

Spring Branch Independent School District
Westchester Academy For International Studies
2025-2026



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 Values

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 no change from the 2023–2024 school year to the 2024–2025 school year.

Enrollment Trends:

2024-2025: Enrollment – 864

2023-2024: Enrollment – 864

2022-2023: Enrollment – 890

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. During the 2024-2025 school year, 16.4% of the students were identified as Emergent Bilingual (EB); 48.8% economically disadvantaged; 32.6% At-Risk; 6.9% of students were identified for special education services; and 31.6% were identified for gifted and talented services.

Demographic Trends: Race/Ethnicity

2024-2025: African American – 22 (2.6%)

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

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

2024-2025: American Indian-Alaskan Native – *

2023-2024: American Indian-Alaskan Native – *

2022-2023: American Indian-Alaskan Native – *

2024-2025: Asian – 63 (7.3%)

2023-2024: Asian – 59 (6.8%)

2022-2023: Asian – 65 (7.3%)

2024-2025: Hispanic – 567 (65.6%)

2023-2024: Hispanic – 579 (67.0%)

2022-2023: Hispanic – 599 (67.3%)

2024-2025: Native Hawaiian-Pacific Islander – 0 (0.0%)

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

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

2024-2025: White – 163 (18.9%)

2023-2024: White – 165 (19.1%)

2022-2023: White – 165 (18.5%)

2024-2025: Two-or-more – 47 (5.4%)

2023-2024: Two-or-more – 38 (4.4%)

2022-2023: Two-or-more – 33 (3.7%)

Source: PEIMS OnDataSuite Fall Dashboard

**Fewer than five students not shown*

Additional Student Information:

2024-2025: At-Risk – 282 (32.6%)

2023-2024: At-Risk – 364 (42.1%)

2022-2023: At-Risk – 380 (42.7%)

2024-2025: Economically Disadvantaged – 422 (48.8%)

2023-2024: Economically Disadvantaged – 466 (53.9%)

2022-2023: Economically Disadvantaged – 505 (56.7%)

2024-2025: Emergent Bilingual – 142 (16.4%)

2023-2024: Emergent Bilingual – 222 (25.7%)

2022-2023: Emergent Bilingual – 215 (24.2%)

2024-2025: Gifted and Talented – 273 (31.6%)

2023-2024: Gifted and Talented – 244 (28.2%)

2022-2023: Gifted and Talented – 225 (25.3%)

2024-2025: Homeless – *

2023-2024: Homeless – *

2022-2023: Homeless – *

2024-2025: Immigrant – 6 (0.7%)

2023-2024: Immigrant – 7 (0.8%)

2022-2023: Immigrant – *

2024-2025: Migrant – 0 (0.0%)

2023-2024: Migrant – 0 (0.0%)

2022-2023: Migrant – 0 (0.0%)

2024-2025: Special Education – 60 (6.9%)

2023-2024: Special Education – 38 (4.4%)

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

Source: PEIMS OnDataSuite Fall Dashboard

**Fewer than five students not shown*

Attendance Rates:

2022-2023: 96.1%

2021-2022: 95.8%

2020-2021: 97.5%

Source: Texas Academic Performance Report (TAPR)

Chronic Absenteeism:

2022-2023: 6.0%

2021-2022: 8.3%

2020-2021: 4.9%

Source: Texas Academic Performance Report (TAPR)

Demographics Strengths

- Middle school enrollment data show steady and positive growth.
- Gifted and Talented identification has also increased. Over three years, the GT population increased from 25.3% to 31.6%
- The proportion of EB students decreased from 25.7% to 16.4% in just one year. Students are acquiring English proficiency more effectively and exiting EB status.

Problem Statements Identifying Demographics Needs

Problem Statement 1: Enrollment numbers in HS are down. Students in grade 11 decreased the most.

Root Cause: Students are leaving after 10th grade. We believe this could be due to fear of the demands of IB DP classes.

Problem Statement 2: Attendance rates are lower than preferred percentages.

Root Cause: Students perceive that being absent is not detrimental to getting assignments and grades because so much is assigned online.

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. Finally, our district core value of "Every Child" is exemplified through campus student support priorities. This includes ensuring that all students have the academic and mental health supports needed to be successful no matter the learning environment (SPED, GT, EB, CTE, etc.).

Below is a summary of the STAAR Redesign Reading passing rates:

2024: 6th Grade Reading - 93% Approaches; 82% Meets; 56% Masters

2023: 6th Grade Reading - 98% Approaches; 90% Meets; 62% Masters

2024: 7th Grade Reading - 98% Approaches; 93% Meets; 73% Masters

2023: 7th Grade Reading - 96% Approaches; 87% Meets; 72% Masters

2024: 8th Grade Reading - 95% Approaches; 82% Meets; 65% Masters

2023: 8th Grade Reading - 96% Approaches; 87% Meets; 59% Masters

Below is a summary of the STAAR Redesign Mathematics passing rates:

2024: 6th Grade Mathematics - 92% Approaches; 80% Meets; 36% Masters

2023: 6th Grade Mathematics - 97% Approaches; 76% Meets; 39% Masters

2024: 7th Grade Mathematics - - Approaches; - Meets; - Masters

2023: 7th Grade Mathematics - * Approaches; * Meets; * Masters

2024: 8th Grade Mathematics - 99% Approaches; 89% Meets; 54% Masters

2023: 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:

2024: EOC English I - 92% Approaches; 86% Meets; 40% Masters

2023: EOC English I - 97% Approaches; 84% Meets; 29% Masters

2024: EOC English II - 100% Approaches; 94% Meets; 31% Masters

2023: EOC English II - 96% Approaches; 87% Meets; 22% Masters

2024: EOC Algebra I - 95% Approaches; 82% Meets; 55% Masters

2023: EOC Algebra I - 98% Approaches; 59% Meets; 32% Masters

2024: EOC Biology - 97% Approaches; 83% Meets; 43% Masters
2023: EOC Biology - 98% Approaches; 84% Meets; 44% Masters

2024: EOC U.S. History - 99% Approaches; 91% Meets; 63% Masters
2023: 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:

2024: SPED All Grades Reading - 83% Approaches; 50% Meets; 17% Masters
2023: SPED All Grades Reading - 91% Approaches; 65% Meets; 22% Masters

2024: SPED All Grades Mathematics - 83% Approaches; 46% Meets; 13% Masters
2023: SPED All Grades Mathematics - 87% Approaches; 60% Meets; 27% Masters

2024: SPED All Grades All Subjects - 80% Approaches; 43% Meets; 16% Masters
2023: SPED All Grades All Subjects - 87% Approaches; 62% Meets; 22% Masters

2024: EB All Grades Reading - 92% Approaches; 79% Meets; 37% Masters
2023: EB All Grades Reading - 93% Approaches; 76% Meets; 31% Masters

2024: EB All Grades Mathematics - 92% Approaches; 71% Meets; 32% Masters
2023: EB All Grades Mathematics - 95% Approaches; 60% Meets; 25% Masters

2024: EB All Grades All Subjects - 90% Approaches; 70% Meets; 31% Masters
2023: EB All Grades All Subjects - 90% Approaches; 65% Meets; 25% Masters
Source: 2023-2024 Texas Academic Performance Report (TAPR)

Average SAT Scores:

2023: Evidence-Based Reading and Writing (EBRW) – 555
2022: Evidence-Based Reading and Writing (EBRW) – 538
2021: Evidence-Based Reading and Writing (EBRW) – 536

2023: Mathematics – 532
2022: Mathematics – 543
2021: Mathematics – 527

Source: Texas Academic Performance Report (TAPR)

4-Year Graduation Rate:

Class of 2023: 99.0%
Class of 2022: 98.0%
Class of 2021: 99.2%

Source: Texas Academic Performance Report (TAPR)

Career College Military Readiness (CCMR):

Class of 2023: 98.0%
Class of 2022: 80.4%
Class of 2021: 70.0%

Source: Texas Academic Performance Report (TAPR)

Student Achievement Strengths

- 7th Grade Reading in 2024 had 93% Meets and 73% Masters 7th grade
- 8th Grade Mathematics improved in 2024 to 99% Approaches, 89% Meets, and 54% Masters (up from 46% in 2023 at Masters)
- Career, College, and Military Readiness (CCMR) rate increased from 70% in 2021 to 98% in 2023
- SAT scores and IB results continue to remain strong

Problem Statements Identifying Student Achievement Needs

Problem Statement 1: Alg I Meets and Masters percentages dipped significantly.

Root Cause: Adjustment to the new schedule and having half the amount of class time.

Problem Statement 2: 7th grade Math Meets and Masters percentages also dipped.

Root Cause: Adjustment to the new schedule and having half the amount of class time. Additionally, one teacher was out on maternity leave during the majority of the spring semester.

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:

2024-2025: Beginning – 3.2 FTE (5.1%)

2023-2024: Beginning – 5.1 FTE (7.6%)

2022-2023: Beginning – 5.2 FTE (8.1%)

2024-2025: 1-5 Years – 10.8 FTE (17.2%)

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

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

2024-2025: 6-10 Years – 15.0 FTE (23.8%)

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

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

2024-2025: 11-20 Years – 21.8 FTE (34.7%)

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

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

2024-2025: Over 20 Years – 12.0 FTE (19.1%)

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

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

2024-2025: Total – 62.9 FTE (100%)

2023-2024: Total – 67.1 FTE (100%)

2022-2023: Total – 63.9 FTE (100%)

Source: PEIMS OnDataSuite, Fall Core Teacher Summary Report

Staff Recruitment and Retention Strengths

- In 2024–2025, 53.8% of teachers have more than 11 years of experience (34.7% with 11–20 years and 19.1% with over 20 years). This indicates that the majority of teachers have knowledge of IB. Overall mix of teacher tenure is balanced.
- The percentage of beginning teachers has decreased over three years from 8.1% in 2022–2023 to 5.1% in 2024–2025. WAIS has improved retention of teachers beyond the first years of service/reducing turnover.
- Across three years the number of teachers has remained stable based on 63.9 to 67.1 and 62.9 FTE

Problem Statements Identifying Staff Recruitment and Retention Needs

Problem Statement 1: Hiring season is challenging because applicants receive multiple hiring offers from different campuses at the same time. Late resignations and a smaller applicant pool force late hires in July/early August.

Root Cause: Late hires require more support prior to the start of the school year and during the year. Turnover increases in these areas when it is not viable to keep them.

Problem Statement 2: We face a bit more of a challenge recruiting applicants from outside the district.

Root Cause: Applicants believe they have to be specifically trained in IB prior to teaching here.

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. **Westchester Academy for International Studies** works with the Community Engagement team to recognize our campus needs, celebrate community engagement strengths, and identify partnership opportunities. We welcome and value partners and volunteers who serve on our campus to support the successes of our students, staff and families.

Family and Community Engagement Strengths

- The campus has a strong and vibrant PTA that is actively involved in supporting our students and staff through volunteers and financial support.
- The IBO Expo, WAIS Welcome and New Family Orientation had high attendance and fostered a culture of community and showcased the positive learning environment of the campus.
- The campus Translation and Interpretation Procedure ensures that all families have access to information in a language they understand, removing barriers to participation.

Problem Statements Identifying Family and Community Engagement Needs

Problem Statement 1: Overall parent engagement and attendance to high school related events tends to decrease.

Root Cause: Parents tend to be less involved as student age increases.

Problem Statement 2: Partnerships with corporate or businesses in the area could be developed further.

Root Cause: Staff resources to recruit 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 2026, Westchester Academy For International Studies will increase student performance on STAAR end-of course exams in reading and math by at least 1 percentage point in approaches, 3 percentage points in meets, and 2 percentage points in masters.

2024-25: Reading: 97% (approaches), 87% (meets), 53% (masters); Math: 93% (approaches), 70% (meets), 33% (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, 2024 Texas Education Agency Data Tables, and 2025 State Accountability Report Domain 1

Strategy 1 Details
<p>Strategy 1: Teachers will participate in weekly PLC's to internalize lessons and work within the ESF framework guided by MCLs and Admin.</p> <p>Strategy's Expected Result/Impact: Teacher skillset in planning for rigor and supporting students will grow stronger resulting in increased student performance at Meets and Masters levels.</p> <p>Staff Responsible for Monitoring: Admin, MCLs</p>

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: By June 2026, Westchester Academy For International Studies will increase the percentage of annual growth points earned by students demonstrating STAAR academic growth in reading language arts and math by 5 percentage points or $\geq 85\%$.

2024-25: 72 School Progress-Annual Growth RLA and Math Score

2023-24: 83 School Progress-Annual Growth RLA and Math Score

2022-23: 82 School Progress-Annual Growth RLA and Math Score (Baseline Year)

Evaluation Data Sources: State Accountability Report Domain 2 A (Annual Growth RLA and Math)

Strategy 1 Details
<p>Strategy 1: MCLs, Instructional Coaches/Interventionist will guide and support ELA and Math teachers and departments through the PLC process incorporating the DDI process and lesson internalization.</p> <p>Strategy's Expected Result/Impact: Increased levels of Meets and Masters.</p> <p>Staff Responsible for Monitoring: Administrators</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: RELATIVE PERFORMANCE: By June 2026, Westchester Academy For International Studies will maintain or increase its relative performance scale score.

2024-25: 97 Scale Score

2023-24: 96 Scale Score

2022-23: 88 Scale Score

Evaluation Data Sources: Accountability Report Domain 2 B

Strategy 1 Details
<p>Strategy 1: Instructional Support Team will facilitate PLC conversations with data trackers after each PSA and follow up on next steps for reteaching.</p> <p>Strategy's Expected Result/Impact: Targeted approaches for teachers to use with students.</p> <p>Staff Responsible for Monitoring: Administrators</p>

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

Performance Objective 4: CLOSING THE GAPS: By June 2026, Westchester Academy For International Studies will increase or maintain the percentage of academic achievement indicators on track to meet or exceed interim targets in the redesigned closing the gaps domain.

2024-25: 29 of 32 Academic Achievement Points Met; 90.6% Component Points

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, 2024 Texas Education Agency Data Tables, and 2025 State Accountability Report Domain 3

Strategy 1 Details
<p>Strategy 1: Identify students who did not maintain progress and provide targeted interventions.</p> <p>Strategy's Expected Result/Impact: Students will meet progress markers on STAAR 2026</p> <p>Staff Responsible for Monitoring: Administrators</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: ENGLISH LANGUAGE ACQUISITION PROGRESS: By June 2026, the rate of Emergent Bilingual students increasing at least one composite score level on TELPAS will meet or exceed the expected growth target for English Language Proficiency Status.

2024-25: TELPAS Progress Rate 71%

2023-24: TELPAS Progress Rate 59%

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

Evaluation Data Sources: 2023 Federal Identification of Schools, 2024 Texas Education Agency Data Tables, and 2025 State Accountability Report Domain 3

Strategy 1 Details
<p>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. MCLs and Instructional Support Specialist will also teach small group lessons to a group of identified EB students.</p> <p>Strategy's Expected Result/Impact: Increased number of students will exit EB status.</p> <p>Staff Responsible for Monitoring: Administrators</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: COLLEGE AND CAREER READINESS BENCHMARK: By June 2026, 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.

2024-25: 81% Met RW; 59% Met Mathematics; 55% Met Both

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
<p>Strategy 1: 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.</p> <p>Strategy's Expected Result/Impact: Increase in scores that qualify for CCMR.</p> <p>Staff Responsible for Monitoring: Administrators</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: ADVANCED COURSES: Increase the number of students completing advanced courses.

Spring 2025: 394 students completed one or more advanced courses

Spring 2024: 386 students completed one or more advanced courses

Spring 2023: 395 students completed one or more advanced courses

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

Strategy 1 Details
<p>Strategy 1: All students are enrolled in advanced academics classes 6-12.</p> <p>Strategy's Expected Result/Impact: All students are exposed to higher rigor.</p> <p>Staff Responsible for Monitoring: Administrators</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: COLLEGE, CAREER, AND MILITARY READINESS (CCMR): By June 2026, Westchester Academy For International Studies will maintain 100 percent of graduates achieving College, Career, and Military Readiness status.

Class of 2024: 100% of graduates met CCMR indicator

Class of 2023: 98% of graduates met CCMR indicator

Class of 2022: 80% of graduates met CCMR indicator

Evaluation Data Sources: Texas Academic Performance Report and State Accountability Report Domain 1

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: Multiple opportunities for students to earn CCMR. 100% of seniors will complete.</p> <p>Staff Responsible for Monitoring: Administrators</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: GRADUATION: Increase the graduation rates of 4-year, 5-year, and 6-year cohorts by 1 percentage points or $\geq 98\%$.

Class of 2024: 4-year rate = 100.0%; 5-year rate = 99.0% (C/O 2023); 6-year rate = 100.0% (C/O 2022)

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)

Evaluation Data Sources: Texas Academic Performance Report and State Accountability Report Domain 1

Strategy 1 Details
Strategy 1: Maintain 100% graduation rate Strategy's Expected Result/Impact: 100% graduation rate. Staff Responsible for Monitoring: Admin, Counselors

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

Performance Objective 10: POST-SECONDARY ENROLLMENT: For the graduating class, 85% of Westchester Academy For International Studies graduates will have enrolled successfully in a post-secondary option (T-2-4).

Class of 2024: 82% enrolled in fall following graduation

Class of 2023: 67% enrolled in fall following graduation

Class of 2022: 74% enrolled in fall following graduation

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

Strategy 1 Details
<p>Strategy 1: Ensure that 100% of graduating seniors have a plan for post-secondary and complete the end of year survey before graduation.</p> <p>Strategy's Expected Result/Impact: Students have a plan they are more likely to follow through on.</p> <p>Staff Responsible for Monitoring: Administrators</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 2026, 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>Strategy 1: Implementation of the IB MYP Beta will focus efforts that address the Core Characteristics. A committee will be formed to guide the implementation of the Approaches to Learning (ATLs).</p> <p>Strategy's Expected Result/Impact: Support students in and out of classrooms to realize the Core Characteristics in their every day actions.</p> <p>Staff Responsible for Monitoring: Administrators</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 2026, 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: We will provide a systematic approach to intervention and a collaborative RtI process to ensure every child is being effectively supported, including:</p> <ul style="list-style-type: none">* dedicated advisory time for grades 9-12* weekly student care meetings with counselors* utilization of CIS* implementing and supporting DDI process to ensure targeted RtI <p>Strategy's Expected Result/Impact: Strong support for students academically and behaviorally.</p> <p>Staff Responsible for Monitoring: Administrators</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: Naviance Reports, Skyward Reports

Strategy 1 Details
<p>Strategy 1: All 11th graders will attend the IB College Fair in Hockley, TX.</p> <p>Strategy's Expected Result/Impact: All 11th graders will be able to connect with scores of college recruiters that are lesser known to them and impossible to have visited WAIS.</p> <p>Staff Responsible for Monitoring: Director, IB Coordinator</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 2026, 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: Hold grade level competitions at MS and HS and offer incentives for the highest average in a grade level.</p> <p>Strategy's Expected Result/Impact: Overall increased attendance.</p> <p>Staff Responsible for Monitoring: APs and ADA</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 2026, 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: Send eligible students who are off track in 9th or 10th grades to AOC.</p> <p>Strategy's Expected Result/Impact: Get students back on track with credits to be able to return and continue in IB DP advanced courses.</p> <p>Staff Responsible for Monitoring: Administration and Counselors</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: Implement and promote the IB Learner Characteristics and ATLs (Approaches to Learning) to continue to cultivate a positive school culture.</p> <p>Strategy's Expected Result/Impact: Campus culture will remain positive and safe for all students.</p> <p>Staff Responsible for Monitoring: Administrators</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: Establish Campus Safety Committee composed of a cross section of stakeholders to look at matters related to campus safety.</p> <p>Strategy's Expected Result/Impact: Refined safety practices</p> <p>Staff Responsible for Monitoring: Campus Safety Officer</p>
Strategy 2 Details
<p>Strategy 2: Participate in campus safety audit.</p> <p>Strategy's Expected Result/Impact: Refined safety practices</p> <p>Staff Responsible for Monitoring: Campus Safety Officer</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: Campus EOP will align to the best practices from the Texas School Safety Center and the Standard Operating Procedures.</p> <p>Strategy's Expected Result/Impact: Submitted campus EOP in September.</p> <p>Staff Responsible for Monitoring: Campus Safety Officer</p>
Strategy 2 Details
<p>Strategy 2: Update campus EOPs annually and train staff at the start of each school year.</p> <p>Strategy's Expected Result/Impact: Campus procedures maintained in campus EOP. Staff training documents maintained.</p> <p>Staff Responsible for Monitoring: Campus Safety Officer</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 frequent budget meetings with Administrative Assistant to review and manage budgets.</p> <p>Strategy's Expected Result/Impact: Error free records. Documentation of purchases and orders.</p> <p>Staff Responsible for Monitoring: Principal Administrative Assistant</p>
Strategy 2 Details
<p>Strategy 2: Conduct quarterly audits of campus clubs/organizations that have budgets.</p> <p>Strategy's Expected Result/Impact: Prevent overspending</p> <p>Staff Responsible for Monitoring: Finance clerk and Director</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					\$106,625.00
+/- Difference					\$106,625.00
199 PIC 22 - Career & Technology					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
					\$0.00
Sub-Total					\$0.00
Budgeted Fund Source Amount					\$6,890.00
+/- Difference					\$6,890.00
199 PIC 23 - Special Education					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
					\$0.00
Sub-Total					\$0.00
Budgeted Fund Source Amount					\$2,010.00
+/- Difference					\$2,010.00
199 PIC 24 - At Risk					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
					\$0.00
Sub-Total					\$0.00
Budgeted Fund Source Amount					\$57,787.00
+/- Difference					\$57,787.00
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	\$16,960.00
				+/- Difference	\$16,960.00
				Grand Total Budgeted	\$190,272.00
				Grand Total Spent	\$0.00
				+/- Difference	\$190,272.00