Denison Independent School District

Pathways High School

2021-2022 Campus Improvement Plan

Mission Statement

The mission of Pathways High School is to ensure quality learning for all students...so that upon graduation they will be prepared to assume the roles and responsibilities of productive adult citizens in our society.

Vision

The vision of Pathways High School is to inspire, enable, and encourage all students to learn, grow, and to succeed in a global society.

Core Beliefs

WE BELIEVE: Our students are unique and valuable individuals capable of higher levels of learning.
Therefore, our commitment is to:
Maintain high expectations so that students take responsibility for their learning.
Design learning experiences to accommodate students' mastery of tasks in different ways and at different times.
Expect students to assume responsibility for behaviors and actions.
Provide each student the information, assistance, and support that enable him or her to develop educational and career goals.
WE BELIEVE:
Every employee of this district has the responsibility to provide and support quality learning experiences for student success.
Therefore our commitment is to:
Focus on our core business - student learning.
Provide clear and compelling understanding of what students are expected to know and be able to do.
Design rigorous, engaging work that leads students to higher levels of learning.

Table of Contents

Comprehensive Needs Assessment

Needs Assessment Overview

To continue to develop our curriculum and instruction to our students needs along with maintaining a strong relationships while keeping them in a safe environment.

Demographics

Demographics Summary

Half of our staff are Denison High School graduates and 2 others are from neighboring cities. The entire staff has been in this area for over 20 years. We are fully engaged with the community, participating in community-wide activities and events, as well as taking part in Denison ISD community events, as well as church activities.

Demographics Strengths

Our staff is comprised of different ethnicities and age groups which enables us to better interact with our students. There is a wide span of teaching experience among the teachers and the entire staff brings other job experiences to better relate to students and families.

Problem Statements Identifying Demographics Needs

Problem Statement 1: Large number of at risk students **Root Cause:** we only take at-risk students

Student Learning

Student Learning Summary

Students are on pace to complete more courses this year than last yeear.

Student Learning Strengths

Have chosen to be here. Usually come and are successful and motivated.

Problem Statements Identifying Student Learning Needs

Problem Statement 1: low-performers to start with, we have successes in areas where success has not been before but still strugle with making all successful. **Root Cause:** again, it is what students we work with

School Processes & Programs

School Processes & Programs Summary

Choice program is our credit recovery program and drop out prevention. To graduate students that would not otherwise in our district.

School Processes & Programs Strengths

Our relationship with students and Parents.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1: Making sure everyone is on the same page or "bus" , if not we need to see if the page needs to be turned or if they need to get off the bus. **Root Cause:** everyones needs or wants

Perceptions

Perceptions Summary

Building relationships with students and building them up.

Perceptions Strengths

Forgiving each day. Each day is a new day. There are always the few that it is tough to do that with and these are our daily focus.

Problem Statements Identifying Perceptions Needs

Problem Statement 1: Not a place you want to be, that is the truth but it is a place that you may need to be so you can be successful later. **Root Cause:** Students come here out of need of failures and mistakes.

Priority Problem Statements

Comprehensive Needs Assessment Data Documentation

The following data were used to verify the comprehensive needs assessment analysis:

Improvement Planning Data

- District goals
- Campus goals
- HB3 CCMR goals
- Performance Objectives with summative review (prior year)
- Campus/District improvement plans (current and prior years)
- Covid-19 Factors and/or waivers for Assessment, Accountability, ESSA, Missed School Days, Educator Appraisals, etc.
- State and federal planning requirements
- Covid-19 Factors and/or waivers

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Alternative Education Accountability (AEA) data

Student Data: Assessments

- State and federally required assessment information
- (STAAR) current and longitudinal results, including all versions
- STAAR End-of-Course current and longitudinal results, including all versions
- Texas Primary Reading Inventory (TPRI), Tejas LEE, or other alternate early reading assessment results
- SAT and/or ACT assessment data
- Running Records results

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and progress
- Special programs data, including number of students, academic achievement, discipline, attendance, and progress
- Economically Disadvantaged / Non-economically disadvantaged performance, progress, and participation data
- Male / Female performance, progress, and participation data
- Special education/non-special education population including discipline, progress and participation data
- Migrant/non-migrant population including performance, progress, discipline, attendance and mobility data
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data
- EL/non-EL or LEP data, including academic achievement, progress, support and accommodation needs, race, ethnicity, gender, etc.
- Career and Technical Education (CTE) data, including coherent sequence coursework, program growth and student achievement by race, ethnicity, gender, etc.
- STEM/STEAM data
- Dyslexia Data

Student Data: Behavior and Other Indicators

- Completion rates and/or graduation rates data
- Annual dropout rate data
- Attendance data

- Mobility rate, including longitudinal data
- Discipline records
- Violence and/or violence prevention records

Employee Data

- Staff surveys and/or other feedback
- Teacher/Student Ratio
- Campus leadership data
- Campus department and/or faculty meeting discussions and data
- Professional development needs assessment data
- TTESS data

Parent/Community Data

- Community surveys and/or other feedback

Support Systems and Other Data

- Processes and procedures for teaching and learning, including program implementation
- Study of best practices

Goals

Goal 1: # 1 Communication with at home learners and campus learners about maintaining attendance so not to drop or release more than 20% from our program.

Performance Objective 1: develop various ways to contact students at home.

Evaluation Data Sources: Domain 1
Domain 2
Domain 3

Strategy 1 Details	Reviews			
Strategy 1: using Google Chrome to text students	**Formative**			**Summative**
Strategy's Expected Result/Impact: New method of contact and result should lead to more student participation that should hold students accountable for not working from home.	**Nov**	**Jan**	**Mar**	**May**
Staff Responsible for Monitoring: Lance San Millan, Lindy Olsen for both programs. Ken Hurley, Pete Deonne and Drew Kirshman for Choice. Rina Hamilton and Vinny Rhodes for DAEP. **Title I Schoolwide Elements:** 2.4, 2.6, 3.1 - **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: Effective, Well-Supported Teachers, Lever 3: Positive School Culture, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction - **Targeted Support Strategy - Additional Targeted Support Strategy**	65%			
0% No Progress	100% Accomplished	→ Continue/Modify	✗ Discontinue	

Goal 2: #2 Course completion of 75% of last year numbers. 540 (total last year)

Performance Objective 1: create various ways of reporting course completions to students and their guardians.

Evaluation Data Sources: Domain 1
Domain 2
Domain 3

Strategy 1 Details	Reviews			
Strategy 1: 3wks progress reports by phone and by mail.	**Formative**			**Summative**
Strategy's Expected Result/Impact: keeping motivated students informed as well as informing non-motivated students of their progress and to help them with strategies to get more completed.	**Nov**	**Jan**	**Mar**	**May**
Staff Responsible for Monitoring: Pete Dionne, Rina Hamilton, Drew Kirshman, Kris Woodard, Lindy Olsen for choice and Lance San Millan, Ken Hurley and Vinny Rhodes for DAEP	50%			
Title I Schoolwide Elements: 2.4, 2.6 - **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 3: Positive School Culture, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction - **Targeted Support Strategy - Additional Targeted Support Strategy**				
0% No Progress 100% Accomplished → Continue/Modify ✗ Discontinue				

Goal 3: Every employee of the district will work to provide quality learning experiences for student success.

Performance Objective 1: All students will achieve on grade level performance (STAAR Meets level) and/or demonstrate one year's growth on Spring 2021 STAAR Reading and English EOC.

Evaluation Data Sources: Domain 1: Student Achievement Report
Domain 2: Student Progress
Domain 3: Closing the Gaps

Strategy 1 Details	Reviews			
Strategy 1: Our students are choosing to come to Choice. The program itself is geared to a student that is ready to put poor choices and conduct behind them. They choose family as well when they come here and we are in this together and root for each other. We are on each others side. We are very positive and treat each and every student with respect. Students are aware and reminded this is a safe place to learn and that them choosing to come here means they will keep it safe. Outside problems remain outside and inside problems rely on everyone here to resolve it. The strategy is a mindset. Here they are built back up to be successful step by step. If we can show progress to them and their end goal then they grow. Teachers will constantly prepare prep work for testing but the success comes from getting the student to putting in the effort, the buy in to give the test their best effort so they will succeed. **Strategy's Expected Result/Impact:** Students Passing the state exams at an acceptable rate and reach for all students passing. **Staff Responsible for Monitoring:** All staff.	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**May**
	0%			
0% No Progress	100% Accomplished	→ Continue/Modify	✗ Discontinue	

Goal 3: Every employee of the district will work to provide quality learning experiences for student success.

Performance Objective 2: All students will achieve on grade level performance (STAAR Meets level) and/or demonstrate one year's growth on Spring 2021 STAAR Mathematics.

Evaluation Data Sources: Domain 1: Student Achievement
Domain 2: Student Progress
Domain 3: Closing the Gaps

Strategy 1 Details	Reviews			
Strategy 1: Our students are choosing to come to Choice. The program itself is geared to a student that is ready to put poor choices and conduct behind them. They choose family as well when they come here and we are in this together and root for each other. We are on each others side. We are very positive and treat each and every student with respect. Students are aware and reminded this is a safe place to learn and that them choosing to come here means they will keep it safe. Outside problems remain outside and inside problems rely on everyone here to resolve it. The strategy is a mindset.	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**May**
Here they are built back up to be successful step by step. If we can show progress to them and their end goal then they grow. Teachers will constantly prepare prep work for testing but the success comes from getting the student to putting in the effort, the buy in to give the test their best effort so they will succeed.				
Strategy's Expected Result/Impact: Students Passing the state exams at an acceptable rate and reach for all students passing.				
Staff Responsible for Monitoring: All staff				
TEA Priorities: Recruit, support, retain teachers and principals, Improve low-performing schools - **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture, Lever 5: Effective Instruction - **Comprehensive Support Strategy - Targeted Support Strategy - Additional Targeted Support Strategy**				
0% No Progress 100% Accomplished → Continue/Modify ✗ Discontinue				

Goal 3: Every employee of the district will work to provide quality learning experiences for student success.

Performance Objective 3: All students will achieve on grade level performance (STAAR Meets level) and/or demonstrate one year's growth on Spring 2021 STAAR Writing .

Evaluation Data Sources: Domain 1: Student Achievement Report
Domain 2: Student Progress
Domain 3: Closing the Gaps

Strategy 1 Details	Reviews			
Strategy 1: Our students are choosing to come to Choice. The program itself is geared to a student that is ready to put poor choices and conduct behind them. They choose family as well when they come here and we are in this together and root for each other. We are on each others side. We are very positive and treat each and every student with respect. Students are aware and reminded this is a safe place to learn and that them choosing to come here means they will keep it safe. Outside problems remain outside and inside problems rely on everyone here to resolve it. The strategy is a mindset.	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**May**
Here they are built back up to be successful step by step. If we can show progress to them and their end goal then they grow. Teachers will constantly prepare prep work for testing but the success comes from getting the student to putting in the effort, the buy in to give the test their best effort so they will succeed. **Strategy's Expected Result/Impact:** Students Passing the state exams at an acceptable rate and reach for all students passing. **Staff Responsible for Monitoring:** All Staff **TEA Priorities:** Recruit, support, retain teachers and principals, Improve low-performing schools - **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture, Lever 5: Effective Instruction - **Comprehensive Support Strategy - Targeted Support Strategy - Additional Targeted Support Strategy**				
0% No Progress	100% Accomplished	→ Continue/Modify	✕ Discontinue	

Goal 3: Every employee of the district will work to provide quality learning experiences for student success.

Performance Objective 4: All students will achieve on grade level performance (STAAR Meets level) and/or demonstrate one year's growth on Spring 2021 STAAR Science.

> **Evaluation Data Sources:** Domain 1: Student Achievement Report
> Domain 2: Student Progress
> Domain 3: Closing the Gaps

Strategy 1 Details	Reviews			
Strategy 1: Our students are choosing to come to Choice. The program itself is geared to a student that is ready to put poor choices and conduct behind them. They choose family as well when they come here and we are in this together and root for each other. We are on each others side. We are very positive and treat each and every student with respect. Students are aware and reminded this is a safe place to learn and that them choosing to come here means they will keep it safe. Outside problems remain outside and inside problems rely on everyone here to resolve it. The strategy is a mindset. Here they are built back up to be successful step by step. If we can show progress to them and their end goal then they grow. Teachers will constantly prepare prep work for testing but the success comes from getting the student to putting in the effort, the buy in to give the test their best effort so they will succeed. **Strategy's Expected Result/Impact:** Students Passing the state exams at an acceptable rate and reach for all students passing. **Staff Responsible for Monitoring:** All Staff **TEA Priorities:** Recruit, support, retain teachers and principals, Improve low-performing schools - **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture, Lever 5: Effective Instruction - **Comprehensive Support Strategy - Targeted Support Strategy - Additional Targeted Support Strategy**	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**May**

0% No Progress	100% Accomplished	→ Continue/Modify	✕ Discontinue

Goal 3: Every employee of the district will work to provide quality learning experiences for student success.

Performance Objective 5: All students will achieve on grade level performance (STAAR Meets level) and/or demonstrate one year's growth on Spring 2021 STAAR Social Studies.

    Evaluation Data Sources: Domain 1: Student Achievement Report
Domain 2: Student Progress
Domain 3: Closing the Gaps

Strategy 1 Details	Reviews			
Strategy 1: Our students are choosing to come to Choice. The program itself is geared to a student that is ready to put poor choices and conduct behind them. They choose family as well when they come here and we are in this together and root for each other. We are on each others side. We are very positive and treat each and every student with respect. Students are aware and reminded this is a safe place to learn and that them choosing to come here means they will keep it safe. Outside problems remain outside and inside problems rely on everyone here to resolve it. The strategy is a mindset. Here they are built back up to be successful step by step. If we can show progress to them and their end goal then they grow. Teachers will constantly prepare prep work for testing but the success comes from getting the student to putting in the effort, the buy in to give the test their best effort so they will succeed.	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**May**
Strategy's Expected Result/Impact: Students Passing the state exams at an acceptable rate and reach for all students passing. **Staff Responsible for Monitoring:** All Staff **TEA Priorities:** Recruit, support, retain teachers and principals, Improve low-performing schools - **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture, Lever 5: Effective Instruction - **Comprehensive Support Strategy - Targeted Support Strategy - Additional Targeted Support Strategy**				
0% No Progress 100% Accomplished → Continue/Modify ✕ Discontinue				

Goal 3: Every employee of the district will work to provide quality learning experiences for student success.

Performance Objective 6: The percentage of graduates that meet the criteria for College, Career, and Military Readiness (CCMR) will increase from 8.5% to 12% by August 2021. (Five year goal 2024 = 50%)

HB3 Goal

Evaluation Data Sources: Texas Success Initiative Assessment (TSIA), STAAR, ACT, SAT, Advanced Placement (AP) exams, Dual Credit completion, industry certification records, Associate Degrees, IEP workforce readiness, military enlistment, and CTE coherent sequence completion.

Strategy 1 Details	Reviews			
Strategy 1: Looking to finding new elective courses that include career readiness so we can meet CCMR readiness.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Using courses that will get them towards their diploma and also letting them meet in these areas benefit them as well as us.	**Nov**	**Jan**	**Mar**	**May**
Staff Responsible for Monitoring: All Staff				
TEA Priorities: Recruit, support, retain teachers and principals, Improve low-performing schools - **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture, Lever 5: Effective Instruction - **Comprehensive Support Strategy - Targeted Support Strategy - Additional Targeted Support Strategy**				

0% No Progress	100% Accomplished	→ Continue/Modify	✖ Discontinue

Goal 4: Create a district-wide culture that is characterized by students who are responsible for their own learning, behaviors, and actions.

Performance Objective 1: Percent of students receiving PEIMS disciplinary placements will decrease.

Evaluation Data Sources: PEIMS Discipline Data for 2018-19.

Strategy 1 Details	Reviews			
Strategy 1: Our students are choosing to come to Choice. The program itself is geared to a student is ready to put poor choices and conduct behind them. They choose family as well when they come here and we are in this together and root for each other. We are on each others side. We are very positive and treat each and every student with respect. Students are aware and reminded this is a safe place to learn and that them choosing to come here means they will keep it safe. Outside problems remain outside and inside problems rely on everyone here to resolve it. The strategy is a mindset.	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**May**
	20%			
Strategy's Expected Result/Impact: Students that care about each other and each others learning environment. More students choosing to stay with the program.				
Staff Responsible for Monitoring: All staff				
TEA Priorities: Recruit, support, retain teachers and principals, Improve low-performing schools - **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture - **Targeted Support Strategy**				
0% No Progress 100% Accomplished → Continue/Modify ✗ Discontinue				

Goal 5: Provide a safe and orderly school climate that is conducive to learning.

Performance Objective 1: Provide a safe campus environment.

Evaluation Data Sources: District/Campus Safety Plans, emergency drills documentation, discipline records

Strategy 1 Details	Reviews			
	Formative			**Summative**
Strategy 1: Changing and monitoring of our students coming and leaving the campus. They now come and leave at different times so not to come in groups or leave in groups. Monitoring is to make sure distancing is taking place.	**Nov**	**Jan**	**Mar**	**May**
Strategy's Expected Result/Impact: To have 0-low cases of covid -19 **Staff Responsible for Monitoring:** all staff **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture	5%			
0% No Progress 100% Accomplished → Continue/Modify ✗ Discontinue				

Goal 5: Provide a safe and orderly school climate that is conducive to learning.

Performance Objective 2: Virus Response

Upon identifying a possible COVID-19 case on campus, Pathways High School will:

Immediately separate the individual who shows COVID-19 symptoms while at school until the individual can leave campus. - Clean the areas used by the individual who shows COVID-19 symptoms as soon as is possible.

Perform an immediate temperature check of the individual to determine if he is symptomatic for COVID-19.

Upon learning that a lab-confirmed case has been in a school, Pathways High School will:

Notify its local health department, in accordance with applicable federal, state and local laws and regulations, including confidentiality requirements of the Americans with Disabilities Act (ADA) and Family Educational Rights and Privacy Act (FERPA).

Close off areas that are heavily used by the individual with the lab-confirmed case (student, teacher, or staff) until the non-porous surfaces in those areas can be disinfected, unless more than 3 days have already passed since that person was on campus.

Notify all teachers, staff, and families of all students in a school if a lab-confirmed COVID-19 case is identified among students, teachers or staff who participate in any on campus activities.

Strategy 1 Details				Reviews			
Strategy 1: Procedures students and staff				**Formative**			**Summative**
				Nov	**Jan**	**Mar**	**May**
Start of day times are 8:00am for Choice and 8:15 for DAEP. End times for each day are 3:30 for choice and 3:15 for DAEP. In compliance with the Governor Abbott's Executive Order GA-29, mandatory masks will be worn by both students and staff at all times with the exception of breakfast and lunch. Students will be allotted a thirty-minute breakfast and lunch time that will begin at the time that all students have received their food. Mandatory practice of social distancing. There will be 17 students allowed for spacing in the choice program for each session. There will be 10 spots available in level 3 and 12 spots available in level 1 and 2 combined for DAEP. That will allow for 22 total students in DAEP.							

|	
Students will use hand sanitizer and will wash their hands upon entry to the building and before eating breakfast. Teachers will sign students into attendance or students will use their personal devices. Teachers will pass out their breakfasts and lunches for both programs. Teachers will collect trash from students at the end of the thirty-minute eating time. There will be no bathroom passes used this year (actual hand held passes will be no longer used). Students will be required to raise their hand and ask permission or they may message their tracking teacher through Schoology. The bathrooms have been outfitted with locks that allow teachers to see if they are vacant or occupied, and will give students permission accordingly. No sharing of supplies. Students must get any supplies that they need from their teacher. Students should not hand each other pencils, pen, highlighters, or paper. No sharing of food and snacks. Students who bring their own food and drink will be allowed upon the arrival of breakfast or lunch to get their food. Students will not be allowed to distribute their personal food or drink to other students in the building. They must only bring in food and drink for themselves. Access to vending machines will be limited. Teachers will need to monitor the use of vending machines throughout both sessions to ensure that the machines are immediately wiped down with disinfectant wipes after each use. This will need to occur with teacher use of the machines also. Calculators will be monitored by the teachers and will be wiped down with disinfectant wipes immediately upon them being returned to teachers. Students will not be allowed to keep calculators at their desks if they are not in use. This is required of Choice and DAEP to make sure students are not sharing without calculators being cleaned between use. We will clean in between sessions of the choice program of each student station. Each night the custodial department will clean each student station and will treat the building with sanitizing spray.	5%
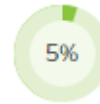
0% No Progress	100% Accomplished	→ Continue/Modify	✕ Discontinue

Goal 6: Collaborate with families, businesses, education, and governmental agencies to develop a partnership between the community and the district.

Performance Objective 1: Improve parent and school communication.

Evaluation Data Sources: Campus parent involvement documentation

Strategy 1 Details			Reviews			
Strategy 1: Changing to series of various communications to stay in touch with parents/guardians. Calls, text, letters, emails, and home visits if needed.			**Formative**			**Summative**
Strategy's Expected Result/Impact: To keep our population in school. Our families are changing homes and locations often and it will help keep up with them. Shows them importance of school and that we care. **Staff Responsible for Monitoring:** All staff. **TEA Priorities:** Recruit, support, retain teachers and principals - **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture - **Comprehensive Support Strategy - Targeted Support Strategy**			**Nov**	**Jan**	**Mar**	**May**
			60%			
	0% No Progress	100% Accomplished	→ Continue/Modify		✗ Discontinue	

State Compensatory

Budget for Pathways High School

Total SCE Funds:
Total FTEs Funded by SCE: 6
Brief Description of SCE Services and/or Programs

| |
| |

Personnel for Pathways High School

Name	Position	FTE
Drew Kirshman	Teacher	1
Ken Hurley	Teacher	1
Kris Woodard	Secretary	1
Lance San Millan	Principal	1
Lindy Olsen	Counselor	1
Rina Hamilton	Teacher	1

Addendums