Levers: 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 2025, Westchester Academy For International Studies will increase the % of graduates achieving College, Career, Military Readiness status by at least 1 percentage point.

Class of 2023: 98% of graduates met CCMR indicator

Class of 2022: 80% of graduates met CCMR indicator

Class of 2021: 70% of graduates met CCMR indicator

Evaluation Data Sources: Texas Academic Performance Report

Strategy 1 Details
<p>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.</p> <p>Strategy's Expected Result/Impact: Students will have multiple opportunities as early as possible to earn CCMR credit.</p> <p>Staff Responsible for Monitoring: ILT, Counselors</p> <p>TEA Priorities: Build a foundation of reading and math, Connect high school to career and college</p> <p>- ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, 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 8: GRADUATION: Increase the graduation rates of 4-year, 5-year, and 6-year cohorts by 1 percentage point or $\geq 98\%$.

Class of 2023: 4-year rate = 99.0%; 5-year rate = 100.0% (C/O 2022); 6-year rate = 99.2% (C/O 2021)

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)

Evaluation Data Sources: Texas Academic Performance Report

Strategy 1 Details
<p>Strategy 1: Continue supporting seniors at risk of not graduating so that we maintain 100% graduation rate.</p> <p>Strategy's Expected Result/Impact: 100% graduation rate in May.</p> <p>Staff Responsible for Monitoring: Counselors, Admin</p> <p>TEA Priorities: Connect high school to career and college</p> <p>- ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, 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, 75% of Westchester Academy For International Studies graduates will have enrolled successfully in a post-secondary option (T-2-4).

Class of 2023: 67% enrolled in fall following graduation

Class of 2022: 74% enrolled in fall following graduation

Class of 2021: 67% enrolled in fall following graduation

Evaluation Data Sources: National Student Clearinghouse (data reported as of the fall after graduation)

Strategy 1 Details
<p>Strategy 1: 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>Strategy's Expected Result/Impact: Students will have increased opportunity to actually enroll since these two steps will be completed.</p> <p>Staff Responsible for Monitoring: Counselor</p> <p>TEA Priorities: Connect high school to career and college</p> <p>- ESF Levers: 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 1: CORE CHARACTERISTICS OF A T-2-4 READY GRADUATE: By June 2025, 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

Strategy 1: Student and Teacher committees will select a Student and Teacher of the Month who exhibit one or more of the characteristics. Nominations will include a brief description of how they exhibited a trait.

Strategy's Expected Result/Impact: Increased awareness of the characteristics and public recognition to encourage others.

Staff Responsible for Monitoring: ILT

TEA Priorities:

Recruit, support, retain teachers and principals

- ESF Levers:

Lever 3: Positive School Culture

Strategy 2 Details

Strategy 2: IB Learner Characteristics will be intentionally integrated in classroom assignments and instruction.

Strategy's Expected Result/Impact: Increased awareness of the characteristics and how they are integrated in real life situations.

Staff Responsible for Monitoring: ILT

ESF Levers:

Lever 3: Positive School Culture

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

Performance Objective 2: INTERVENTIONS: By June 2025, 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>Strategy 1: 4 of 5 weekly Wildcat Time sessions will be designated time for RTI with curated groups of students based on need.</p> <p>Strategy's Expected Result/Impact: Students will get timely intervention and support in 4 content areas.</p> <p>Staff Responsible for Monitoring: Admin, MCLs, Instructional Spec.</p> <p>TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levers: 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>Strategy 1: All 8th and 9th grade students will have a 4 year plan completed.</p> <p>Strategy's Expected Result/Impact: Students will be able to select courses appropriate to their goals.</p> <p>Staff Responsible for Monitoring: Counselors</p> <p>TEA Priorities: Connect high school to career and college</p> <p>- ESF Levers: 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 2025, student attendance at Westchester Academy For International Studies will increase or will be $\geq 98\%$

Evaluation Data Sources: Skyward data and Texas Academic Performance Report

Strategy 1 Details
<p>Strategy 1: 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. Students will be assigned Accelerated Learning hours to complete.</p> <p>Strategy's Expected Result/Impact: Increase attendance rate</p> <p>Staff Responsible for Monitoring: ADA, Admin, Counselors</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 2025, 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>Strategy 1: Eligible students will attend AOC.</p> <p>Strategy's Expected Result/Impact: Students have the opportunity to gain the credits needed to get back on track.</p> <p>Staff Responsible for Monitoring: Counselors, Admin</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

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

Strategy 1 Details
<p>Strategy 1: 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>Strategy's Expected Result/Impact: 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>Staff Responsible for Monitoring: Admin</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 (EOP) that comply with SB 11, and include Standard Operating Procedures.

Evaluation Data Sources: Campus Emergency Operation Procedures Documents

Strategy 1 Details
<p>Strategy 1: EMERGENCY OPERATIONS PROCEDURES: Campus EOP will align to the best practices from the Texas School Safe Center and the Standard Operating Procedures.</p> <p>Strategy's Expected Result/Impact: Campus EOP turned in and filed by September 1st.</p> <p>Staff Responsible for Monitoring: Admin</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>Strategy 1: Conduct bi-weekly budget meetings with Finance Specialist to review and manage the campus budget.</p> <p>Strategy's Expected Result/Impact: Responsible use of funds</p> <p>Staff Responsible for Monitoring: Admin, Finance Specialist</p>

Campus Funding Summary

199 PIC 11 - Instructional Services					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
					\$0.00
Sub-Total					\$0.00
Budgeted Fund Source Amount					\$107,265.00
+/- Difference					\$107,265.00
199 PIC 22 - Career & Technology					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
					\$0.00
Sub-Total					\$0.00
Budgeted Fund Source Amount					\$4,305.00
+/- Difference					\$4,305.00
199 PIC 23 - Special Education					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
					\$0.00
Sub-Total					\$0.00
Budgeted Fund Source Amount					\$2,000.00
+/- Difference					\$2,000.00
199 PIC 24 - At Risk					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
					\$0.00
Sub-Total					\$0.00
Budgeted Fund Source Amount					\$58,500.00
+/- Difference					\$58,500.00
199 PIC 99 - Undistributed					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
					\$0.00
Sub-Total					\$0.00

199 PIC 99 - Undistributed					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
				Budgeted Fund Source Amount	\$16,800.00
				+/- Difference	\$16,800.00
				Grand Total Budgeted	\$188,870.00
				Grand Total Spent	\$0.00
				+/- Difference	\$188,870.00