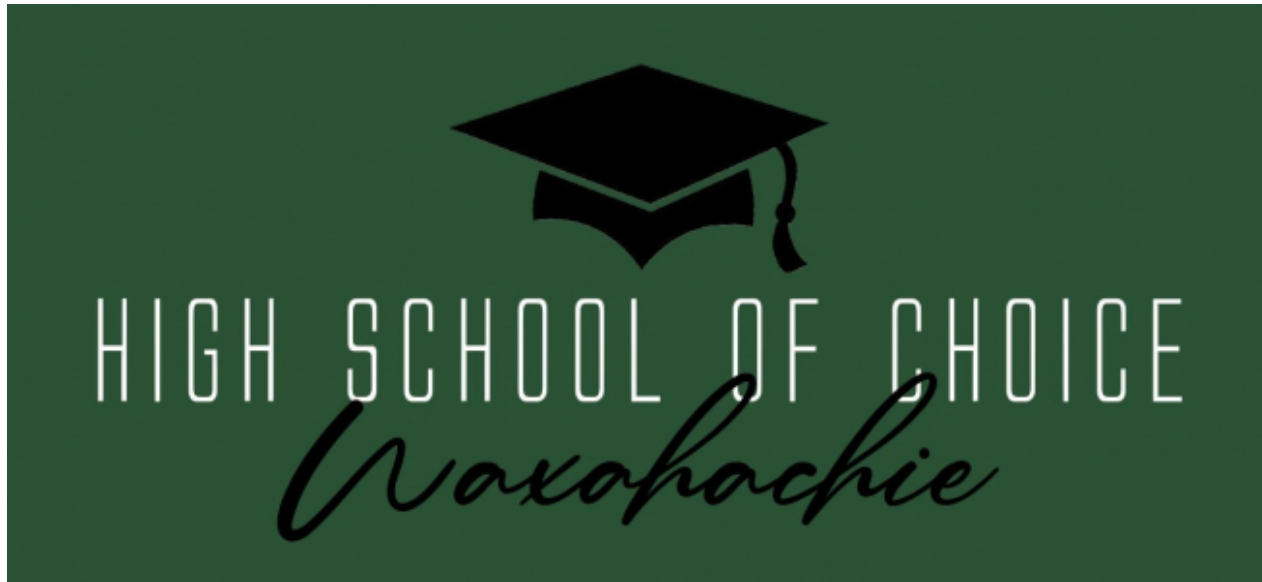


Waxahachie Independent School District
Waxahachie High School of Choice
2024-2025 Campus Improvement Plan



Mission Statement

The Waxahachie High School of Choice (HSoC) mission is to provide students in "at-risk" situations the opportunity to attain excellence through a non-traditional high school diploma program.

Vision

Waxahachie High School of Choice has been established to address the unique needs of students in "at-risk" situations. We believe that the future of our country depends on the education of its youth; that education should be the concern of everyone, and that education provides for the optimum development of each individual so that each individual may make satisfactory decisions in an ever-changing society.

Value Statement

Staff members in Waxahachie High School of Choice provide an environment to foster...

1. Positive student self-worth so students can gain confidence, build appropriate relationships, and practice beneficial social skills in order to harness success in life.
2. Academic Success through the utilization of district and state resources and differentiating instruction so students can successfully integrate into society.

Staff members are dedicated to students and believe in the dignity and worth of each individual. Staff will work with students, parents, and the community to address the needs of the individual. Together we can establish a setting in which students are successful academically, emotionally, and socially.

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Comprehensive Needs Assessment

Demographics

Demographics Summary

Waxahachie High School of Choice (HSoC) is a non-traditional high school setting that provides individualized instruction in an online environment primarily for students considered At-Risk of dropping out of the Waxahachie ISD high school campuses. The students who enter HSoC are those struggling with real-life adult situations (pregnant, need to work to support family, homeless, etc.). We collaborate with students and parents to ensure the goal of graduation is attained. The High School of Choice has an ever-changing enrollment as we accept students as they apply to our program.

Parental involvement is minimal yet, still encouraged. Although HSoC is an online learning environment, students receive assistance from highly qualified teachers who monitor their progress and provide one on one instruction as needed. Our current student enrollment is as follows:

Accountability Rating: A

Total Student Enrollment: 100

Economically Disadvantaged: 60.53%

English language learners: 0.0%

Mobility Rate: 100%

Graduation Rate: 100 % (218 graduates in 2023-2024)

African American: 6 is 2.5%

Hispanic: 26 is 54.1%

White: 16 is 33.3%

Two or More Races: 1 is 5.3%

STAAR Achievement:

- STAAR Performance Component Score 40 Scaled Score 90
- CCMR Component Score 31 Scaled Score 91

Demographics Strengths

- Attendance is consistent for the At-Risk population

- Student Attendance Rate:
 - 10 Grade - 84.6%
 - 11th Grade 79.5%
 - 12th Grade 84.2%
- Attendance Total = 88.40% 22-23 school yr | 91.03% 23-24 school yr(| 2.63 % improvement @ Dec 4, 2023)
- Serves predominantly an at-risk population
- Small class size
- Structured/disciplined school environment
- Low teacher and staff turnover rate
- Positive Professional Relationships with students

Problem Statements Identifying Demographics Needs

Problem Statement 1 (Prioritized): Attendance is drastically skewed on a daily basis. HSOC students completing all work and waiting to take EOCs equates to the student being withdrawn as a 98 (Drop out.). Therefore, the students are not attending, just coming to tutoring on the day they have tutoring. The student is re-enrolled as a "0", enrolled but not in membership. When students pass EOCs, the 98 is changed to graduated **Root Cause:** Inaccurate depiction of attendance for HSoC. The numbers are inaccurate and do not account for the mobility of HSoC students.

Student Learning

Student Learning Summary

Prior to acceptance at HSoC, students must have a minimum of 13 credits and have passed at least three of the five End of Course (EOC) exams required for graduation. Students that are classified as senior or junior take priority in acceptance; therefore, student achievement does not reflect all academic indicators. However, when mandated by the district to accept sophomores and freshmen into HSoC, the student must attend the entire day until they have reached 17 completed credits at which time a student can attend .5 days until graduation.

No data are available for the following: English I, English II, Algebra I, and Biology.

STAAR Percent at Approaches Grade Level or Above End of Course

All Students

English I 2020	100%
2019	N/A
English II 2022	N/A
2020	100 %
Algebra I 2022	N/A
History 2022	100%
2020	93%

Student Learning Strengths

- Small class size
- Entry requirements; students already have three of the five End of Course (EOC) Exams completed prior to being accepted to HSoC.
- The majority of students graduate on Foundation Plan.
- Students enter HSoC focused on completion and meeting personal goals

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): The data is not consistent from year to year. **Root Cause:** The entry requirements for HSoC do not allow for a consistent data pool of information

School Processes & Programs

School Processes & Programs Summary

The online courses and curriculum utilized are aligned with the Texas Essential Knowledge and Skills (TEKS) and other standards, incorporating instruction and assessment processes. The online tool students use to complete their coursework is APEX. Curriculum, instruction, and assessment are aligned with 21st-century learning skills.

The technology used in classroom instruction allows teaching staff to model and apply digital tools and resources for students. Online courses are organized into sequential units that build upon each other and include a complete scope and sequence. Before progressing, students must reach a predetermined mastery benchmark. The online delivery system allows the ability to maintain a safe, secure, and efficient technological environment using enhanced web filters and firewalls.

The intimate school setting provides more interaction between teachers and students, allowing for professional relationships to flourish. The smaller school setting ensures fewer distractions and a quiet place for students to learn.

The organizational structure of HSoC is a Director who provides leadership and oversight to all facets of the organization. HSoC is also staffed with one counselor, and two teachers that support the alternative learning aspect through an online delivery component. The staff supports the school by addressing the needs of all students, including personal needs such as food, toiletries, laundry, clothing, shelter, and mental health needs, in addition to their academic plan and career path goals.

School Processes & Programs Strengths

- Apex system contains an Assessment and Remediation Tool which allows teachers to identify students' competency level against required TEKS and provides supplementary materials for targeted remediation and practice.
- Apex uses a Guided Learning Process which is directed towards student mastery.
- Apex courses are organized into sequential units that build upon each other and include a complete scope and sequence. Before progressing, students must reach a predetermined mastery benchmark.
- Apex provides updates and releases new tools for the educator and student.
- Purposeful Planning time with campus staff as well as staff at other district campuses
- Assessment and monitoring of each student's academic and testing needs
- Individual seats and computers for all
- The small setting for more interaction and intervention between staff and students.
- Fewer distractions and a quiet place to learn.
- Apex software is successful and reliable.
- Ability to maintain a safe, secure, and efficient technological environment using enhanced web filters and firewalls
- Teachers have instructional technology in their classrooms
- Skyward online student enrollment
- The class facilitator can monitor and access each student's understanding and progress daily
- Can access Apex 24/7 daily, which allows students to make ongoing progress throughout the year, including summer and holiday

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1 (Prioritized): Need an additional counselor to adequately service the SEL(Social Emotional Learning) and Academic needs of both the High School of Choice and Disciplinary Alternative Education Program (DAEP) **Root Cause:** The exponential growth of the district and the number of students serviced through both DAEP & HSoC

Problem Statement 2: The district has not provided a dedicated medical professional nurse or CNA **Root Cause:** Not equitable staffing plans

Perceptions

Perceptions Summary

Stakeholders are informed, invested, and involved as partners in supporting the school district community to maintain high expectations and high achievement for all students. The staff desires to work with students, parents, and the community to address the needs of the individual.

The school culture values the individual learning styles of each student, emphasizing the holistic development of students; supporting their emotional well-being, transitioning from high school to adult/working citizens, and maintaining a structured and rigorous academic environment.

The small, intimate nature of the school provides a safe, warm, caring, nurturing environment for students to excel. Students attending HSoC are provided the opportunity to take ownership of their learning and complete high school in a time frame that is conducive to their life situation

Perceptions Strengths

- Community and campus clothing closet, food bank, toiletries, counseling services
- Opportunities for "at-risk" kids to be successful and earn their diplomas.
- HSoC provides a caring, stable, climate with fewer distractions.
- The staff works together to provide the necessary tools and procedures for the success of our students.
- A small number of students allow staff to guide and address the personal, academic, and future goals of our students.
- The School climate is positive, respectful, and helpful.
- The school staff is supportive, kind, encouraging, caring, honest, and understanding.
- Enrichment time is provided daily to address students' educational needs and remediation for state testing.
- Students and staff feel safe at school.

Problem Statements Identifying Perceptions Needs

Problem Statement 1 (Prioritized): Communications breakdown between the central administration and campus staff and the Director of Alternative Learning **Root Cause:** Not obtaining input and feedback from the staff at HSoC

Priority Problem Statements

Problem Statement 1: Need an additional counselor to adequately service the SEL(Social Emotional Learning) and Academic needs of both the High School of Choice and Disciplinary Alternative Education Program (DAEP)

Root Cause 1: The exponential growth of the district and the number of students serviced through both DAEP & HSoC

Problem Statement 1 Areas: School Processes & Programs

Problem Statement 2: Attendance is drastically skewed on a daily basis. HSoC students completing all work and waiting to take EOCs equates to the student being withdrawn as a 98 (Drop out.). Therefore, the students are not attending, just coming to tutoring on the day they have tutoring. The student is re-enrolled as a "0", enrolled but not in membership. When students pass EOCs, the 98 is changed to graduated

Root Cause 2: Inaccurate depiction of attendance for HSoC. The numbers are inaccurate and do not account for the mobility of HSoC students.

Problem Statement 2 Areas: Demographics

Problem Statement 3: The data is not consistent from year to year.

Root Cause 3: The entry requirements for HSoC do not allow for a consistent data pool of information

Problem Statement 3 Areas: Student Learning

Problem Statement 4: Communications breakdown between the central administration and campus staff and the Director of Alternative Learning

Root Cause 4: Not obtaining input and feedback from the staff at HSoC





Problem Statement 4 Areas: Perceptions

Priorities

Priority 1: Student Growth

Performance Objective 1: Every student grows academically every year in English Language Arts, Reading, Math, Science, and Social Studies.

Evaluation Data Sources: State and local assessment data, including, MAP, DRA, STAAR/EOC, state provided Interim assessments, collaboratively developed progress measures, teacher developed common formative assessments, TX KEA, Circle (pre-K), DRA/EDL, TELPAS and TRS Performance Assessments

Strategy 1 Details	Reviews			
<p>Strategy 1: Monitor and Support teacher use and understanding of the TEKS Resources system through utilizing Apex as the primary vehicle for learning at HSoC.</p> <p>Strategy's Expected Result/Impact: Increase academic achievement of students and increase teacher capacity</p> <p>Staff Responsible for Monitoring: Teachers and Administrators</p> <p>Title I: 2.4</p> <p>Problem Statements: Student Learning 1</p>	Formative			Summative
	Oct	Dec	Feb	Apr
Strategy 2 Details	Reviews			
<p>Strategy 2: Standardize Entry Requirements:</p> <p>* Consistent Criteria: Develop and implement a set of standardized entry requirements for HSoC to ensure a more consistent student population year over year. This could involve clearly defining academic, behavioral, and attendance criteria for admission.</p> <p>* Review and Adjust Annually: Establish an annual review process to assess the effectiveness of the entry requirements and make adjustments as necessary, ensuring they align with the school's goals and student needs.</p> <p>Strategy's Expected Result/Impact: By standardizing entry requirements, improving data management, and providing clear communication, you can address the issue of inconsistent data at HSoC, creating a more reliable foundation for analysis and decision-making.</p> <p>Staff Responsible for Monitoring: Director of Alternative Learning</p> <p>Title I: 2.6</p>	Formative			Summative
	Oct	Dec	Feb	Apr
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>				





Performance Objective 1 Problem Statements:

Student Learning

Problem Statement 1: The data is not consistent from year to year. Root Cause: The entry requirements for HSoC do not allow for a consistent data pool of information

Priority 1: Student Growth

Performance Objective 2: Every student understands the expected standards of behavior in the district and feels that their safety and well-being are a priority of the district.

Strategy 1 Details	Reviews			
<p>Strategy 1: Alternative Learning will continue to observe the campus Emergency Operations Policy to ensure best practices are implemented in the case of an emergency for the safety and securing of all students. District-wide common language laid out by the I Love You Guys training will be followed to ensure a uniform security protocol</p> <p>Strategy's Expected Result/Impact: having a plan in place helps to promote a safe environment -staff can be prepared for an emergency situation</p> <p>Staff Responsible for Monitoring: Director of Alternative Learning, Behavior Coordinator, assigned security personnel, all Staff</p>	Formative			Summative
	Oct	Dec	Feb	Apr
Strategy 2 Details	Reviews			
<p>Strategy 2: Guidance lessons will be on conflict resolution, bullying, career choices, drug and violence prevention and intervention throughout the year</p> <p>Strategy's Expected Result/Impact: Reduction in the number of student conflicts related to bullying. -Increased student awareness of drug and violence prevention -Increased student awareness of career choices</p> <p>Staff Responsible for Monitoring: Director of Alternative Learning, HSoC Counselor</p>	Formative			Summative
	Oct	Dec	Feb	Apr
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>				

Priority 1: Student Growth

Performance Objective 3: Every graduate is college, career, or military ready, and CCMR numbers increase year over year.

Evaluation Data Sources: Component and Scaled Score on Alternative Accountability Ratings

Strategy 1 Details	Reviews			
<p>Strategy 1: Work with colleges, trade schools, and universities to heighten the awareness of available programs of study and post-secondary opportunities.</p> <p>Strategy's Expected Result/Impact: tactical awareness of activities and actions to include enlistment in armed services and taking college entrance exams (e.g., ACT/SAT preparation vs. building a college-going workforce entrance culture).</p> <p>Staff Responsible for Monitoring: All Staff</p> <p>Title I: 2.5</p> <p>- TEA Priorities: Connect high school to career and college</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture</p>	Formative			Summative
	Oct	Dec	Feb	Apr

Priority 1: Student Growth





Performance Objective 4: Annually increase student enrichment and involvement in extracurricular, UIL, and co-curricular activities.

Evaluation Data Sources: Increased percentage of students engaged in activities, increased quartile/decile of Lone Star Cup standing, completion of guidelines and staff recruitment plan

Priority 2: Honor and Support Staff

Performance Objective 1: Honor staff contributions and achievements.

Evaluation Data Sources: Staff evaluation data

Strategy 1 Details	Reviews			
<p>Strategy 1: Be inclusive in scheduling and flexible with meeting staff needs academically personally and professionally. Demonstrate an appreciation of staff through small gestures throughout the year</p> <p>Strategy's Expected Result/Impact: Develop and maintain a supportive optimal working environment to retain quality staff.</p>	Formative			Summative
	Oct	Dec	Feb	Apr
Strategy 2 Details	Reviews			
<p>Strategy 2: Establish Open Communication Channels:*</p> <ul style="list-style-type: none"> - Feedback Loops: Create formal feedback loops where staff at HSoC can submit their input on key decisions, policies, and initiatives. This can be done through surveys, suggestion boxes, or digital platforms. * - Regular Campus Visits: Encourage Central Office administrators to visit HSoC regularly. These visits should focus on listening to staff concerns and building stronger relationships. <p>Strategy's Expected Result/Impact: By fostering open communication, involving staff in decision-making, and continuously monitoring the effectiveness of communication strategies, you can bridge the gap between central administration, campus staff, and the Director of Alternative Learning, ensuring a more cohesive and collaborative environment.</p> <p>Staff Responsible for Monitoring: Director of Alternative Learning Central Office Administrators</p> <p>Problem Statements: Perceptions 1</p>	Formative			Summative
	Oct	Dec	Feb	Apr
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>				





Performance Objective 1 Problem Statements:

Perceptions
<p>Problem Statement 1: Communications breakdown between the central administration and campus staff and the Director of Alternative Learning Root Cause: Not obtaining input and feedback from the staff at HSoC</p>

Priority 2: Honor and Support Staff

Performance Objective 2: Annually increase faculty and staff satisfaction and engagement.





Evaluation Data Sources: Staff evaluation data and other data related in increased staff engagement

Strategy 1 Details	Reviews			
<p>Strategy 1: Improve and maintain a positive work culture supportive of collegial and collaborative teamwork through Professional Learning Teams and addressing issues between staff members in a timely fashion.</p> <p>Strategy's Expected Result/Impact: boost campus morale and improve the positive work culture supportive of collegial and collaborative teamwork</p> <p>Staff Responsible for Monitoring: Director of Alternative Learning</p>	Formative			Summative
	Oct	Dec	Feb	Apr
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>				

Priority 2: Honor and Support Staff

Performance Objective 3: Promote a collaborative culture by engaging instructional staff in the practices of a Professional Learning Community.





Evaluation Data Sources: Staff evaluation data, meeting documentation, and other data related in increased staff engagement

Strategy 1 Details	Reviews			
<p>Strategy 1: Implementing PLCs with fidelity</p> <p>Strategy's Expected Result/Impact: Increase student learning and achievement by increasing scores on district and state assessments. Teachers will grow and learn how to meet the evolving needs of their students</p> <p>Targeted Support Strategy</p>	Formative			Summative
	Oct	Dec	Feb	Apr
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

Priority 2: Honor and Support Staff

Performance Objective 4: Invest in staff growth through professional learning/specialized training.

Evaluation Data Sources: Goal setting conference data





Strategy 1 Details	Reviews			
<p>Strategy 1: Teachers and administrators will attend professional development training in their content area(s) and use research-based instructional materials to enhance classroom instruction.</p> <p>Strategy's Expected Result/Impact: Classroom instruction will exhibit higher quality lessons and allow the students to become more engaged.</p> <p>Staff Responsible for Monitoring: All campus staff</p>	Formative			Summative
	Oct	Dec	Feb	Apr
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  0% No Progress </div> <div style="text-align: center;">  100% Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>				

Priority 3: Community and Stakeholder Relationships

Performance Objective 1: Annually increase satisfaction and engagement of students and families.

Evaluation Data Sources: Analyze and respond appropriately to student and family survey data, Superintendent's Student Advisory Board, Town Hall meeting for families

Summative Evaluation: Met Objective

Strategy 1 Details	Reviews			
<p>Strategy 1: Ensure positive relationships are formed with parents in order to promote greater personal involvement in the education of their scholars: (a). Provide parents the opportunity to receive information via weekly updates, (b). Provide information to parents regarding after-school plans i.e trade school and college opportunities and scholarships.</p> <p>Strategy's Expected Result/Impact: -increased communication with parents and the community will promote the success of student's social and academic performance and post-secondary readiness</p>	Formative			Summative
	Oct	Dec	Feb	Apr
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

Priority 3: Community and Stakeholder Relationships





Performance Objective 2: Annually increase engagement of community and stakeholders.

Evaluation Data Sources: Analyze and respond appropriately to parent survey data, increased community and stakeholder satisfaction and engagement

Priority 4: Financial Integrity

Performance Objective 1: Ensure financial stewardship and transparency

Evaluation Data Sources: Budget reports, TAPR and FIRST reports

Strategy 1 Details	Reviews			
<p>Strategy 1: Ensure all policies, guidelines, and laws are being followed when any federal or state funds are being used to service students or implement new programs.</p> <p>Strategy's Expected Result/Impact: District guidelines for federal and state funds are followed to effectively allocate campus fund</p> <p>Title I: 4.1, 4.2</p>	Formative			Summative
	Oct	Dec	Feb	Apr
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>				

Priority 4: Financial Integrity

Performance Objective 2: Develop and deploy coherent facility management processes to address student growth.

Evaluation Data Sources: Budget reports, TAPR and FIRST reports

Strategy 1 Details	Reviews			
<p>Strategy 1: Data-Driven Justification: * Student Enrollment & Growth Analysis: Present data showing the growth in student enrollment at both HSoC and DAEP over the past few years. Highlight the trend and projections for continued growth. * Counselor-to-Student Ratio: Compare the current counselor-to-student ratio with recommended standards (e.g., ASCA guidelines) to demonstrate the disparity. * Impact on Services: Document the challenges faced by existing counselors in providing adequate SEL and academic support due to the high caseload. Include metrics such as response time, frequency of student interactions, and outcomes Pilot Program or Phased Implementation: * Pilot Counselor Assignment: Propose a pilot program where an additional counselor is assigned for a trial period, allowing the district to assess the impact before committing to a permanent position</p> <p>Strategy's Expected Result/Impact: By combining data, stakeholder engagement, and financial planning, you can build a compelling case for the need to add a counselor to effectively support the SEL and academic needs at both HSoC and DAEP.</p> <p>Staff Responsible for Monitoring: Director of Alternative Learning</p> <p>Problem Statements: School Processes & Programs 1</p>	Formative			Summative
	Oct	Dec	Feb	Apr

Performance Objective 2 Problem Statements:





School Processes & Programs
<p>Problem Statement 1: Need an additional counselor to adequately service the SEL(Social Emotional Learning) and Academic needs of both the High School of Choice and Disciplinary Alternative Education Program (DAEP) Root Cause: The exponential growth of the district and the number of students serviced through both DAEP & HSoC</p>

Priority 4: Financial Integrity

Performance Objective 3: Ensure effective and efficient operations with transparency

Evaluation Data Sources: Budget reports, TAPR and FIRST reports

Strategy 1 Details	Reviews			
<p>Strategy 1: Review and Revise Attendance Policies: * Flexible Attendance Tracking: Propose a revision of attendance policies to better accommodate the unique circumstances of HSoC students. This could involve creating a separate attendance category or code that accurately reflects students who are awaiting EOC exams and only attending tutoring sessions. * Collaboration with District Officials: Engage district administrators and attendance officers to discuss the challenges and propose policy adjustments that recognize the mobility and non-traditional enrollment patterns of HSoC students.</p> <p>Strategy's Expected Result/Impact: By revising policies, improving data collection, and advocating for change, you can address the inaccuracies in attendance reporting at HSoC, ensuring a fair and accurate reflection of student participation and mobility.</p> <p>Staff Responsible for Monitoring: Director of Alternative Learning Piems</p> <p>Problem Statements: Demographics 1</p>	Formative			Summative
	Oct	Dec	Feb	Apr

 No Progress
 Accomplished
 Continue/Modify
 Discontinue

Performance Objective 3 Problem Statements:

Demographics
<p>Problem Statement 1: Attendance is drastically skewed on a daily basis. HSOC students completing all work and waiting to take EOCs equates to the student being withdrawn as a 98 (Drop out.). Therefore, the students are not attending, just coming to tutoring on the day they have tutoring. The student is re-enrolled as a "0", enrolled but not in membership. When students pass EOCs, the 98 is changed to graduated Root Cause: Inaccurate depiction of attendance for HSoC. The numbers are inaccurate and do not account for the mobility of HSoC students.</p>

Targeted Support Strategies

Priority	Objective	Strategy	Description
2	3	1	Implementing PLCs with fidelity