

# **Killeen Independent School District**

## **Pathways Academic Campus**

**2024-2025**



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# Comprehensive Needs Assessment

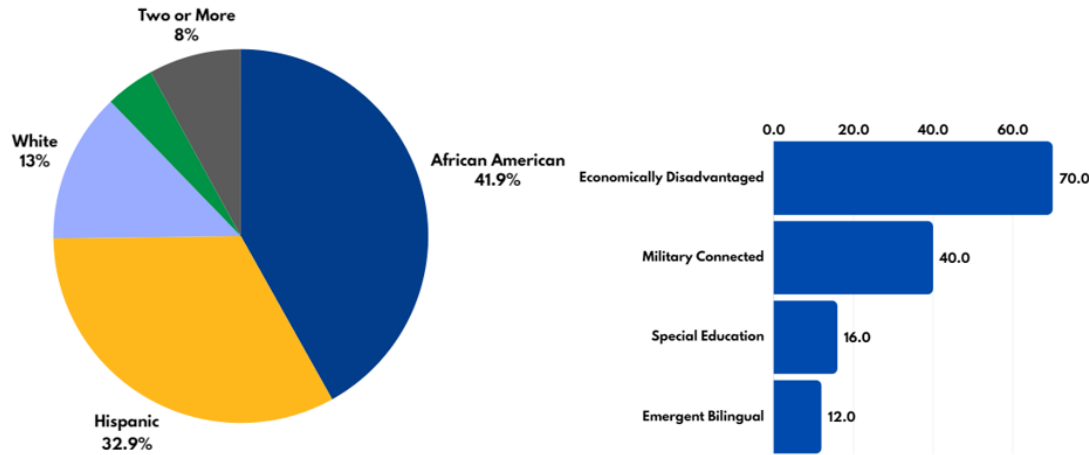
## Student Success

### Student Success Summary

#### Goal 1.1: Pathways for All students to build connections.

Campus offers several student clubs to include the Ambassadors Club which focuses on new students being acclimated to the Pathways campus. The Events Club which collaborates with staff to design campus activities that include all students, and the Leadership Team which focuses on leadership strategies and collaborates with all teams to help with senior activities such as the Award ceremony and Superintendent's Council. Pathways received the Purple Star Designation from Texas Education agency for the third consecutive year.

The campus is has two large ethnic demographic groups and two large special populations groups. For purposes of this report, the table below shows the ethnic distribution of the student body at Pathways on the state snapshot date for the 2023-2024 School year.



The campus is similar to the District demographics; however, we have close to 10% more African America students, 8% less military connected students, and 4% more economically disadvantaged students.

Teachers and students work together to create a learning environment that is conducive to the learning needs of students that are at risk of dropping out of school by providing on-line instruction that is accessible 24/7. Students have mentors and programs on campus such as Upward Bound to support students' understanding of college culture and Communities in Schools to support students' overall wellness. Students are also provided the opportunity to receive tutoring in the morning, evening and on Saturdays and to visit colleges and vocational campuses. There are many programs and opportunities available for students to address academic needs. There is a need to develop a greater sense of student connectedness to the campus and to promote student collaboration with all students attending PAC. Currently we do not have a Parent Liaison to assist with communication to parents and provide a bridge for school to campus needs. Having a Parent Liaison can assist students and staff by being the buffer and by helping students with voice.

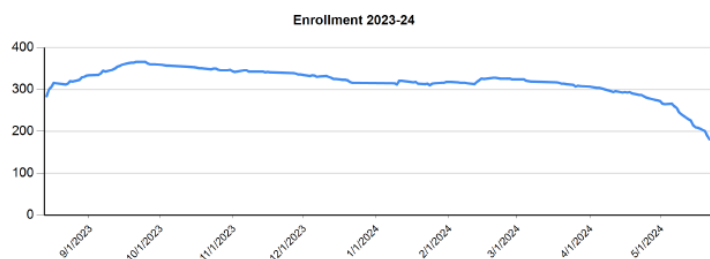
PAC is an open entry/open exit campus and students may complete at any time. Although efforts are made to have all students be a part of campus activities, some students and parents may not have a sense of belonging. Parents can attend sessions that provide financial aid information for college as well as attend campus events such as Readiness Day, Open

House, Academic Parent Nights, EB Parent Nights, Parent and Community Engagement, and SBDM meetings. The campus provides Parent/Teacher conferences twice a year and upon parent request. We also send parent surveys home to help learn parent needs. Unfortunately, parent participation in school events are still an area of growth.

We are mindful of the importance of school and home and we realize some of our students are independent learners living on their own, or are without transportation, so we provide connections to opportunities for community organizations, and recruiters to present and share experiences during the school day when available. In addition, we provide daytime parent information sessions on Zoom so parents that are unavailable during evening sessions still have opportunities to interact with counselors and teachers.

When students are out of class for discipline reasons or other absences, they miss making connections to content. They miss making social connection and developing the soft skills for CCMR/post-secondary success.

2024			2023		
Total Incidents	Repeat Offenders	% Repeat Offenders	Total Incidents	Repeat Offenders	% Repeat Offenders
243	<u>57</u>	23.46%	261	<u>50</u>	19.16%



In 2023-2024 the most often recorded discipline types were for other serious offense, truancy, insubordination, disruption, dress code/ID badge, and profanity. Data shows the number of repeated offenders has increased from school year 2022-2023 to school year 2023-2024. E-Cigarettes, Possession/Delivery/Use of Marijuana, Tobacco and other controlled substances combined totaled 30 offenses. Overall, the most used campus discipline type was opportunity to comply followed by OSS and ISS. To prevent loss of time from class, other measures such as conferencing, community service, campus probation, and Saturday Detention were used.

Attendance rates in 2023-2024 improved as from the fall into the spring. The chart above shows the decline in absenteeism. In school year 2024-2025, the campus will use the RaaWee online platform to proactively address potential absentee issues, document attendance communication with families with the purpose of removing attendance barriers, and provide recognition for good or improved attendance. The inclusion of a campus-dedicated attendance officer would help to reduce chronic absenteeism.

New to the district and campus is the Capturing Kids Hearts program. Capturing Kids' Hearts promotes relevance, rigor and relationships. By teaching students respect and responsibility the process supports diversity, character education, bully prevention, service-learning and safe school initiatives. The entire process teaches employability skills and promotes career preparation. Counselors will use the Capturing Kids Hearts monthly themes to share lessons with staff and students. This program in conjunction with other community/real-world connection such as the Moss Foundation will provide staff and students opportunities to support making connections. Our counselors are proactive in reaching out to the community to make connection for our students and staff.

Pathways hosts the district Pregnancy Related Services (PRS) program, including Compensatory Education Home Instruction (CEHI), for eligible students during the pregnancy and

postpartum periods. These programs are designed to help students stay in school and adjust academically, mentally, and physically. Staff help the students with connections to community support.

**Goal 1.2: All student meet or exceed the Texas grade level standards in reading and writing.**

This is an area of growth for the campus. PAC is a Dropout Recovery (DRS), School of Choice. Most students are recovering credits, transfer from out of state, have health concerns, or are at-risk of not completing school. The campus has made adequate progress in the Approaches domain and will continue to work to improve in the Meets and above domain.

	Year	English I Reading	English II Reading			
Approaches	2024	28%	44%	Extended Constructed Response	2024 0-points	2023 0-points
	2023	34%	44%			
Meets	2024	10%	18%			
	2023	13%	18%			
Masters	2024	0%	0%	English II	56%	50%
	2023	2%	1%			

From 2023 to 2024 the number of students making approaches on the English I STAAR assessment declined by 6% and English II STAAR assessment remained the same at 44%. There was a decrease in the percent of African American and Emergent Bilingual students earning approaches in English I. There was a decrease in the percent of African American, Special Education, and Economically Disadvantage students earning approaches in English II. Overall, English I STAAR extended constructed responses scored between 0-3 point and English II STAAR extended constructed responses scored between 0-10.

Staff regularly review data and form strategies for instructional improvement during common planning and PLC times. Examples include improving student use of online tools for test taking and use the RACE strategy in all disciplines. When reviewing campus Emergent Bilingual student scores on the TELPAS assessment, data showed no students scored advanced high as one of the criteria to exit the EB program. A focus on all students reading, writing, speaking, and listening will support STAAR and TELPAS testers. The campus library is a popular location for students. The campus has genrefied the library collection and will promote the use of the library and increased circulation.

**Goal 1.3: All student meet or exceed the Texas grade level standards in math.**

This is an area of growth for the campus. PAC is a Dropout Recovery (DRS), School of Choice. Most students are recovering credits, transfer from out of state, have health concerns, or are at-risk of not completing school. The campus has made adequate progress in the Approaches domain and will continue to work to improve in the Meets and above domain.

	Year	Algebra I
Approaches	2024	73%

	2023	51%
Meets	2024	6%
	2023	8%
Masters	2024	0%
	2023	3%

From 2023 to 2024 the number of students making approaches on the English I STAAR assessment increased by 22%. There was an increase in the percent of African American and Economically Disadvantaged students earning approaches in Algebra I.

Staff regularly review data and form strategies for instructional improvement during common planning and PLC times. Examples include restructuring the grouping of students for intervention and identifying ways to improve the number of student earning meets and masters on the state assessment.

**Goal 1.4: All students will graduate from high school ready to enroll in postsecondary education, enlist in the military, and/or enter the workforce**

Pathways Academic Campus (PAC) has improved in this area and according to preliminary data, the campus has as CCMR Rate of 88%, which will give the campus a letter grade of A in the Accountability System. This has been an area of growth and will continue to be an area of reinforcement.

Counselors are scheduling TSI, ASVAB and PSAT tests and although our site is excellent for students wanting to go in the military or have the TSI completed before leaving high school, providing a space during the school day is a challenge because all classrooms are being utilized each period and these tests are time dependent and most students are bus dependent.

Staff recognize we have more strategies to support students in military and college endeavors than in career readiness.

**Student Success Strengths**

The focus of Pathways Academic Campus is student health and academic achievement. In 2023-2024, we have focused on several key areas.

- Instruction- The amount of time students are in a specific course is steady and students are tracking personal academic progress while learning time management skills.
- Increased number of students graduated with 4 year cohort and maintaining levels of achievement in 4 year cohort without exclusions.
- All seniors completed resumes and Apply Texas Essays in collaboration with counselors to meet college and career readiness needs.
- Increased number of students who challenged the TSI/TSIA, ASVAB,SAT: TSI/TSIA are offered monthly at PAC, and School Day SAT is offered twice a year.
- Most seniors earned College Career and Military Readiness (CCMR) status: 232 out of 264 (88%).
- Students that test in English for the first time at our campus have a higher passing rate than students transferring to the campus.
- Algebra I EOC scores have been on the rise for the last three years. Our focus for the year is to get more students to Meets or better. This will also carry over to all disciplines.
- Pathways is a Purple Star designated campus. this program helps schools address the educational and social-emotional challenges that military-connected students face

- The percentage of Spring 2024 History STAAR testers earning approaches was 86%, earning meets was 36%, and earning masters was 16%.
- The context and organization of Pathways is based on the needs of our students. The master schedule is built based on student requests.

### **Problem Statements Identifying Student Success Needs**

**Problem Statement 1:** Most students are at the Approaches Level of the EOC, and accountability system focuses on the Meets or better in the A-F rating system. **Root Cause:** Instruction and task need to be more tightly aligned

**Problem Statement 2:** SAT/ACT average for students at Pathways challenging the exams is lower than students in district and state. **Root Cause:** Campus does not offer SAT/ACT preparation and many students do not have transportation to off campus sites.

**Problem Statement 3:** Many students have experience learning gaps, are at-risk students, and may also need the support of special programs. **Root Cause:** Students come from all KISD high schools and staff must be ready to support the needs of all students in a wide-variety of special programs.

**Problem Statement 4:** Students receiving Pregnancy Related Services (PRS) need both parenting/life skills and academic supports to prevent drop out and enable them to graduate. **Root Cause:** Some staff are not familiar with the social /emotional distress this population experiences, and the additional targeted support for life skills and education.

**Problem Statement 5:** Students need exposure to post-secondary information and experiences to increase their will to graduate. **Root Cause:** Most of the student population is identified as economically disadvantaged and may have additional barriers that need to be identified and removed to ensure that they are able to fully participate in the educational program.

**Problem Statement 6:** The learning environment at Pathways is highly conducive to meeting the needs of At-Risk students. However, the campus does not have a police officer dedicated to being on campus during the school day and at dismissal time. **Root Cause:** Students come from all KISD high schools and do not have skills for conflict resolution.

**Problem Statement 7:** Students need to work on courses outside of the regular school day in order to complete courses. **Root Cause:** Technology such as devices and Wi-Fi are not consistently available to all students at home.

**Problem Statement 8:** Emergent Bilingual students are working to obtain English proficiency and develop high levels of academic achievement in English. Parents of Emergent Bilingual students may need support or training to help their students reach high academic levels. **Root Cause:** As an at-risk group, students must be provided consistent access to programs and instruction that could lead to academic success.

**Problem Statement 9:** Student attendance and academic performance in EOC tested subject areas are below State and District Average. **Root Cause:** Students have excessive absences and the campus does not have an attendance officer assigned to it.

**Problem Statement 10:** Students attend Pathways from across the entire district and many of them are attempting to work a job while addressing credit recovery. Traditional bell schedules and transportation routes are not always sufficient to meet the needs.

# Human Capital

## Human Capital Summary

### Goal 2.1 To recruit and retain staff, the District will promote a positive work environment, and provide a competitive compensation and benefits plan.

Pathways Academic Campus was initially staffed over 20 years ago. To attest to the positive work environment, there are staff members working here now who helped open the campus. Many staff have been here for more than 10 years. When a staff leaves, they are often are leaving for promotion opportunities.

Professionals meet Texas Education Agency certification requirements. Para-professional staff members meet the highly qualified requirements of Every Student Succeeds Act (ESSA). The staff is comprised of 21 instructional staff members, 2 special education teachers, 3 instructional aides, 1 media aide, 1 clinic aide, .5 nurse, 3 counselors, one registrar, 2 APs, 1 technologist, 2 food service workers and 2 custodial staff, 5 secretaries, and the campus principal. Years of experience are displayed in the chart below based on data retrieved from the Texas Academic Performance Report, 2022-23.

Years of Teaching Experience	Percentage of Staff
1-5	4.2%
6-10	4.1%
11-20	10.1%
Over 20	5.8 %

Staff morale is high in part due the level of trust build between staff and admin.

Affirmation and celebration are given often as well as recognition of success outside the campus such as completed graduation degrees.

Pathways maintains a Hospitality Committee to celebrate staff birthdays and support staff through difficult times.

### Goal 2.2 The district will implement effective standards and practices that will consistently and strategically staff campuses and departments.

Our campus supports students in need of multiple credits through recovery or acceleration. This means staff will need the certifications and capacity to teach multiple courses. Composite certifications are preferred. We often need staff with the ability to teach PE. Currently we have no staff for PE.

The campus design has limited space and because everything at PAC is contingent upon student need, some core subject areas are overcrowded and with the small selection of electives leveling courses is a challenge. Teachers are also trying to address the problem of practice and plan together but due to the size having a common department planning period is not possible. The high need subject areas currently based on class size data are Math and English. English currently has four teachers and math has five.

The addition of a parent liaison will support the connection between school and parents as well as coordinate volunteers for the campus. The hiring of an additional instructional aid will support students in small group and 1:1 learning environments under teacher guidance. The inclusion of a campus-dedicated attendance officer would help to reduce chronic absenteeism.

We are fully staffed. Recruitment efforts are in place any time there is an opening. All admin have access to online applications and are familiar with the hiring process. We also participate in district job fairs and members of the admin team are trained to attend university job fairs and use the Handshake app for connecting with potential new hires.

### Goal 2.3 The District will identify and provide ongoing training and coaching needed for staff to build their professional capacity.



The context and organization of Pathways is based on the needs of our students. The master schedule is built based on student requests. Teacher placement is based on certification and areas of strength. Teacher preference is also considered when possible. Room assignments are made so that teachers of the same subject are in proximity. This allows for easier collaboration and community building.

Having a Dean of Instruction will help the campus with improvement to the overall educational program. The Dean of Instruction can help teachers by providing instructional strategies for students struggling in reading and math by coming in and providing model lessons and working one to one with struggling teachers. Currently, the school has the Principal, an AP, and a Dean of Instruction to work with staff in PLC or one to one if a Professional Intervention Plan is needed in addition to handling daily campus operational needs.

Each administrator works as an instructional leader for a specified group of teachers (generally by department). The four core areas (English Language Arts, Math, Science, and Social Studies) also have a teacher leader who is responsible for supporting the department. PLC planning is done with input from district leaders, the campus Principal, Assistant Principal, and the Dean of Instruction, and the department instructional leaders. The campus Principal, Assistant Principal, and the Dean of Instruction are also responsible for all of the professional development planning throughout the year. The PLCs and professional development days continue to focus on improving upon our problem of practice.

While reviewing state assessment data, content area teams with Special Education teachers, identified areas of growth we will address in PLCs and professional development. Examples include cross-discipline writing and use of rubrics, intentional planning of guided practice, strategies to increase meets and master on STAAR, and strategies to support EB students.

Because we have experienced turnover in staff, training is needed in the area of using PLCs and best practices for working with various populations such as At-Risk, English Language Learners, Pregnancy - Related Services and 504/Special Education.

Beside the Texas State k-12 education program, we also serve through:

**Our Programs**

Program	Purpose
504/At Risk	Provides additional classroom support for students
SPED	Provides support for students identified as needing additional classroom and curricular support.
PRS	Provides support for expecting moms to help them stay on track to graduate or continue school.
Communities in Schools	Provides social support for students and parents to help keep students on track to graduate and stay in school.
Evening Academy	Credit Recovery for all 9-12 grade students during the school year to help increase the number of students across the District stay on track to graduate.
Upward Bound	The goal of Upward Bound is to provide certain categories of high school students better opportunities for attending college. The categories of greatest concern are those with low income, those with parents who did not attend college, and those living in rural areas.

The campus has a proud history of developing teacher leaders. We continue this with the use of teacher mentors for new teachers and learning partners for new-to-campus staff. Lead teachers designed a Campus NTI guide and held a training for all our new and new-to-campus teachers along with their mentor to build the capacity of all involved.

## **Goal 2.4 All staff will have formal and informal opportunities to give and receive feedback regarding job satisfaction and performance.**

The committees and programs at PAC allow opportunities for all to be heard and proactive; thus, encouraging staff, parents and students to work together to promote a higher learning environment that continues to produce engaging experiences and keeps all attentive and committed to being successful.

All teachers are evaluated with T-TESS every year. Each teacher participates in goal setting, a preconference and a post-conference. Areas of reinforcement and refinement are developed through walkthroughs and formal observation.

We will also participate in coaching cycles using the coaching protocols of Get Better Faster.

## **Human Capital Strengths**

At Pathways Academic Campus we support the capacity building of staff. In 2023-2024, we have focused on several key areas.

- Staff retention practices are focused on ensuring the staff feels valued.
- This year, we have provided substitutes so that teachers can participate in subject-specific planning days each semester.
- PLCs are scheduled for the year to include all core department teachers, elective, and special education teachers
- A bi-weekly meeting is set for the Dean, the 504 Facilitator, IEP coordinator, and the diagnosing to discussion student progress and identify staff growth opportunities.
- This year we added a new full time counselor position.
- The counselor and the counselor registrar work together to make sure our rolling enrollment is efficient for students, staff, and families.
- We have skilled and dedicated support staff.
- We have a full time campus technologist to support the hardware and software needs of the online programming we offer.
- Teacher leaders are effective at aiding communication between departments and with their team.

## **Problem Statements Identifying Human Capital Needs**

**Problem Statement 1:** Staff is small and serve in multiple roles. Several positions are needed to help ensure students are receiving adequate support for instruction, discipline, communication, and attendance. **Root Cause:** Cost to run blended learning campus and support unique needs of at-risk students.

**Problem Statement 2:** The campus attendance rate is below the district rate. **Root Cause:** The campus does not have an attendance officer on site.

# Financial Stewardship

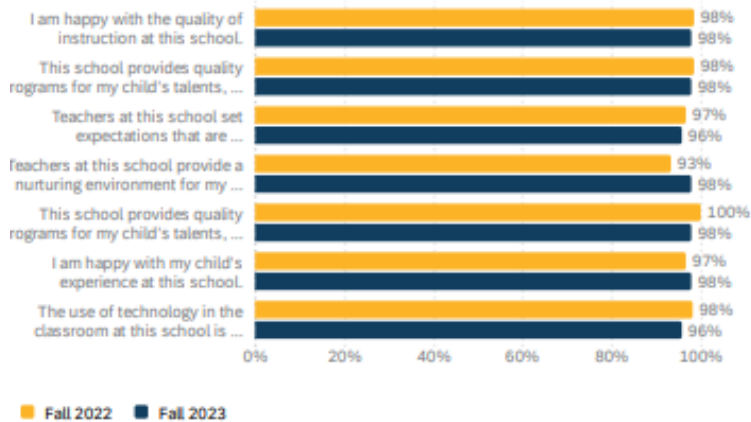
## Financial Stewardship Summary

### Goal 3.1 The District will use data driven planning to prioritize resource allocation.

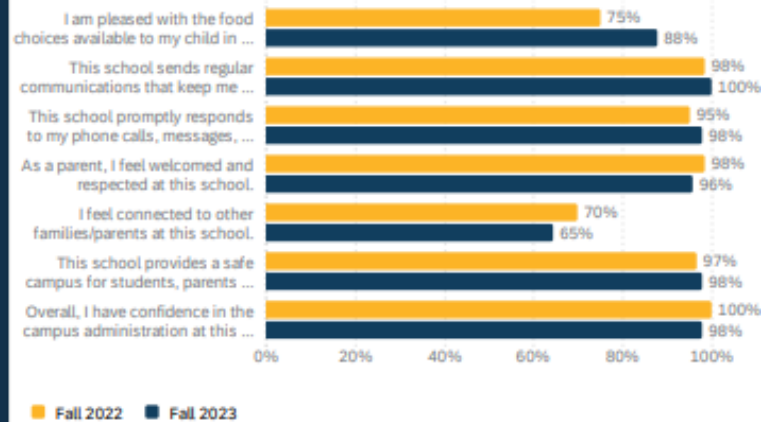
Pathways gathers student performance data from multiple sources such as campus-wide and demographic specific state assessments trends, MAP assessments, attendance and discipline trends, CCMR completion, and teacher and staff observation.

#### Parent Survey

Percent Agreement By Statement



Percent Agreement By Statement



Parent surveys show high satisfaction with most aspects of the campus and curriculum. At the August Title 1 Annual Meeting parents reviewed the data and generated suggestions for raising categories with less than 80% satisfaction. At the August Title 1 Staff Awareness meeting, staff also reviewed the parent survey data to identify strategies to maintain the high ratings and mitigate barriers for the under 80% ratings.

### Goal 3.2 The District will prepare budgets using transparent and open communication among stakeholders.

Data about the campus climate and culture is gathered through parent, teacher, and staff surveys. Besides gathering input from families and the community through surveys and engagement opportunities, a variety of stakeholders meet for the Site Based Decision Making committee to determine and prioritize areas of growth to be included in the Campus Improvement Plan. Funds are then dispersed to support growth strategies, and the strategies are progress monitored at regular intervals.

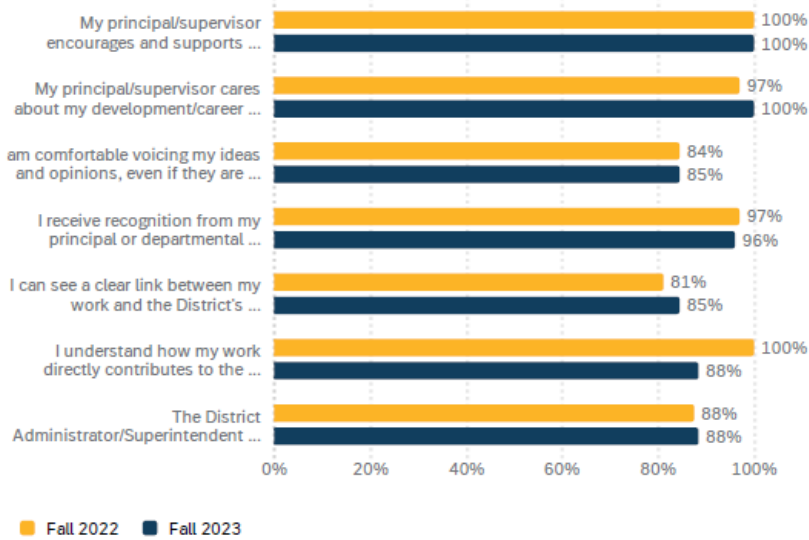
The campus budget is reviewed regularly to ensure purchasing is made in a timely manner and completed through the correct funding codes.

### Goal 3.3 The District will continuously evaluate and update policies and procedures to foster a positive culture and climate.

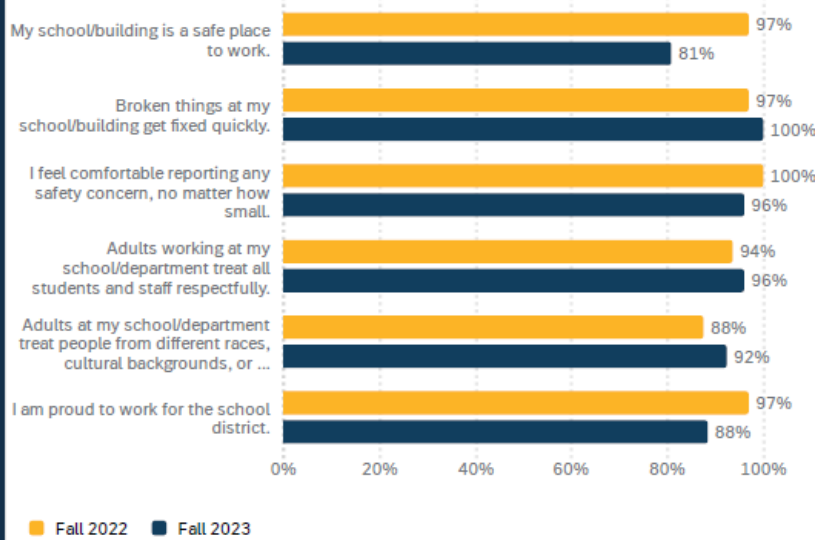
Campus staff participate in district advisory committees held to foster a positive culture and climate for all KISD staff, students, and stakeholders.

#### Staff Survey

### Percent Agreement By Statement



### Percent Agreement By Statement



Percentiles over 80% are indicators of strengths. Overall, the campus survey shows a positive campus culture and climate.

### Goal 3.4 District operational department training will focus on effective and sustainable use of district resources and procedures.

The campus staff understand the value of the work of the operational departments. Business Services supports our purchasing and provides guidance for the use of Title 1 funds. Facilities Services provide building maintenance and responds quickly to campus requests. School Safety helps us conduct a yearly audit, provides safety training, and provides guidance for safety documentation. Student Services provides the student code of conduct and student handbook. They guide registration requirements and work with the campus behavior coordinator. Nutrition Services provides on-campus kitchen managers and staff and the new lunch menus with multiple options encourage our students to eat a full meal. Technology Services works with our campus and district level technologists, manages our reporting systems and learning management systems.

### Financial Stewardship Strengths

The focus of Pathways Academic Campus is sound financial stewardship. In 2023-2024, we have focused on several key areas.

- The school community are actively involved in the planning process for the school year.
- The campus is small and all staff can easily give input to the planning process.
- Staff knows to write a proposal for any newly implemented projects or request and explain how the program or project will benefit students.
- Surveys are sent to students, parents, and all staff to evaluate community perceptions about the campus, instructional programs, and climate and culture of the campus.
- Campus is part of district initiative for building relationships and maintaining a safe and orderly environment (Capturing Kids Hearts).
- Courseware and products at the campus are evaluated annually.

### Problem Statements Identifying Financial Stewardship Needs

**Problem Statement 1:** Campus does not have a Parent Liaison to help with school to home communication and provide additional targeted support for students during the day with tasks that will promote graduation and post-secondary learning. **Root Cause:** Funding was not budgeted for PAC to have a Level III Aide.

**Problem Statement 2:** The learning environment at Pathways is highly conducive to meeting the needs of At Risk students. However, parents do not engage in activities at the campus. **Root Cause:** Campus is fluid and students graduate at all times during the year. Students do not always have a sense of belonging to the campus.

**Problem Statement 3:** The learning environment at Pathways is highly conducive to meeting the needs of At Risk students. However, parents do not engage in activities at the campus and technology resources are needed to ensure the lines of communication are open and easily accessible. **Root Cause:** Some parents may not have opportunity or transportation to attend evening sessions or students are bus dependent and cannot come back to campus for after hour events.

**Problem Statement 4:** Students often struggle with meeting basic needs, including having supplies for classwork, homework, and projects. **Root Cause:** Higher percentage of economically disadvantaged.

# Priorities

## Priority 1: Student Success

**Goal 1:** Pathways for All students to build connections.

**Alignment to other goals:**

Learner & Graduate Profile, Strategic Plan Goal, Board Goal

**District Evidence of Success:** Discipline referrals and DAEP placements will decrease by 5%

Key Strategic Action 1 Details
<p><b>Key Strategic Action 1:</b> All staff will be trained with Capturing Kids Heart. Students will attend CKH sessions during Power Hour/Home Room.</p> <p><b>Progress Measure (Lead):</b> All staff will use Capturing Kids Hearts strategies daily to build and maintain positive relationships with students. The counselors will work with student ambassadors to provide peer to peer support encouraging perfect attendance.</p> <p><b>Outcome Measure (Lag):</b> By end of school year 2025, 5% of discipline referrals for minor infractions will decrease.</p> <p><b>Dates/Timeframes:</b> August 14, 2024 through May 22, 2025</p> <p><b>Staff Responsible for Monitoring:</b> All staff</p> <p><b>Collaborating Departments:</b> Counseling, Communities in Schools, Administration</p> <p><b>TEA Priorities:</b> Improve low-performing schools - <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p><b>Problem Statements:</b> Human Capital 1</p> <p><b>Funding Sources:</b> Counselor lesson supplies - 211 - ESEA, Title I Part A - 211.31.6399.00.006.30.000 - \$500</p>

### Key Strategic Action 2 Details

**Key Strategic Action 2:** By the end of the school year 2025, Special Program staff will provide targeted support to 100% of EB, PRS, At-risk, GT and SPED students.

**Progress Measure (Lead):** Staff will meet with special program students bi-weekly, to ensure social and emotional needs are being met by providing student clubs, and lessons designed to teach self- advocacy skills and soft skills.

**Outcome Measure (Lag):** Graduation rates in sub-populations will increase by 10%.

**Dates/Timeframes:** 8/14/2024 - 5/22/2025

**Staff Responsible for Monitoring:** Administration, Teachers, Counselors, Special Programs Staff, Parent Liaison, and Attendance Officer

**Collaborating Departments:** Counseling Dept., Communities in Schools, Upward Bound, Parent Liaison

**TEA Priorities:**

Connect high school to career and college

- **ESF Levers:**

Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction

- **Targeted Support Key Strategic Action - Additional Targeted Support Key Strategic Action - Results Driven Accountability**

**Problem Statements:** Student Success 3

**Funding Sources:** Academic Dean Salary - 211 - ESEA, Title I Part A - 211.23.6119.00.006.30.000 - \$100,000, Parent Liaison Salary - pending approval - 211 - ESEA, Title I Part A - 211.61.6129.00.006.30.000 - \$35,000, Gifted and Talented ESC Professional Development Fee - 177 - Gifted/Talented - 177.13.6239.00.006.21.000 - \$850, Instructional materials for Gifted and Talented students - 177 - Gifted/Talented - 177.11.6399.00.006.21.000 - \$392

### Key Strategic Action 3 Details

**Key Strategic Action 3:** By the end of the school year 2025, two Emergent Bilingual parent training events will be hosted by the campus.

**Progress Measure (Lead):** Provide supplemental outreach training and activities to English learners and their families. Refreshments will be provided at on-campus events.

**Outcome Measure (Lag):** Parent engagement event attendance will increase by 5%.

**Dates/Timeframes:** 8/14/2024 - 5/22/2025

**Staff Responsible for Monitoring:** Teachers, Counselors, Parent Liaison, Special Programs Team, Support Staff, Administrators, Principal

**Collaborating Departments:** Communities in Schools, Upward Bound, CTE, All Core Departments and Elective Departments

**TEA Priorities:**

Recruit, support, retain teachers and principals, Build a foundation of reading and math, Connect high school to career and college

- **ESF Levers:**

Lever 3: Positive School Culture, Lever 5: Effective Instruction

- **Targeted Support Key Strategic Action - Additional Targeted Support Key Strategic Action**

**Problem Statements:** Student Success 8

**Funding Sources:** Parent engagement and training materials - ex. chart paper, pens, chart markers, paper, ink - 211/PAR - ESEA, Title I Parent Involvement - 211.61.6399.00.006.24.PAR - \$700, Food to encourage attendance at parent training and engagement events - 211/PAR - ESEA, Title I Parent Involvement - 211.61.6499.00.006.24.PAR - \$366, Parent Liaison Travel - 211/PAR - ESEA, Title I Parent Involvement - 211.61.6411.00.006.24.PAR - \$500

### Key Strategic Action 4 Details

**Key Strategic Action 4:** By the end of the 2025 school year, all students will be provided the opportunity to join a campus club or campus based program such as Upward Bound or Communities in Schools.

**Progress Measure (Lead):** Campus staff will host or sponsor a variety of clubs and programs to encourage student engagement in the school community and students wellness.

**Outcome Measure (Lag):** Student participation in at least one campus club or program will increase by 10%.

**Dates/Timeframes:** 8/14/2024 - 5/22/2025

**Staff Responsible for Monitoring:** Teachers, Counselors, Parent Liaison, Special Programs Team, Support Staff, Administrators, Principal

**Collaborating Departments:** Communities in Schools, Upward Bound, CTE, All Core Departments and Elective Departments

**TEA Priorities:**

Recruit, support, retain teachers and principals, Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools

**- ESF Levers:**

Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction

**- Targeted Support Key Strategic Action - Additional Targeted Support Key Strategic Action**

**Problem Statements:** Financial Stewardship 2

### Key Strategic Action 5 Details

**Key Strategic Action 5:** By the end of school year 2025, 0% of Pregnancy Related Services (PRS) students will dropout.

**Progress Measure (Lead):** PRS students will attend field trips that provide experiences with meal preparation, selecting healthy foods and well-being; participate in field trips that encourage positive parenting skills; engage in activities that encourage reading with babies and the proper activities to conduct while reading to children; and engage in activities that encourage public speaking to increase self expression that will help with conversations for information, education, and conflict resolution.

PRS students will meet bi-weekly to engage in parenting activities not limited to how to breast feed, changes in body, diaper changing, car seat installment, and proper crib care. Students will be provided baby items to use during hands on activities and for incentives to attending sessions.

Staff will visit 4 days a week for one hour while a PRS student has Homebound services.

**Outcome Measure (Lag):** 100% of Pregnancy Related Services (PRS) students will complete the school year or graduate.

**Dates/Timeframes:** 8/14/2024 - 5/22/2025

**Staff Responsible for Monitoring:** Teachers, Counselors, Parent Liaison, Special Programs Team, Support Staff, Administrators, Principal

**Collaborating Departments:** Communities in Schools, Upward Bound, CTE, PRS, All Core Departments and Elective Departments

**TEA Priorities:**

Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools

**- ESF Levers:**

Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction

**- Targeted Support Key Strategic Action - Additional Targeted Support Key Strategic Action**

**Problem Statements:** Student Success 4

**Funding Sources:** PRS student reading materials - 166 - State Comp Ed - 166.11.6329.00.006.30.AR0 - \$300, PRS instructional supplies - 166 - State Comp Ed - 166.11.6399.00.006.30.AR0 - \$300, PRS Field Experience - 166 - State Comp Ed - 166.11.6412.00.006.30.AR0 - \$400



### Key Strategic Action 6 Details

**Key Strategic Action 6:** Throughout school year 2024-2025, students will be provided the opportunity to attend Saturday School to work ahead and receive additional support in core subject areas as well as to make up time for absenteeism. Evening Academy will be held in the fall and spring.

**Progress Measure (Lead):** Saturday school will be held two time a month. Evening Academy will be held in the fall and spring. Staff will support students as they work towards course completion.

**Outcome Measure (Lag):** Graduation rates in sub-populations will increase by 10%.

**Dates/Timeframes:** 8/14/2024 - 5/22/2025

**Staff Responsible for Monitoring:** Teachers, Counselors, Parent Liaison, Special Programs Team, Support Staff, Administrators, Principal

**Collaborating Departments:** Communities in Schools, All Core Departments and Elective Departments

**TEA Priorities:**

Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools

**- ESF Levers:**

Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction

**- Targeted Support Key Strategic Action - Additional Targeted Support Key Strategic Action**

**Problem Statements:** Student Success 7

**Funding Sources:** Supplemental pay for Saturday school staff - 166 - State Comp Ed - 166.11.6118.CA.006.30.AR0 - \$9,000, Student snacks for Saturday tutoring - 211 - ESEA, Title I Part A - 211.11.6499.00.006.30.000 - \$500

### Key Strategic Action 7 Details

**Key Strategic Action 7:** Throughout the 2024-2025 school year, students will be provided supplemental supplies, materials, and other support as needed to ensure academic needs are met.

**Progress Measure (Lead):** Items such as iPads, headphones, notebooks, pens, and pencils, glue sticks, and copy paper, graph paper, science lab supplies, and TI Nspire calculators will be provided to students. Tutoring and social emotional activities to encourage healthy living will be offered. Software such as Lowman will be used to support student learning.

**Outcome Measure (Lag):** Graduation rates in sub-populations will increase by 10%.

**Dates/Timeframes:** 8/14/2024 - 5/22/2025

**Staff Responsible for Monitoring:** Teachers, Counselors, Parent Liaison, Special Programs Team, Support Staff, Administrators, Principal

**Collaborating Departments:** Communities in Schools, Upward Bound, CTE, PRS, All Core Departments and Elective Departments

**TEA Priorities:**

Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools

- **ESF Levers:**

Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction

- **Additional Targeted Support Key Strategic Action**

**Problem Statements:** Student Success 1

**Funding Sources:** iPads with protective cases - 166 - State Comp Ed - 166.11.6398.00.006.30.AR0 - \$1,000, Headphones and iPad cases - 166 - State Comp Ed - 166.11.6394.00.006.30.AR0 - \$1,000, Instructional materials - ex. paper, ink, notebooks, pens, pencils, chart papers, content area instructional materials - 166 - State Comp Ed - 166.11.6399.00.006.30.AR0 - \$8,000, TI-Nspire calculators - 166 - State Comp Ed - 166.11.6399.00.006.30.AR0 - \$2,000, Hands-on science lab supplies - 211 - ESEA, Title I Part A - 211.11.6399.00.006.30.000 - \$1,000, Lowman instructional materials for SS, Science, ELAR, and Math - 166 - State Comp Ed - 166.11.6399.00.006.30.AR0 - \$200, Instructional Aide Salary - 166 - State Comp Ed - 166.11.6129.00.006.30.AR0 - \$30,000

### Key Strategic Action 8 Details

**Key Strategic Action 8:** Throughout the 2024-2025 school year, students will be given opportunities to attend college information sessions and four college campus visits. Information will be shared with parents about college readiness and preparation.

**Progress Measure (Lead):** Junior and Senior level students will be provided transportation to Bell Co. College Night and be provided the opportunity to attend four College campus field trips. Counseling Staff will host four Parent Night Information Sessions to increase awareness of programs and opportunities for students in high school and college. The campus will host an information session for parents about the Upward Bound Program to increase awareness and encourage student participation. Counselors will host College and Career Day. Refreshments will be provided at on-campus events.

**Outcome Measure (Lag):** Graduation rates will increase by 10%.

**Dates/Timeframes:** 8/14/2024 - 5/22/2025

**Staff Responsible for Monitoring:** Teachers, Counselors, Parent Liaison, Special Programs Team, Support Staff, Administrators, Principal

**Collaborating Departments:** Communities in Schools, Upward Bound, CTE, PRS, All Core Departments and Elective Departments

**TEA Priorities:**

Recruit, support, retain teachers and principals, Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools

- **ESF Levers:**

Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction

- **Targeted Support Key Strategic Action - Additional Targeted Support Key Strategic Action**

**Problem Statements:** Student Success 5

**Funding Sources:** Parent engagement supplies - 211 - ESEA, Title I Part A - 211.61.6399.00.006.30.000 - \$500

### Key Strategic Action 9 Details

**Key Strategic Action 9:** Throughout school year 2024-2025, Pathways student will gain employability and life skills.

**Progress Measure (Lead):** Students will have opportunities to prepare meals and learn how to read recipes. Students will have opportunities to join on-campus clubs and programs as well as participate in volunteer events. Students in Career and Technology Education classes such as Home Economics and students in the PRS program will participate.

**Outcome Measure (Lag):** 100% of students will have had the opportunity to participate in an employability or life skill building event.

**Dates/Timeframes:** 8/14/2024 - 5/22/2025

**Staff Responsible for Monitoring:** Teachers, Counselors, Parent Liaison, Special Programs Team, Support Staff, Administrators, Principal

**Collaborating Departments:** Communities in Schools, Upward Bound, CTE, PRS, All Core Departments and Elective Departments

**TEA Priorities:**

Recruit, support, retain teachers and principals, Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools

- **ESF Levers:**

Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction

- **Targeted Support Key Strategic Action - Additional Targeted Support Key Strategic Action**

**Problem Statements:** Student Success 5

**Funding Sources:** Meal prep food - 211 - ESEA, Title I Part A - 211.11.6499.00.006.30.000 - \$300

### Key Strategic Action 10 Details

**Key Strategic Action 10:** Student attendance is below the district expectation. By the end of the 2024-25 school year, overall attendance will increase by 15%.

**Progress Measure (Lead):** The campus will use the RaaWee online platform to track absentee issues and document school to home attendance communication. The inclusion of a campus-dedicated attendance officer would help to reduce chronic absenteeism.

**Outcome Measure (Lag):** Overall attendance will increase by 15%.

**Dates/Timeframes:** 8/14/2024 - 5/22/2025

**Staff Responsible for Monitoring:** Teachers, Counselors, Parent Liaison, Special Programs Team, Support Staff, Administrators, Principal

**Collaborating Departments:** Communities in Schools, Upward Bound, CTE, PRS, All Core Departments and Elective Departments

**TEA Priorities:**

Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools

**- ESF Levers:**

Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction

**- Targeted Support Key Strategic Action - Additional Targeted Support Key Strategic Action**

**Problem Statements:** Student Success 9

**Funding Sources:** Attendance recognition materials - 166 - State Comp Ed - 166.11.6498.00.006.30.AR0 - \$500, Postage for parent communication - 211 - ESEA, Title I Part A - 211.23.6399.00.006.30.120 - \$270

### Key Strategic Action 11 Details

**Key Strategic Action 11:** Many parents still do not like to be in big events due to COVID-19 and variants. Because of this, students and parents will be given the opportunity to participate in campus activities that foster school to home relationships and build identity, regardless of the parent being in person or at home.

**Progress Measure (Lead):** The campus will provide in-person and online opportunities (such as recordings of live meetings) for engagement and community building. Resources such as DocuSign will be used to help parents with prompt registration, graduation requirements like Individual Graduation Committees, and communication with community partners.

**Outcome Measure (Lag):** Increased student and community partnerships.

**Dates/Timeframes:** 8/14/2024 - 5/22/2025

**Staff Responsible for Monitoring:** Teachers, Counselors, Parent Liaison, Special Programs Team, Support Staff, Administrators, Principal

**Collaborating Departments:** Communities in Schools, Upward Bound, CTE, PRS, All Core Departments and Elective Departments

**TEA Priorities:**

Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools

**- ESF Levers:**

Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction

**- Targeted Support Key Strategic Action - Additional Targeted Support Key Strategic Action**

**Problem Statements:** Financial Stewardship 3

**Funding Sources:** Docusign - 166 - State Comp Ed - 166.11.6396.00.006.30.AR0 - \$6,500

### Goal 1 Problem Statements:

## Student Success

**Problem Statement 1:** Most students are at the Approaches Level of the EOC, and accountability system focuses on the Meets or better in the A-F rating system. **Root Cause:** Instruction and task need to be more tightly aligned

**Problem Statement 3:** Many students have experience learning gaps, are at-risk students, and may also need the support of special programs. **Root Cause:** Students come from all KISD high schools and staff must be ready to support the needs of all students in a wide-variety of special programs.

**Problem Statement 4:** Students receiving Pregnancy Related Services (PRS) need both parenting/life skills and academic supports to prevent drop out and enable them to graduate. **Root Cause:** Some staff are not familiar with the social /emotional distress this population experiences, and the additional targeted support for life skills and education.

**Problem Statement 5:** Students need exposure to post-secondary information and experiences to increase their will to graduate. **Root Cause:** Most of the student population is identified as economically disadvantaged and may have additional barriers that need to be identified and removed to ensure that they are able to fully participate in the educational program.

**Problem Statement 7:** Students need to work on courses outside of the regular school day in order to complete courses. **Root Cause:** Technology such as devices and Wi-Fi are not consistently available to all students at home.

**Problem Statement 8:** Emergent Bilingual students are working to obtain English proficiency and develop high levels of academic achievement in English. Parents of Emergent Bilingual students may need support or training to help their students reach high academic levels. **Root Cause:** As an at-risk group, students must be provided consistent access to programs and instruction that could lead to academic success.

**Problem Statement 9:** Student attendance and academic performance in EOC tested subject areas are below State and District Average. **Root Cause:** Students have excessive absences and the campus does not have an attendance officer assigned to it.

## Human Capital

**Problem Statement 1:** Staff is small and serve in multiple roles. Several positions are needed to help ensure students are receiving adequate support for instruction, discipline, communication, and attendance. **Root Cause:** Cost to run blended learning campus and support unique needs of at-risk students.

## Financial Stewardship

**Problem Statement 2:** The learning environment at Pathways is highly conducive to meeting the needs of At Risk students. However, parents do not engage in activities at the campus. **Root Cause:** Campus is fluid and students graduate at all times during the year. Students do not always have a sense of belonging to the campus.

**Problem Statement 3:** The learning environment at Pathways is highly conducive to meeting the needs of At Risk students. However, parents do not engage in activities at the campus and technology resources are needed to ensure the lines of communication are open and easily accessible. **Root Cause:** Some parents may not have opportunity or transportation to attend evening sessions or students are bus dependent and cannot come back to campus for after hour events.

**Priority 1: Student Success**

**Goal 2:** All students meet or exceed the Texas grade level standards in reading and writing.

**Key Strategic Action 1 Details**

**Key Strategic Action 1:** By the end of the school year 2025, 15% of students challenging the End of Course (EOC) exam, will meet Grade Level Standard on the English I EOC. Additional targeted support will be provided to African American, Hispanic, Emergent Bilingual, and Economically Disadvantaged subgroups with the expectation of increasing their scores by 5%.

**Progress Measure (Lead):** All students challenging the English I EOC exam will participate in regularly recurring teacher-designed interventions targeting skills to improve student achievement.

**Outcome Measure (Lag):** Students in sub-populations passing the EOC test with a score of meets Grade Level Standards will increase by 5%.

**Dates/Timeframes:** 8/14/2024 - 5/22/2025

**Staff Responsible for Monitoring:** Teachers, Counselors, Parent Liaison, Special Programs Team, Support Staff, Administrators, Principal

**Collaborating Departments:** Communities in Schools, Upward Bound, CTE, All Core Departments and Elective Departments

**TEA Priorities:**

Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools

**- ESF Levers:**

Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction

**- Targeted Support Key Strategic Action - Additional Targeted Support Key Strategic Action**

**Problem Statements:** Student Success 1

### Key Strategic Action 2 Details

**Key Strategic Action 2:** By the end of the school year 2025, 25% of students challenging the End of Course (EOC) exam, will meet Grade Level Standard on the English II EOC. Additional targeted support will be provided to African American, Hispanic, Emergent Bilingual, and Economically Disadvantaged subgroups with the expectation of increasing their scores by 5%.

**Progress Measure (Lead):** All students challenging the English II EOC exam will participate in regularly recurring teacher-designed interventions targeting skills to improve student achievement.

**Outcome Measure (Lag):** Students in sub-populations passing the EOC test with a score of meets Grade Level Standards will increase by 5%.

**Dates/Timeframes:** 8/14/2024 - 5/22/2025

**Staff Responsible for Monitoring:** Teachers, Counselors, Parent Liaison, Special Programs Team, Support Staff, Administrators, Principal

**Collaborating Departments:** Communities in Schools, Upward Bound, CTE, All Core Departments and Elective Departments

**TEA Priorities:**

Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools

- **ESF Levers:**

Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction

- **Targeted Support Key Strategic Action - Additional Targeted Support Key Strategic Action**

**Problem Statements:** Student Success 1

### Key Strategic Action 3 Details

**Key Strategic Action 3:** By the end of the school year 2025, 32% of students challenging the English I End of Course (EOC) exam and 54% of students challenging the English II End of Course (EOC) exam will earn a score of 1 or more on extended constructed responses. Additional targeted support will be provided to African American, Hispanic, Emergent Bilingual, and Economically Disadvantaged subgroups with the expectation of increasing their scores by 5%.

**Progress Measure (Lead):** All students challenging the English I EOC exam will participate in regularly recurring teacher-designed interventions targeting skills to improve student achievement.

**Outcome Measure (Lag):** Students in sub-populations scoring a 1 or better on extended responses will increase by 7%.

**Dates/Timeframes:** 8/14/2024 - 5/22/2025

**Staff Responsible for Monitoring:** Teachers, Counselors, Parent Liaison, Special Programs Team, Support Staff, Administrators, Principal

**Collaborating Departments:** Communities in Schools, Upward Bound, CTE, All Core Departments and Elective Departments

**TEA Priorities:**

Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools

- **ESF Levers:**

Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction

- **Targeted Support Key Strategic Action - Additional Targeted Support Key Strategic Action**

**Problem Statements:** Student Success 1

#### Key Strategic Action 4 Details

**Key Strategic Action 4:** By the end of the school year 2025, Emergent Bilingual students earning Advanced High on TELPAS with increase by 5%.

**Progress Measure (Lead):** Teachers in all content areas will use the ELPS for planning language supports in lessons.

**Outcome Measure (Lag):** Emergent Bilingual students earning Advanced High on TELPAS with increase by 5%.

**Dates/Timeframes:** 8/14/2024 - 5/22/2025

**Staff Responsible for Monitoring:** Teachers, Counselors, Parent Liaison, Special Programs Team, Support Staff, Administrators, Principal

**Collaborating Departments:** Communities in Schools, Upward Bound, CTE, All Core Departments and Elective Departments

**TEA Priorities:**

Recruit, support, retain teachers and principals, Build a foundation of reading and math, Connect high school to career and college

- **ESF Levers:**

Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction

- **Targeted Support Key Strategic Action - Additional Targeted Support Key Strategic Action**

**Problem Statements:** Student Success 1

**Funding Sources:** Instructional materials - ex. spirals, pens, paper, ink - 165/ES0 - ELL - 165.11.6399.00.006.25.ES0 - \$1,000, Teacher PD substitutes - 165/ES0 - ELL - 165.11.6116.00.006.25.ES0 - \$800, Teacher PD and travel - 165/ES0 - ELL - 165.13.6411.00.006.25.ES0 - \$1,000

#### Key Strategic Action 5 Details

**Key Strategic Action 5:** By the end of the school year 2025, 20% of students challenging the End of Course (EOC) exam, will meet Grade Level Standard on the Biology I EOC. Additional targeted support will be provided to African American, Hispanic, Emergent Bilingual, and Economically Disadvantaged subgroups with the expectation of increasing their scores by 5%.

**Progress Measure (Lead):** All students challenging the Biology I EOC exam will participate in regularly recurring teacher-designed interventions targeting skills to improve student achievement.

**Outcome Measure (Lag):** Students in sub-populations passing the EOC test with a score of meets Grade Level Standards will increase by 5%.

**Dates/Timeframes:** 8/14/2024 - 5/22/2025

**Staff Responsible for Monitoring:** Teachers, Counselors, Parent Liaison, Special Programs Team, Support Staff, Administrators, Principal

**Collaborating Departments:** Communities in Schools, Upward Bound, CTE, All Core Departments and Elective Departments

**TEA Priorities:**

Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools

- **ESF Levers:**

Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction

- **Targeted Support Key Strategic Action - Additional Targeted Support Key Strategic Action**

**Problem Statements:** Student Success 1



### Key Strategic Action 6 Details

**Key Strategic Action 6:** By the end of the school year 2025, 43% of students challenging the End of Course (EOC) exam, will meet Grade Level Standard on the US History EOC. Additional targeted support will be provided to African American, Emergent Bilingual, and Economically Disadvantaged subgroups with the expectation of increasing their scores by 5%.

**Progress Measure (Lead):** All students challenging the US History EOC exam will participate in regularly recurring teacher-designed interventions targeting skills to improve student achievement.

**Outcome Measure (Lag):** Students in sub-populations passing the EOC test with a score of meets Grade Level Standards will increase by 5%.

**Dates/Timeframes:** 8/14/2024 - 5/22/2025

**Staff Responsible for Monitoring:** Teachers, Counselors, Parent Liaison, Special Programs Team, Support Staff, Administrators, Principal

**Collaborating Departments:** Communities in Schools, Upward Bound, CTE, All Core Departments and Elective Departments

**TEA Priorities:**

Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools

- **ESF Levers:**

Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction

- **Targeted Support Key Strategic Action - Additional Targeted Support Key Strategic Action**

**Problem Statements:** Student Success 1

### Key Strategic Action 7 Details

**Key Strategic Action 7:** Students will utilize high interest, rigorous reading materials to engage in Close reading strategies, improve independent reading and comprehension skills, conduct research, and develop a life long love of reading and learning.

**Progress Measure (Lead):** The campus library collection will be kept current with a variety of genres to increase the number of students electing to read for enjoyment and to be used for research.

**Outcome Measure (Lag):** All sub-populations will increase in meets by 5% in EOC tested areas. Circulation of campus library books will increase by 5%.

**Dates/Timeframes:** 8/14/2024 - 5/22/2025

**Staff Responsible for Monitoring:** Teachers, Counselors, Parent Liaison, Special Programs Team, Support Staff, Administrators, Principal

**Collaborating Departments:** Instructional Aides, All Core Departments and Elective Departments

**TEA Priorities:**

Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools

- **ESF Levers:**

Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction

- **Additional Targeted Support Key Strategic Action**

**Problem Statements:** Student Success 1

**Funding Sources:** Supplemental Reading Materials for student use - 166 - State Comp Ed - 166.11.6329.00.006.30.AR0 - \$1,300

### Goal 2 Problem Statements:

## Student Success

**Problem Statement 1:** Most students are at the Approaches Level of the EOC, and accountability system focuses on the Meets or better in the A-F rating system. **Root Cause:** Instruction and task need to be more tightly aligned

**Priority 1: Student Success**

**Goal 3:** All students meet or exceed the Texas grade level standards in math.

<b>Key Strategic Action 1 Details</b>
<p><b>Key Strategic Action 1:</b> By the end of the school year 2025, 10% of students challenging the End of Course (EOC) exam, will meet Grade Level Standard on Algebra I EOC. Additional targeted support will be provided to African American, Hispanic, and Economically Disadvantaged subgroups with the expectation of increasing their scores by 5%.</p> <p><b>Progress Measure (Lead):</b> All students challenging the the Algebra 1 EOC exam will participate in regularly recurring teacher-designed interventions targeting skills to improve student achievement.</p> <p><b>Outcome Measure (Lag):</b> Students in sub-populations passing the EOC test with a score of meets Grade Level Standards will increase by 5%.</p> <p><b>Dates/Timeframes:</b> 8/14/2024 - 5/22/2025</p> <p><b>Staff Responsible for Monitoring:</b> Teachers, Counselors, Parent Liaison, Special Programs Team, Support Staff, Administrators, Principal</p> <p><b>Collaborating Departments:</b> Communities in Schools, Upward Bound, CTE, All Core Departments and Elective Departments</p> <p><b>TEA Priorities:</b> Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools</p> <p>- <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p>- <b>Targeted Support Key Strategic Action - Additional Targeted Support Key Strategic Action</b></p> <p><b>Problem Statements:</b> Student Success 1 - Financial Stewardship 3</p>

**Goal 3 Problem Statements:**

<b>Student Success</b>
<p><b>Problem Statement 1:</b> Most students are at the Approaches Level of the EOC, and accountability system focuses on the Meets or better in the A-F rating system. <b>Root Cause:</b> Instruction and task need to be more tightly aligned</p>
<b>Financial Stewardship</b>
<p><b>Problem Statement 3:</b> The learning environment at Pathways is highly conducive to meeting the needs of At Risk students. However, parents do not engage in activities at the campus and technology resources are needed to ensure the lines of communication are open and easily accessible. <b>Root Cause:</b> Some parents may not have opportunity or transportation to attend evening sessions or students are bus dependent and cannot come back to campus for after hour events.</p>

**Priority 1: Student Success**

**Goal 4:** All students will graduate from high school ready to enroll in postsecondary education, enlist, in the military and/or enter the workforce.

**Key Strategic Action 1 Details**

**Key Strategic Action 1:** By the end of school year 2025, Pathways will earn a 93% CCMR rating.

**Progress Measure (Lead):** All students will pursue a CCMR indicator in preparation for college, the workforce, or the military. The campus will coordinate with community resources and mentors to provide CCMR preparedness experiences to students.

**Outcome Measure (Lag):** Pathways will earn a 93% CCMR rating.

**Dates/Timeframes:** 8/14/2024 - 5/22/2025

**Staff Responsible for Monitoring:** Teachers, Counselors, Parent Liaison, Special Programs Team, Support Staff, Administrators, Principal

**Collaborating Departments:** Communities in Schools, Upward Bound, CTE, All Core Departments and Elective Departments

**TEA Priorities:**

Recruit, support, retain teachers and principals, Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools

**- ESF Levers:**

Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction

**- Targeted Support Key Strategic Action - Additional Targeted Support Key Strategic Action**

**Problem Statements:** Financial Stewardship 1

**Goal 4 Problem Statements:**

**Financial Stewardship**

**Problem Statement 1:** Campus does not have a Parent Liaison to help with school to home communication and provide additional targeted support for students during the day with tasks that will promote graduation and post-secondary learning. **Root Cause:** Funding was not budgeted for PAC to have a Level III Aide.

## Priority 2: Human Capital

**Goal 1:** To recruit and retain staff, the district will promote a positive work environment, and provide a competitive compensation and benefits plan.

**Alignment to other goals:**

Learner & Graduate Profile, Strategic Plan Goal, Board Goal

**District Evidence of Success:** Retention Rate, Vacancies, Exit Reports, Personnel File

### Key Strategic Action 1 Details

**Key Strategic Action 1:** Promote teacher growth and leadership in the areas of: classroom management, at-risk students support, differentiated instruction, content knowledge, online learning, and data disaggregation so that 100% of professional staff and auxiliary staff are fluent in the use of district required software and technology.

**Progress Measure (Lead:** Teachers and staff will participate in targeted professional development and regular collaboration to learn, develop, and promote classroom and campus strategies for student success.

**Outcome Measure (Lag):** By End of year 2025, teachers and staff will be able to disaggregate student data and design lessons that meet their students' unique needs and that promotes growth to Meets level or better.

**Dates/Timeframes:** 8/14/2024 - 5/22/2025

**Staff Responsible for Monitoring:** Dean, AP, Teachers, Counselors, Principal

**Collaborating Departments:** All Core Subjects, Elective, Communities in Schools, Upward Bound, Parent Liaison

**TEA Priorities:**

Improve low-performing schools

**- ESF Levers:**

Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction

**- Targeted Support Key Strategic Action - Additional Targeted Support Key Strategic Action**

**Problem Statements:** Student Success 1

**Funding Sources:** Teacher PD and travel - ex. CAMT, Lead4ward, Edgenuity, TESOL, ESC 12 core content, - 166 - State Comp Ed - 166.13.6411.00.006.30.AR0 - \$11,000, Teacher PD substitutes - 166 - State Comp Ed - 166.13.6299.SB.006.30.AR0 - \$3,000, Teacher PLC substitutes - 166 - State Comp Ed - 166.13.6299.SB.006.30.AR0 - \$3,000, Counselor membership fees - 166 - State Comp Ed - 166.13.6495.00.006.30.AR0 - \$500, Counselor PD and travel - 166 - State Comp Ed - 166.31.6411.00.006.30.AR0 - \$2,000, Staff reading materials for campus PD - 211 - ESEA, Title I Part A - 211.13.6329.00.006.30.000 - \$500, Teacher PD and travel - ex. CTE conference, ESC 12 CTE - 163 - Career & Technical Education (CTE) - 163.13.6411.00.006.22.000 - \$8,000, Teacher PD substitutes - 163 - Career & Technical Education (CTE) - 163.11.6116.00.006.22.000 - \$2,000, Instructional materials - ex. graph paper, construction paper, notebooks, pens, lined paper, printer ink, copy paper, science lab supplies - 163 - Career & Technical Education (CTE) - 163.11.6399.00.006.22.000 - \$5,000, Teacher PLC substitutes - 211 - ESEA, Title I Part A - 211.13.6299.00.006.30.SUB - \$2,000, Admin PD - 211 - ESEA, Title I Part A - 211.23.6411.00.006.30.000 - \$1,200

## Goal 1 Problem Statements:

## Student Success

**Problem Statement 1:** Most students are at the Approaches Level of the EOC, and accountability system focuses on the Meets or better in the A-F rating system. **Root Cause:** Instruction and task need to be more tightly aligned

**Priority 2: Human Capital**

**Goal 2:** The District will implement effective standards and practices that will consistently and strategically staff campuses and departments.

**Priority 2: Human Capital**

**Goal 3:** The District will identify and provide ongoing training and coaching needed for staff to build their professional capacity.



**Priority 2: Human Capital**

**Goal 4:** All staff will have formal and informal opportunities to give and receive feedback regarding job satisfaction and performance.

**Priority 3: Financial Stewardship**

**Goal 1:** The District will use data driven planning to prioritize resource allocations.

**Priority 3: Financial Stewardship**

**Goal 2:** The District will prepare budgets using transparent and open communication amongst stakeholders.

**Priority 3: Financial Stewardship**

**Goal 3:** The District will continuously evaluate and update policies and procedures to foster a positive culture and climate.

<b>Key Strategic Action 1 Details</b>
<p><b>Key Strategic Action 1:</b> To maintain a positive campus culture and climate, the campus will provide each staff member a parking decal and each student with a parking decal if the students will be parking on campus.</p> <p><b>Progress Measure (Lead):</b> All staff and students that park on campus will display a Pathways Academic Campus parking pass on a their car window. The decal signals the car belongs on campus and provide a layer of campus security. Other than visitors using the visitor parking, the campus will recognize non-decaled cars and take safety measures.</p> <p><b>Outcome Measure (Lag):</b> There will be a 10% decrease in conflict involving non-decaled cars.</p> <p><b>Dates/Timeframes:</b> 8/14/2024 - 5/22/2025</p> <p><b>Staff Responsible for Monitoring:</b> Teachers, Counselors, Parent Liaison, Special Programs Team, Support Staff, Administrators, Principal</p> <p><b>Collaborating Departments:</b> All Core Departments and Elective Departments, KISD Police</p> <p><b>TEA Priorities:</b> Recruit, support, retain teachers and principals, Improve low-performing schools</p> <p><b>Problem Statements:</b> Student Success 6</p>
<b>Key Strategic Action 2 Details</b>
<p><b>Key Strategic Action 2:</b> All students are required to wear an ID and will be provided a clear book bag to carry essential items such as instructional supplies to help keep materials organized and provide a safe and orderly environment.</p> <p><b>Progress Measure (Lead):</b> Provide consistency concerning allowable items on campus. The campus will provide ID cards for students and staff, ink and blank cards for card printing, and break away lanyards.</p> <p><b>Outcome Measure (Lag):</b> There will be a 15% decrease in the number of non-allowable items brought to campus.</p> <p><b>Dates/Timeframes:</b> 8/14/2024 - 5/22/2025</p> <p><b>Staff Responsible for Monitoring:</b> Teachers, Counselors, Parent Liaison, Special Programs Team, Support Staff, Administrators, Principal</p> <p><b>Collaborating Departments:</b> Teachers, Counselors, Parent Liaison, Special Programs Team, Support Staff, Administrators, Principal, KISD Police</p> <p><b>Problem Statements:</b> Student Success 6 - Financial Stewardship 4</p> <p><b>Funding Sources:</b> Student clear backpacks, lanyards, ID tags and ID ink - 211 - ESEA, Title I Part A - 211.11.6399.00.006.30.000 - \$7,000</p>

**Goal 3 Problem Statements:**

<b>Student Success</b>
<p><b>Problem Statement 6:</b> The learning environment at Pathways is highly conducive to meeting the needs of At-Risk students. However, the campus does not have a police officer dedicated to being on campus during the school day and at dismissal time. <b>Root Cause:</b> Students come from all KISD high schools and do not have skills for conflict resolution.</p>

## Financial Stewardship

**Problem Statement 4:** Students often struggle with meeting basic needs, including having supplies for classwork, homework, and projects. **Root Cause:** Higher percentage of economically disadvantaged.

**Priority 3:** Financial Stewardship

**Goal 4:** District Operational Departments training will focus on effective and sustainable use of district resources and procedures.