

**Killeen Independent School District**  
**Pathways Academic Campus**  
**2023-2024**



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# Comprehensive Needs Assessment

## Demographics

### Demographics Summary

Pathways Academic Campus is a ninth through twelfth grade public school of choice. The program, once known as Correlated Vocational General Education Diploma Academics (CVGA), was originally designed to meet the state requirement to reduce the dropout rate. Pathways Academic Campus became a high school campus in 1995. Currently the campus houses 368 students, the District's Credit Recovery program (Evening Academy), Pregnancy Related Services Program (PRS), Upward Bound High School to College Program, and Communities in Schools (CIS) Program. 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 2022-23 School year.

Ethnic Distribution	Percentage of Student Body	Number of Students
African American	36.80%	138
Hispanic	38.13%	143
Caucasian	11.73%	44
Two or More Races	7.47%	28
American Indian	0.80%	3
Asian	2.40%	9
Pacific Islander	2.67%	10

40.27% of our students meet the criteria for economically disadvantaged.

The campus has 100% at-risk students.

During the 2022-23 school year, 23% of the student population was served under 504, and 15% SPED.

The campus attendance rate is 84%.

At the conclusion of the 2022-23 school year, approximately 806 students were enrolled or served through Pathways Academic Campus in grades 9 – 12, during the daytime and evening classes, which includes the credit recovery program, Homebound Services, and PRS program for the district. In addition, 29% percent of our student body was military or civil service connected.

## Demographics Strengths

- Diverse student population
- Increased percentage of students participating in special programs such Career and Technical Education programs
- College Career and Military Readiness Campus
- Offer Upward Bound and Communities in Schools (CIS) on campus
- Offer Boys and Girls Club after school with a target on Money Matters Skills
- Offer Pregnancy Related Services(PRS) on campus and off campus to assist Teen moms with staying on track to graduate
- We provide a Loaner Library for students to check out computers to use at home to assist with completing coursework
- PAC has tutoring and enrichment programs offered during the school day through the use of Power Hour, which meets the needs of students that do not have transportation outside of the school day, or have other obligations such as work or assisting family.

## Problem Statements Identifying Demographics Needs

**Problem Statement 1:** The attendance rate for Pathways continues to fluctuate and is significantly below the district standard of 95% **Root Cause:** Campus does not have an Attendance Officer assigned to the campus. Home Campus(HC) are notified but may be overwhelmed with HC attendance concerns.

**Problem Statement 2:** During the 2022 -23 school year, one percent of the student population was identified and served as GT. **Root Cause:** Students are often identified as GT prior to high school. Teachers struggle to identify the characteristics of giftedness in the At Risk student population, particularly at the high school level.

**Problem Statement 3:** 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 4:** There is a need to provide transportation from Evening Academy (Credit Recovery Program) and Saturday School. Both programs provide targeted support for students that have failed courses or need to make up attendance. **Root Cause:** Most students are bus dependent and do not have access to transportation in the evenings.

**Problem Statement 5:** 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. **Root Cause:** Concerns about new COVID variants.

# Student Learning

## Student Learning Summary

As a result of COVID-19, PAC continues to collaborate and design innovative ways to support student learning. To support students through this time, teachers have worked Learning Labs, Saturday School, and Evening Academy. There continues to be a need to address the gaps in learning and the social-emotional impact stemming from the extended school closure in the 2019 and 2020 years.

The information in the tables below are from the 2022-23 school year, and although the campus is making progress, there is a need to continue to address the gaps in learning and the social-emotional impact stemming from the extended school closure.

End-of-Course Exams	2021-22 STAAR Performance Data Table			
	Pathways HS Approaches	Pathways HS Meets Level	Pathways HS Advanced Achievement	Percentage of Pathways HS Students Tested
ELA/Reading	49%	21%	0%	97%
Mathematics	88%	31%	3%	86%
Science	70%	10%	0%	96%
Social Studies	87%	42%	9%	98%

STAAR End-of-Course Exams are administered in English I, English II, Algebra I, Biology, and U.S. History. Passing these exams is a graduation requirement of all students. The table above shows 2021-22, performance on the STAAR/ End -of-Course (EOC) exams. The data indicates a need for targeted assistance in the Meets and Advanced Levels in all students.

Our EOC performance in several special populations indicate a need for growth. The table below shows our 2021-22 STAAR Performance for our Eco-Disadvantaged students and English Language Learners. STAAR End-of-Course Exams are administered in English I, English II, Algebra I, Biology, and U.S. History. Passing these exams is a graduation requirement of all students.

	Percentage of Special Populations – STAAR Data Tables ECO Dis ELL					
End-of-Course Exams	Pathways HS Eco-Dis Approaches	Pathways HS Eco-Dis Meets Level	Pathways HS Eco - Dis Overall Advanced Achievement	Pathways HS English Language Learners Approaches	Pathways HS English Language Learners Meets	Pathways HS English Language Learners Advanced Achievement
ELA/Reading	47%	14%	0%	13%	0%	0%

	Percentage of Special Populations – STAAR Data Tables ECO Dis ELL					
Mathematics	94%	24%	0%	100%	0	0
Biology	67%	11%	0%	100%	0	0
U.S. History	88%	36%	8%	70%	20%	0%

Graduation Rate Data Table (State)					
Graduation Rate	All Students	AA	Hispanic	White	Eco-Dis
4 – year Cohort (Class of 2022)	92.7%	94.5%	88.8%	90.9%	93.3%
5 – year Cohort (Class of 2021)	88.2%	90.5%	85.7%	91.2%	86.0%
6 – year Cohort (Class of 2020)	89.8%	86.5%	89.7%	94.1%	87.6 %

The Graduation Rate Data Table shows the State Graduation Rates for the class of 2022, 2021, and 2020. The accountability system tracks multiple year Cohort data.

The Federal Graduation Rate shows the five sub-populations that met the size requirement. The data shows that there is a 5% gap between the White sub-population and the Eco-Dis population for Cohort 2022, and overall, a 3% gap between the three cohorts. The Federal Graduation Rate is 90% and students did not meet the rate in any subgroups. Strategies have been put in place to provide targeted assistance to all students and students identified in this table (Source, TEA Data Tables SY 2022-23).

TX Academic Performance Report Campus CCMR – Related Indicators					
State SAT Avg.	District SAT Avg.	Campus SAT Avg.	State ACT Avg.	District ACT Avg.	Campus ACT Avg.
TBD	TBD	TBD	TBD	TBD	TBD
TBD	TBD	TBD	TBD	TBD	TBD

Data has not been released at .

*\* Masked data due to small numbers*

The focus of Pathways Academic Campus is student health and academic achievement. This year, we have focused on several key areas.

- Instruction- The amount of time students are in a specific course
- Increased number of students graduated with 4-year cohort
- All seniors completed resumes and Apply Texas Essays in collaboration with counselors to meet college and career readiness needs
- Increased number of students challenged the TSI, ASVAB, PSAT/NMSQ
- Students that test in English for the first time 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, and are now at 88% at the Approaches Level, but the focus is to achieve at the Meets and Masters Level
- Social Studies scores are increasing and had an overall passing score of 89% at the Approaches Level and 51% at the Meets and Masters Level

## Student Learning Strengths

The focus of Pathways Academic Campus is student health and academic achievement. This year, we have focused on several key areas.

- Instruction- The amount of time students are in a specific course

- Increased number of students graduated with 4 year cohort
- All seniors completed resumes and Apply Texas Essays in collaboration with counselors to meet college and career readiness needs
- Increased number of students challenged the TSI, ASVAB, PSAT/NMSQ
- Students that test in English for the first time 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, however, due to COVID-19 closures are down. We will work to get back on track in all areas.
- Social Studies scores are down and had an overall passing score of 86% at the Approaches Level, 38% at the Meets Level and 9% at the Masters Level

### **Problem Statements Identifying Student Learning Needs**

**Problem Statement 1:** Most students are at the Approaches Level for ELAR EOCs **Root Cause:** Instructional targets and tasks need to be more tightly aligned.

**Problem Statement 2:** Most students are at the Approaches Level of the Algebra I EOC. **Root Cause:** Instruction and task need to be more tightly aligned

**Problem Statement 3:** 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 4:** ELL students scored below the district average in the percentage of students who Met standard on the ELAR, EOCs. **Root Cause:** Instruction was not provided through a ELL certified teacher.

**Problem Statement 5:** 32% of students were deemed college, career, and military ready in the 2022-23 school year which is below the state average. **Root Cause:** The campus lacks a variety of differentiation strategies and course offerings for improving achievement.

**Problem Statement 6:** Campus did not meet the Closing the Gap requirement due to Federal graduation rate. **Root Cause:** Federal Graduation requirement of 90%. Campus is an Academic Alternative Education Campus.

**Problem Statement 7:** All students have experienced gaps in learning as a result of COVID 19 and the extend school closure. **Root Cause:** The social-emotional well being of staff, students, and families has been negatively impacted as a result of COVID 19 and extended periods of social distancing.

**Problem Statement 8:** ELL students scored below district average at the Meets Grade Level or Above standard across multiple EOC tested areas. **Root Cause:** Instructional targets and tasks need to be more tightly aligned.

**Problem Statement 9:** Most students scored below the Meets Grade Level or Above standard on EOC exams. **Root Cause:** Instructional tasks need to be more tightly aligned.

**Problem Statement 10:** Some teen parents scored below grade level on EOCs. **Root Cause:** Student drops out due to teen pregnancy or no daycare while student attends school



# School Processes & Programs

## School Processes & Programs Summary

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.

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.

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 by the curriculum office and the principal with input from the department instructional leaders. The principal and her designee are also responsible for all of the professional development planning throughout the year. The PLCs and professional development days this past year will continue to focus on improving upon our problem of practice.

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 five teachers and math has four. Having a Curriculum Instructional Specialist would help Teachers with providing instructional support 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 only has the Principal and AP 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. As stated earlier, having a curriculum instructional specialist on campus would provide teachers with additional targeted support and as a result students would receive more support.

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 students are bus dependent.

Professionals meet Texas Education Agency certification requirements. Para-professional staff members meet the highly qualified requirements of Every Student Succeeds Act (ESSA). Staff is small and serve in multiple roles. 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, 1 AP, 1 technologist, 6 food service and custodial staff, 5 secretaries, and campus principal. Years of experience are displayed in the chart below based on data retrieved from the Texas Academic Performance Report, 2020-21.

Years of Teaching Experience	Percentage of Staff
0-5	4.1%
6-10	4.1%
11-20	6.2%
Over 20	7.0%

Staff retention practices are focused around ensuring the staff feels valued. This year, we have provided substitutes so that teachers can participate in subject-specific planning days each semester.

Because we have experienced some 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.

### 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.

### School Processes & Programs Strengths

- Staff are provided training to help them understand the purpose of all programs housed on campus
- Staff are provided PD in areas they see as an area of growth and in operational needs such as 504, SPED, ELL, and At-Risk
- Teachers take an active role in collaborating with administration about the needs of students
- Teachers take an active role in developing the professional development for the campus
- Teachers take an active role in creating the Needs Assessment for the campus
- Teachers take an active role in creating subject specific campus and district assessments

### Problem Statements Identifying School Processes & Programs Needs

**Problem Statement 1:** Teacher turnover rate has increased slightly at the campus. New teachers will need training and support related to PLC processes, best practice strategies for supporting at risk students, and the processes and procedures surrounding the unique programs associated with the campus, such as PRS. **Root Cause:** Teachers are not familiar with online curriculum and the need to be proficient in multiple subject areas

**Problem Statement 2:** Teachers do not have a common planning period. **Root Cause:** Staff size is small and Master Schedule is not flexible.

**Problem Statement 3:** Allocation is needed for curriculum and academic support staff **Root Cause:** Enrollment fluctuates and campus does not meet district staffing guidelines set for traditional campuses.

**Problem Statement 4:** More space is needed for staff planning and student testing (ASVAB,TSIA, SAT, PSAT) **Root Cause:** Facility is at capacity and was not designed to have spaces for common planning and meeting other than the cafeteria area.

**Problem Statement 5:** 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.

# Perceptions

## Perceptions Summary

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 also have mentors and have programs on campus such as Upward Bound and Communities in Schools. 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 each other.

Parents can attend sessions that provide financial aid information for college as well as attend campus events such as Open House, Parent Night, SBDM meetings we provide Parent/Teacher conferences twice a year and upon parent request. Parent participation in school events is low.

## Perceptions Strengths

- Higher participation from community and parental/guardian involvement
- Military ASVAB testing and College Entrance Exams (TSIA)
- Purple Star Designation
- Upward Bound program
- Power Hour Academic Support embedded during the school day
- Financial Aid Night and Parent Information Night
- Local contributions and scholarship organizations have increased (i.e. increase in funding for PAC Mixer; League of United Latin American Citizens (LULAC) and the Volunteer Program
- Campus student support programs: Pregnancy Related Services (PRS), 504, Special Education (SPED), Response to Intervention (RTI), English Language Learner (ELL), Homeless Awareness and Response Program (HARP), Communities in Schools (CIS), Upward Bound; Boys and Girls Club of America, and campus student clubs

## Problem Statements Identifying Perceptions Needs

**Problem Statement 1:** The learning environment at Pathways is highly conducive to meeting the needs of At Risk students. However, students are not involved in activities that promote a sense of belonging at the campus. **Root Cause:** Students come to campus at various times of the year and the campus does not have extracurricular activities and a variety of campus clubs.

**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 parents do not regularly attend activities at the Pathways campus.

**Problem Statement 3:** The learning environment at Pathways is highly conducive to meeting the needs of EB/ELL and At Risk students. However, most students do not have transportation to events outside the school day **Root Cause:** Some students are unaccompanied youth, parents are working, or parents do not have adequate transportation.

**Problem Statement 4:** The learning environment at Pathways is highly conducive to meeting the needs of At Risk students. However, students are not involved in activities that promote soft skills, a healthy lifestyle, and self-care. **Root Cause:** Students come to campus at behind are focused on completing credits, and feel there is no time to learn new information.

**Problem Statement 5:** 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 6:** The learning environment at Pathways is highly conducive to meeting the needs of At-Risk students. However, the campus student population is highly mobile. **Root Cause:** Students come from all KISD high schools and need to know the process for the PAC campus to ensure safety in the event of a crisis.

# Goals

Revised/Approved: September 4, 2023

**Goal 1:** Killeen ISD will provide relevant, rigorous, and engaging learning opportunities to achieve academic success and graduate future-ready students.

**Performance Objective 1:** By the end of the school year 2024, 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%.

## High Priority

**Evaluation Data Sources:** EOC Scores, Unit Exams and Quizzes Graduation Rate, Cumulative Exams, Attendance Rates

### Strategy 1 Details

**Strategy 1:** Additional Targeted Support will be provided to ELL students.

Students will be provided with direct instruction for state accountability preparation in mathematics and English Language Arts. Students and teachers will participate in activities that utilize technology to help familiarize with using online testing for EOC exams and Interim exams.

ELL students will be instructed on how to use the TI Inspire calculator, during the school day. Ipads will be used to take exams and use as translator when needed. Students will have access to Rosetta Stone as needed.

**Strategy's Expected Result/Impact:** Teacher tests

Released EOC tests

**Staff Responsible for Monitoring:** Principal

Teachers

Instructional Aides

## Targeted Support Strategy

**Problem Statements:** Student Learning 4 - School Processes & Programs 2 - Perceptions 3

**Funding Sources:** Spirals, paper, ink pens, headphones with mic, TI -NSpire calculators. for ELL Students - 165/ES0 - ELL - 165.11.6399.00.006.25.ES0 - \$2,500

### Strategy 2 Details

**Strategy 2:** Additional Targeted Support will be provided to all student populations: African American, Caucasian, Multi-race, Hispanic, Economically Disadvantaged, SPED and EB students in all core subject areas, and in mathematics with a focus on using the TI Nspire calculator during the school day and through Saturday sessions and Evening Academy.

Special program staff will be included to ensure success for all populations.

**Strategy's Expected Result/Impact:** STAAR/EOC

Graduation Rate

Pass/Failure Rates

**Staff Responsible for Monitoring:** Teachers

Administration

AP

Counselors

Principal

**Targeted Support Strategy - Additional Targeted Support Strategy**

**Problem Statements:** Student Learning 2, 4, 7, 8, 9 - School Processes & Programs 1, 2

**Funding Sources:** Bilingual Dictionaries - 165/ES0 - ELL - 165.11.6329.00.006.25.ES0 - \$230, Instructional supplies to support math instruction; Spirals, headphones, composition notebooks, Paper, graphing paper, TI Nspire calculators. - 166 - State Comp Ed - 166.11.6399.00.006.24.AR0 - \$2,000, Teacher PD: Lead4ward, TAAE, CAMT, - 166 - State Comp Ed - 166.13.6411.00.006.24.AR0 - \$7,000

### Strategy 3 Details

**Strategy 3:** Students and teachers will work collaboratively through interactive lessons and PLC meetings to enhance understanding of Edgenuity and campus technology in order to increase effectiveness of virtual learning labs for students to meet the needs of state standards for Math

**Strategy's Expected Result/Impact:** STAAR/EOC, SAT, PSAT, ACT, Graduation Rates

**Staff Responsible for Monitoring:** Teachers, Administration, Instructional Aides, Campus Technologist

**Problem Statements:** Student Learning 1, 2 - School Processes & Programs 1, 2

**Funding Sources:** Substitutes for teacher PD - 166 - State Comp Ed - 166.11.6116.00.006.24.AR0 - \$2,500

### Strategy 4 Details

**Strategy 4:** PLC time will be used to develop campus-based assessments in order to assess student learning and improve instruction.

**Strategy's Expected Result/Impact:** Released EOC Assessments

Unit Exams

Graduation Rates

Attendance

**Staff Responsible for Monitoring:** Teachers

Administration

**Problem Statements:** Student Learning 1, 2, 3, 7 - School Processes & Programs 2

**Funding Sources:** substitutes for teachers attending extended PLCs - 166 - State Comp Ed - 166.11.6116.00.006.24.AR0 - \$2,500

### Strategy 5 Details

**Strategy 5:** Students will be provided the opportunity to attend Saturday School to work ahead and receive additional support in core subject areas.

**Strategy's Expected Result/Impact:** Graduation Rate

Credits recovered

Sign in Sheets

**Staff Responsible for Monitoring:** Teachers

Counselors

Administration

**Problem Statements:** Demographics 1, 3

**Funding Sources:** Supplemental Pay teachers - Saturday School - 166 - State Comp Ed - 166.11.6118.CA.006.24.AR0 - \$12,000

### Strategy 6 Details

**Strategy 6:** Students will be provided supplemental resources as needed to ensure academic needs are met through the RtI process. Resources include iPads, headphones, notebooks, pens, pencils, tutoring, social emotional activities to encourage healthy living.

**Strategy's Expected Result/Impact:** EOC

Unit Exams

Attendance Rate

Graduation Rate

**Staff Responsible for Monitoring:** Principal

CIS/Teachers

**Problem Statements:** School Processes & Programs 4, 5

**Funding Sources:** iPads, headphones, protector case for iPads, charging dock. - 166 - State Comp Ed - 166.11.6398.00.006.24.AR0 - \$3,530, notebooks, pens, spirals, 2 pocket folders, note pads, markers, glue sticks, scissors, highlighters - 166 - State Comp Ed - 166.11.6399.00.006.24.AR0 - \$1,500, Lowman software for Math, ELAR, Social Studies and Science - 166 - State Comp Ed - 166.11.6299.OL.006.24.AR0 - \$1,000, headphones, protector case for iPads, charging dock - 166 - State Comp Ed - 166.11.6399.00.006.24.AR0 - \$1,470

### Performance Objective 1 Problem Statements:

#### Demographics

**Problem Statement 1:** The attendance rate for Pathways continues to fluctuate and is significantly below the district standard of 95% **Root Cause:** Campus does not have an Attendance Officer assigned to the campus. Home Campus(HC) are notified but may be overwhelmed with HC attendance concerns.

**Problem Statement 3:** 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.

#### Student Learning

**Problem Statement 1:** Most students are at the Approaches Level for ELAR EOCs **Root Cause:** Instructional targets and tasks need to be more tightly aligned.

**Problem Statement 2:** Most students are at the Approaches Level of the Algebra I EOC. **Root Cause:** Instruction and task need to be more tightly aligned



### Student Learning

**Problem Statement 3:** 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 4:** ELL students scored below the district average in the percentage of students who Met standard on the ELAR, EOCs. **Root Cause:** Instruction was not provided through a ELL certified teacher.

**Problem Statement 7:** All students have experienced gaps in learning as a result of COVID 19 and the extend school closure. **Root Cause:** The social-emotional well being of staff, students, and families has been negatively impacted as a result of COVID 19 and extended periods of social distancing.

**Problem Statement 8:** ELL students scored below district average at the Meets Grade Level or Above standard across multiple EOC tested areas. **Root Cause:** Instructional targets and tasks need to be more tightly aligned.

**Problem Statement 9:** Most students scored below the Meets Grade Level or Above standard on EOC exams. **Root Cause:** Instructional tasks need to be more tightly aligned.

### School Processes & Programs

**Problem Statement 1:** Teacher turnover rate has increased slightly at the campus. New teachers will need training and support related to PLC processes, best practice strategies for supporting at risk students, and the processes and procedures surrounding the unique programs associated with the campus, such as PRS. **Root Cause:** Teachers are not familiar with online curriculum and the need to be proficient in multiple subject areas

**Problem Statement 2:** Teachers do not have a common planning period. **Root Cause:** Staff size is small and Master Schedule is not flexible.

**Problem Statement 4:** More space is needed for staff planning and student testing (ASVAB,TSIA, SAT, PSAT) **Root Cause:** Facility is at capacity and was not designed to have spaces for common planning and meeting other than the cafeteria area.

**Problem Statement 5:** 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.

### Perceptions

**Problem Statement 3:** The learning environment at Pathways is highly conducive to meeting the needs of EB/ELL and At Risk students. However, most students do not have transportation to events outside the school day **Root Cause:** Some students are unaccompanied youth, parents are working, or parents do not have adequate transportation.

**Goal 1:** Killeen ISD will provide relevant, rigorous, and engaging learning opportunities to achieve academic success and graduate future-ready students.

**Performance Objective 2:** By the end of the school year 2024, 10% of all students will Meet Grade Level Standard on the Biology EOC exam. African-American, Hispanic, Two - Races, and Economically Disadvantaged students will increase their scores within their group by 5%, with additional targeted support provided to AA, Hispanic, White, Two Races and Eco. Dis Students

**High Priority**  
**Evaluation Data Sources:** EOC, Unit Quiz, Exams, Attendance Reports

Strategy 1 Details
<p><b>Strategy 1:</b> All students will be provided direct instruction for state accountability preparation in Biology.</p> <p>Gifted and Talented students will receive individualized instruction</p> <p><b>Strategy's Expected Result/Impact:</b> EOC Results, PDAS, Attendance Rates, Graduation Rate</p> <p><b>Staff Responsible for Monitoring:</b> Principal Teachers PRS Staff Administration Gifted/Talented Staff</p> <p><b>Problem Statements:</b> Demographics 2, 3 - Student Learning 7 - School Processes &amp; Programs 2</p> <p><b>Funding Sources:</b> Supplies: Lab supplies, markers, paper, spirals, composition notebooks, TI Nspire calculators - 166 - State Comp Ed - 166.11.6399.00.006.24.AR0 - \$2,000 , Lowman Online Software, - 166 - State Comp Ed - 166.11.6396.00.006.24.AR0 - \$100</p>

### Strategy 2 Details

**Strategy 2:** ELL students will be provided direct instruction in Science through regular classrooms, and science labs.

ELL teacher will provide support in "push-in" or "pull-out" instructional settings based on the needs of ELL students.

Science academic vocabulary will be pre-taught whenever possible.

**Strategy's Expected Result/Impact:** EOCs

Unit Exams

Attendance Rate

Graduation Rate

**Staff Responsible for Monitoring:** Teachers

Admin

ELL Staff

**Problem Statements:** Demographics 5 - Student Learning 4, 8

### Strategy 3 Details

**Strategy 3:** Students will design notebooks to help ensure understanding of concepts and procedures in each of the sciences.

Students will participate in hands on activities to ensure understanding of concepts taught in Biology, Physics, Chemistry and IPC.

GT staff and campus contact will monitor and distribute supplies and equipment to GT students.

**Strategy's Expected Result/Impact:** EOCs

Unit Exams

Attendance Rate

Graduation Rate

**Staff Responsible for Monitoring:** Teachers

SPED Staff

ELL Staff

PRS Staff

Administration

Gifted/Talented Staff

Instructional Technologist

**Additional Targeted Support Strategy**

**Problem Statements:** Student Learning 7, 9 - School Processes & Programs 2 - Perceptions 1

#### Strategy 4 Details

**Strategy 4:** Students will continue to participate in writing activities to become more familiar with the writing process in Science.

We will also use PLC time to develop campus-based common assessments in order to assess student learning and improve instruction during Academic Labs.

**Strategy's Expected Result/Impact:** EOCs

Unit Exams

Attendance Rate

Graduation Rate

**Staff Responsible for Monitoring:** Administration CIS DIS

English Teachers

ELL Teacher

SPED Teachers

PRS Teachers

Classroom Teachers

**Problem Statements:** School Processes & Programs 2

#### Performance Objective 2 Problem Statements:

##### Demographics

**Problem Statement 2:** During the 2022 -23 school year, one percent of the student population was identified and served as GT. **Root Cause:** Students are often identified as GT prior to high school. Teachers struggle to identify the characteristics of giftedness in the At Risk student population, particularly at the high school level.

**Problem Statement 3:** 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 5:** 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. **Root Cause:** Concerns about new COVID variants.

##### Student Learning

**Problem Statement 4:** ELL students scored below the district average in the percentage of students who Met standard on the ELAR, EOCs. **Root Cause:** Instruction was not provided through a ELL certified teacher.

**Problem Statement 7:** All students have experienced gaps in learning as a result of COVID 19 and the extend school closure. **Root Cause:** The social-emotional well being of staff, students, and families has been negatively impacted as a result of COVID 19 and extended periods of social distancing.

**Problem Statement 8:** ELL students scored below district average at the Meets Grade Level or Above standard across multiple EOC tested areas. **Root Cause:** Instructional targets and tasks need to be more tightly aligned.

**Problem Statement 9:** Most students scored below the Meets Grade Level or Above standard on EOC exams. **Root Cause:** Instructional tasks need to be more tightly aligned.

##### School Processes & Programs

**Problem Statement 2:** Teachers do not have a common planning period. **Root Cause:** Staff size is small and Master Schedule is not flexible.

## Perceptions

**Problem Statement 1:** The learning environment at Pathways is highly conducive to meeting the needs of At Risk students. However, students are not involved in activities that promote a sense of belonging at the campus. **Root Cause:** Students come to campus at various times of the year and the campus does not have extracurricular activities and a variety of campus clubs.

**Goal 1:** Killeen ISD will provide relevant, rigorous, and engaging learning opportunities to achieve academic success and graduate future-ready students.

**Performance Objective 3:** By the end of the school year 2024, English Language Arts and Reading (ELAR) testers in English I and II, will improve their scores on the EOC test by 10% in all subgroups.

**High Priority**  
**Evaluation Data Sources:** EOCs, Unit Exams, Attendance Rate, Graduation Rate

Strategy 1 Details
<p><b>Strategy 1:</b> Students will continue to participate in activities to become more familiar with the writing and reading process. Targeted instruction will be provided through EOC pullouts, during the school day Boot Camps for English, and Power Hour (PH) labs for all sub pops.</p> <p><b>Strategy's Expected Result/Impact:</b> EOCs Unit Exams Attendance Rate Graduation Rate</p> <p><b>Staff Responsible for Monitoring:</b> Administration CIS DIS English Teachers ELL Teacher SPED Teachers PRS Teachers Classroom Teachers Instructional Technologists</p> <p><b>Problem Statements:</b> Student Learning 1</p>

### Strategy 2 Details

**Strategy 2:** Students and teachers will work collaboratively through EOC pullouts and PLC meetings to enhance understanding of Edgenuity and campus technology to increase the effectiveness of virtual learning labs for students to meet the needs of state standards for ELA.

**Strategy's Expected Result/Impact:** EOCs

Unit Exams

Attendance Rate

Graduation Rate

**Staff Responsible for Monitoring:** ELL Teacher

SPED Teacher

PRS Teachers

Classroom Teachers

Instructional Technologist

Administration

CIS/DIS

TAG/Classroom Teachers

**Problem Statements:** Student Learning 1, 7

### Strategy 3 Details

**Strategy 3:** Additional Targeted Support will be provided to ELL students.

Students will be provided with direct instruction for state accountability preparation in English Language Arts.

ELL students will create a collection of works designed to increase vocabulary and grammar and will complete projects that incorporate English Language Arts by creating books, pamphlets, and flyers with Nearpod and Adobe Spark. Student will use iPads and other technology to help increase understanding of concepts.

**Strategy's Expected Result/Impact:** EOCs ; Unit Exams; Attendance Rate ; Graduation Rate

**Staff Responsible for Monitoring:** ELL Teacher; SPED Teacher; PRS Teachers; Classroom Teachers; Instructional Technologist; Administration; CIS/DIS; TAG/Classroom Teachers

**Targeted Support Strategy**

**Problem Statements:** Student Learning 4

#### Strategy 4 Details

**Strategy 4:** Additional Targeted Support will be provided to African American, Hispanic, Economically Disadvantaged, and ELL students with an emphasis on the revising and editing process during regular classroom instruction.

Special Program students (SPED, PRS, ELL, and GT) and teachers will be included to ensure success for all populations.

**Strategy's Expected Result/Impact:** STAAR/EOC

Completion Rate

School Report Card

**Staff Responsible for Monitoring:** Teacher

Instructional Aides

Administration

**ESF Levers:**

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

**Problem Statements:** Student Learning 1

#### Strategy 5 Details

**Strategy 5:** Teachers will attend professional development to improve instructional practices in Reading and Writing for Gifted Students

**Strategy's Expected Result/Impact:** EOC/STAAR

Attendance Rate

Surveys

**Staff Responsible for Monitoring:** Administration

English Teachers

English Teacher Leader

DIS/CIS/CD

**Problem Statements:** Demographics 2

#### Performance Objective 3 Problem Statements:

##### Demographics

**Problem Statement 2:** During the 2022 -23 school year, one percent of the student population was identified and served as GT. **Root Cause:** Students are often identified as GT prior to high school. Teachers struggle to identify the characteristics of giftedness in the At Risk student population, particularly at the high school level.

##### Student Learning

**Problem Statement 1:** Most students are at the Approaches Level for ELAR EOCs **Root Cause:** Instructional targets and tasks need to be more tightly aligned.

**Problem Statement 4:** ELL students scored below the district average in the percentage of students who Met standard on the ELAR, EOCs. **Root Cause:** Instruction was not provided through a ELL certified teacher.

**Problem Statement 7:** All students have experienced gaps in learning as a result of COVID 19 and the extend school closure. **Root Cause:** The social-emotional well being of staff, students, and families has been negatively impacted as a result of COVID 19 and extended periods of social distancing.



**Goal 1:** Killeen ISD will provide relevant, rigorous, and engaging learning opportunities to achieve academic success and graduate future-ready students.

**Performance Objective 4:** By the end of the school year 2024, Social Studies re-testers in all subgroups will improve their scores on the EOC meets or above level by 10% in comparison to the previous year's test data. In addition 5% of all first time Social Studies testers will meet Grade Level or better on the EOC Exam.

**High Priority**

**Evaluation Data Sources:** STAAR Data

Strategy 1 Details
<p><b>Strategy 1:</b> Students will be provided hands on and online instruction for EOC prep.</p> <p>Students will have the opportunity to attend Saturday School for additional EOC prep time and to make up time for excessive absenteeism.</p> <p><b>Strategy's Expected Result/Impact:</b> Increased Graduation Rate Increased course and assessment rates</p> <p><b>Staff Responsible for Monitoring:</b> Core Subject area Teachers Administration</p> <p><b>TEA Priorities:</b> Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools - <b>Additional Targeted Support Strategy</b></p> <p><b>Problem Statements:</b> Student Learning 1, 2, 6</p>
Strategy 2 Details
<p><b>Strategy 2:</b> Students will be provided lessons that focus on specific academic language necessary to specified eras in History.</p> <p><b>Strategy's Expected Result/Impact:</b> EOC Data Graduation Rate</p> <p><b>Staff Responsible for Monitoring:</b> Social Studies Teachers PAC Administration Social Studies Teacher Leader</p> <p><b>Problem Statements:</b> Demographics 5</p>

### Strategy 3 Details

**Strategy 3:** Students will have the opportunity to attend Saturday School for additional EOC prep and to make up time for excessive absenteeism.

**Strategy's Expected Result/Impact:** EOC data

Graduation Rate

Attendance rate

**Staff Responsible for Monitoring:** PAC Administration

Social Studies Lead Teacher

**Problem Statements:** Demographics 1, 3

### Performance Objective 4 Problem Statements:

#### Demographics

**Problem Statement 1:** The attendance rate for Pathways continues to fluctuate and is significantly below the district standard of 95% **Root Cause:** Campus does not have an Attendance Officer assigned to the campus. Home Campus(HC) are notified but may be overwhelmed with HC attendance concerns.

**Problem Statement 3:** 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 5:** 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. **Root Cause:** Concerns about new COVID variants.

#### Student Learning

**Problem Statement 1:** Most students are at the Approaches Level for ELAR EOCs **Root Cause:** Instructional targets and tasks need to be more tightly aligned.

**Problem Statement 2:** Most students are at the Approaches Level of the Algebra I EOC. **Root Cause:** Instruction and task need to be more tightly aligned

**Problem Statement 6:** Campus did not meet the Closing the Gap requirement due to Federal graduation rate. **Root Cause:** Federal Graduation requirement of 90%. Campus is an Academic Alternative Education Campus.

**Goal 1:** Killeen ISD will provide relevant, rigorous, and engaging learning opportunities to achieve academic success and graduate future-ready students.

**Performance Objective 5:** By the end of the 2023 school year 50% of Special Program students will pass the EOC exams at the Meets Level or above.

**High Priority**

**Evaluation Data Sources:** EOC, Unit and Quiz Exams, Graduation Rate

Strategy 1 Details
<p><b>Strategy 1:</b> Additional Targeted Support will be provided to all students with a focus on African American, Hispanic, economically disadvantaged, EL and Special program PRS, SPED Students in ELAR and Mathematics through EOC pullouts, direct instruction and Saturday School. An additional allocation for instructional staff is needed to help with supporting targeted areas in Math, ELAR, Science and Social Studies.</p> <p><b>Strategy's Expected Result/Impact:</b> All sub-populations will increase by 10-15 % in EOC tested areas.</p> <p><b>Staff Responsible for Monitoring:</b> Teachers Special Programs Staff AP Technologist Principal</p> <p><b>Problem Statements:</b> Student Learning 1, 2, 7 - School Processes &amp; Programs 3</p> <p><b>Funding Sources:</b> Instructional Aide - 166 - State Comp Ed - 166.11.6129.00.006.24.AR0 - \$28,000</p>
Strategy 2 Details
<p><b>Strategy 2:</b> 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.</p> <p><b>Strategy's Expected Result/Impact:</b> All sub-pops will increase by 5% in EOC tested areas. Increased number of students electing to read for enjoyment.</p> <p><b>Staff Responsible for Monitoring:</b> Admin; Librarian</p> <p><b>Problem Statements:</b> Student Learning 1, 7</p>

**Performance Objective 5 Problem Statements:**

Student Learning
<p><b>Problem Statement 1:</b> Most students are at the Approaches Level for ELAR EOCs <b>Root Cause:</b> Instructional targets and tasks need to be more tightly aligned.</p> <p><b>Problem Statement 2:</b> Most students are at the Approaches Level of the Algebra I EOC. <b>Root Cause:</b> Instruction and task need to be more tightly aligned</p> <p><b>Problem Statement 7:</b> All students have experienced gaps in learning as a result of COVID 19 and the extend school closure. <b>Root Cause:</b> The social-emotional well being of staff, students, and families has been negatively impacted as a result of COVID 19 and extended periods of social distancing.</p>

### School Processes & Programs

**Problem Statement 3:** Allocation is needed for curriculum and academic support staff **Root Cause:** Enrollment fluctuates and campus does not meet district staffing guidelines set for traditional campuses.

**Goal 1:** Killeen ISD will provide relevant, rigorous, and engaging learning opportunities to achieve academic success and graduate future-ready students.

**Performance Objective 6:** By the end of the 2023 school year, 50% of campus Teen Parents will be provided lessons, activities, and opportunities that foster parenting and life skills.

**Evaluation Data Sources:** Sign-in sheets

Strategy 1 Details
<p><b>Strategy 1:</b> PRS students will attend field trips that provide experiences with meal preparation, selecting healthy foods and well-being</p> <p>Teen Parents will participate in field trips that encourage positive parenting skills</p> <p>Teen Parents will engage in activities that encourage reading with babies and the proper activities to conduct while reading to children</p> <p>Teen Parents will engage in activities that encourage public speaking to increase self expression that will help with conversations for information, education, and conflict resolution.</p> <p><b>Strategy's Expected Result/Impact:</b> Graduation Rate</p> <p><b>Staff Responsible for Monitoring:</b> Teachers Counselors Administration</p> <p><b>Problem Statements:</b> School Processes &amp; Programs 5</p>
Strategy 2 Details
<p><b>Strategy 2:</b> 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.</p> <p>PRS students will be provided baby items to use during hands on activities and for incentives to attending sessions.</p> <p><b>Strategy's Expected Result/Impact:</b> Recidivism Rate Graduation Rate</p> <p><b>Staff Responsible for Monitoring:</b> PRS Coordinator School Nurse Principal/Curriculum Director/CIS</p> <p><b>Problem Statements:</b> Demographics 5 - School Processes &amp; Programs 5</p>

**Performance Objective 6 Problem Statements:**

### Demographics

**Problem Statement 5:** 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. **Root Cause:** Concerns about new COVID variants.

### School Processes & Programs

**Problem Statement 5:** 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.

**Goal 1:** Killeen ISD will provide relevant, rigorous, and engaging learning opportunities to achieve academic success and graduate future-ready students.

**Performance Objective 7:** By the end of the 2024 school year, 80% of all seniors, will be provided the opportunity to participate in college entrance exams (SAT,ACT, College Prep and TSI)

**High Priority**

**Evaluation Data Sources:** Registration numbers, Reports, and Sign In Sheets

Strategy 1 Details
<p><b>Strategy 1:</b> All Students will participate in CTC Fast Track and attend all required sessions, and use Naviance platform to track required tasks for each grade level.</p> <p>Students will be provided the opportunity to participate in the SAT Boot Camp at PAC.</p> <p><b>Strategy's Expected Result/Impact:</b> Sign In Sheets Exam Reports</p> <p><b>Staff Responsible for Monitoring:</b> Counselors Registrar Teachers Administrators</p>
Strategy 2 Details
<p><b>Strategy 2:</b> Juniors and seniors will meet with counselor's every 9 weeks to discuss credits and academic progress.</p> <p>Counselors will monitor student PGPs to ensure students are receiving support in academics and are on track to graduate</p> <p><b>Strategy's Expected Result/Impact:</b> Graduation Rate EOCs</p> <p><b>Staff Responsible for Monitoring:</b> Counselors Administrators Teachers</p> <p><b>Problem Statements:</b> Student Learning 6, 7</p>

**Performance Objective 7 Problem Statements:**

Student Learning
<p><b>Problem Statement 6:</b> Campus did not meet the Closing the Gap requirement due to Federal graduation rate. <b>Root Cause:</b> Federal Graduation requirement of 90%. Campus is an Academic Alternative Education Campus.</p>

<b>Student Learning</b>
<b>Problem Statement 7:</b> All students have experienced gaps in learning as a result of COVID 19 and the extend school closure. <b>Root Cause:</b> The social-emotional well being of staff, students, and families has been negatively impacted as a result of COVID 19 and extended periods of social distancing.



**Goal 1:** Killeen ISD will provide relevant, rigorous, and engaging learning opportunities to achieve academic success and graduate future-ready students.

**Performance Objective 8:** Increase college awareness and the number of students accepted to a four-year university or a two year community college after graduation by 10%.

**High Priority**

**Evaluation Data Sources:** Percentage of 2024 graduates requesting a final transcript for attendance at a four-year university or two year community college., TEA Reports for Campus

Strategy 1 Details
<p><b>Strategy 1:</b> Students will be provided transportation to Bell Co. College Night</p> <p>Students will be advised of the benefits of the Recommended Graduation Plan and Foundation with Endorsements Plan</p> <p>Junior and Senior level students will be provided the opportunity to attend 4 College campus field trips</p> <p><b>Strategy's Expected Result/Impact:</b> Sign Up Sheets TAPR Report College Scholarships Graduation Rate</p> <p><b>Staff Responsible for Monitoring:</b> Counselors Communities in Schools Upward Bound Administration</p> <p><b>Problem Statements:</b> Demographics 5 - Student Learning 5</p>
Strategy 2 Details
<p><b>Strategy 2:</b> Students will be advised of the benefits of the Recommended Graduation Plan and Foundation with Endorsements Plan</p> <p><b>Strategy's Expected Result/Impact:</b> Graduation Rate EOC Surveys Sign Up Sheets</p> <p><b>Staff Responsible for Monitoring:</b> Counselors Communities in Schools Upward Bound PAC Administration</p> <p><b>Problem Statements:</b> Student Learning 5, 6, 7</p>

## Performance Objective 8 Problem Statements:

Demographics
<b>Problem Statement 5:</b> 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. <b>Root Cause:</b> Concerns about new COVID variants.
Student Learning
<b>Problem Statement 5:</b> 32% of students were deemed college, career, and military ready in the 2022-23 school year which is below the state average. <b>Root Cause:</b> The campus lacks a variety of differentiation strategies and course offerings for improving achievement.
<b>Problem Statement 6:</b> Campus did not meet the Closing the Gap requirement due to Federal graduation rate. <b>Root Cause:</b> Federal Graduation requirement of 90%. Campus is an Academic Alternative Education Campus.
<b>Problem Statement 7:</b> All students have experienced gaps in learning as a result of COVID 19 and the extend school closure. <b>Root Cause:</b> The social-emotional well being of staff, students, and families has been negatively impacted as a result of COVID 19 and extended periods of social distancing.

**Goal 1:** Killeen ISD will provide relevant, rigorous, and engaging learning opportunities to achieve academic success and graduate future-ready students.

**Performance Objective 9:** Increase the number of students challenging the SAT/ACT by 5% in 2023-24 school year.

**High Priority**

**Evaluation Data Sources:** SAT, ACT, PSAT score reports and test registration numbers

Strategy 1 Details
<p><b>Strategy 1:</b> Additional Targeted Support will be provided to All students with a focus on African American, Hispanic, White and economically disadvantaged students for SAT, and ACT preparation SAT Boot Camps will be given at the PAC site and when students qualify, waiver vouchers will be given.</p> <p><b>Strategy's Expected Result/Impact:</b> Increased number of students challenging the PSAT, SAT and ACT.</p> <p><b>Staff Responsible for Monitoring:</b> Registrar Counselors G/T Coordinator-Boot Camps District Curriculum Specialists</p> <p><b>Problem Statements:</b> Student Learning 7</p>

**Performance Objective 9 Problem Statements:**

Student Learning
<p><b>Problem Statement 7:</b> All students have experienced gaps in learning as a result of COVID 19 and the extend school closure. <b>Root Cause:</b> The social-emotional well being of staff, students, and families has been negatively impacted as a result of COVID 19 and extended periods of social distancing.</p>

**Goal 1:** Killeen ISD will provide relevant, rigorous, and engaging learning opportunities to achieve academic success and graduate future-ready students.

**Performance Objective 10:** Increase the awareness of scholarship opportunities and increase the number of students receiving academic scholarships to college.

**High Priority**

**Evaluation Data Sources:** Number of students receiving scholarships will be at least 5% of the 2024 graduating class.

Strategy 1 Details
<p><b>Strategy 1:</b> Students will attend information sessions to encourage applying for scholarships.</p> <p>Students will attend four College Trips to help create a college going culture and give students that otherwise may not have the opportunity to visit a college campus the opportunity.</p> <p><b>Strategy's Expected Result/Impact:</b> Graduation Rate Attendance Scholarship Applications and Recipients</p> <p><b>Staff Responsible for Monitoring:</b> Counselors Teachers Dentac Volunteers Administration Boys and Girls Club</p> <p><b>Problem Statements:</b> Demographics 5 - Student Learning 5</p>

**Performance Objective 10 Problem Statements:**

Demographics
<p><b>Problem Statement 5:</b> 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. <b>Root Cause:</b> Concerns about new COVID variants.</p>
Student Learning
<p><b>Problem Statement 5:</b> 32% of students were deemed college, career, and military ready in the 2022-23 school year which is below the state average. <b>Root Cause:</b> The campus lacks a variety of differentiation strategies and course offerings for improving achievement.</p>

**Goal 2:** Killeen ISD will recruit, retain, and develop highly qualified staff by providing professional growth opportunities and supporting employee wellness and self-care.

**Performance Objective 1:** Promote growth and leadership in the areas of: online learning and data disaggregation so that 100% of professional and auxiliary staff are fluent in the use of district required software and technology.

**Evaluation Data Sources:** Pass/Failure rates, EOC data, communication logs, surveys, PD transcripts, TTESS Data

Strategy 1 Details
<p><b>Strategy 1:</b> Substitutes will be provided so that core content and elective teachers can attend professional development for Eschool Plus, Edgenuity, Schoology, Eduphoria, and CTE, to ensure an understanding of how to pull student data and interpret reports.</p> <p><b>Strategy's Expected Result/Impact:</b> Attendance rate among students will improve by 5%, and there will be a 10 % increase in Meets Grade Level or above on the State Assessment for Algebra I, Biology, and English I and II.</p> <p><b>Staff Responsible for Monitoring:</b> District Technologist Campus Technologist Principal/CD Teacher Leaders</p> <p><b>TEA Priorities:</b> Recruit, support, retain teachers and principals, Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools</p> <p><b>- Additional Targeted Support Strategy</b></p> <p><b>Problem Statements:</b> Student Learning 1, 2, 3, 5, 6, 7, 9 - School Processes &amp; Programs 1, 2</p> <p><b>Funding Sources:</b> Substitutes for teachers to attend PD - 163 - Career &amp; Technical Education (CTE) - 163.13.6411.00.006.22.000 - \$3,500, Ink, paper, markers, chart tablets for data work, notebooks, construction paper, Cricut machine supplies, binder combs - 163 - Career &amp; Technical Education (CTE) - 163.11.6399.00.006.22.000 - \$1,500, Utensils, measuring cups, food coloring, lab supplies, - 163 - Career &amp; Technical Education (CTE) - 163.11.6399.00.006.22.000 - \$1,500, Teacher PD Conference Travel - 163 - Career &amp; Technical Education (CTE) - 163.13.6411.00.006.22.000 - \$8,000</p>

Strategy 2 Details
<p><b>Strategy 2:</b> Teachers will attend professional development provided by the district to increase awareness of Eduphoria, Lead4ward, and Resource System lessons for Science, Social Studies, Math, and English</p> <p>All teachers will attend Write Path training to increase an understanding of using interactive journals and increasing student writing in the content areas.</p> <p>Teachers will attend Lead4ward professional development to increase the understanding of the state assessment and how to disaggregate data</p> <p><b>Strategy's Expected Result/Impact:</b> Sign In Sheets STAAR/EOCs TAKS Completion Rate School Report Card AEIS Data</p> <p><b>Staff Responsible for Monitoring:</b> Principal, TTESS Appraisers Lead Teachers</p> <p><b>Problem Statements:</b> Student Learning 1, 2, 4, 7</p>
Strategy 3 Details
<p><b>Strategy 3:</b> Teachers and support staff will participate in Blended Learning PD from Edgenuity, and On Demand Professional Development to ensure best practices are being used for At-Risk learners and student in need or additional targeted support.</p> <p><b>Strategy's Expected Result/Impact:</b> Campus staff better understand Blended Learning instruction and strategies for all learners.</p> <p><b>Staff Responsible for Monitoring:</b> Principal, Curriculum Director, AP, Teacher Leaders Instructional Aides and Counselors</p> <p><b>ESF Levers:</b> Lever 2: Strategic Staffing, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p><b>Problem Statements:</b> Demographics 5 - School Processes &amp; Programs 1</p>

### Performance Objective 1 Problem Statements:

Demographics
<p><b>Problem Statement 5:</b> 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. <b>Root Cause:</b> Concerns about new COVID variants.</p>
Student Learning
<p><b>Problem Statement 1:</b> Most students are at the Approaches Level for ELAR EOCs <b>Root Cause:</b> Instructional targets and tasks need to be more tightly aligned.</p> <p><b>Problem Statement 2:</b> Most students are at the Approaches Level of the Algebra I EOC. <b>Root Cause:</b> Instruction and task need to be more tightly aligned</p> <p><b>Problem Statement 3:</b> SAT/ACT average for students at Pathways challenging the exams is lower than students in district and state. <b>Root Cause:</b> Campus does not offer SAT/ACT preparation and many students do not have transportation to off campus sites.</p>

### Student Learning

**Problem Statement 4:** ELL students scored below the district average in the percentage of students who Met standard on the ELAR, EOCs. **Root Cause:** Instruction was not provided through a ELL certified teacher.

**Problem Statement 5:** 32% of students were deemed college, career, and military ready in the 2022-23 school year which is below the state average. **Root Cause:** The campus lacks a variety of differentiation strategies and course offerings for improving achievement.

**Problem Statement 6:** Campus did not meet the Closing the Gap requirement due to Federal graduation rate. **Root Cause:** Federal Graduation requirement of 90%. Campus is an Academic Alternative Education Campus.

**Problem Statement 7:** All students have experienced gaps in learning as a result of COVID 19 and the extend school closure. **Root Cause:** The social-emotional well being of staff, students, and families has been negatively impacted as a result of COVID 19 and extended periods of social distancing.

**Problem Statement 9:** Most students scored below the Meets Grade Level or Above standard on EOC exams. **Root Cause:** Instructional tasks need to be more tightly aligned.

### School Processes & Programs

**Problem Statement 1:** Teacher turnover rate has increased slightly at the campus. New teachers will need training and support related to PLC processes, best practice strategies for supporting at risk students, and the processes and procedures surrounding the unique programs associated with the campus, such as PRS. **Root Cause:** Teachers are not familiar with online curriculum and the need to be proficient in multiple subject areas

**Problem Statement 2:** Teachers do not have a common planning period. **Root Cause:** Staff size is small and Master Schedule is not flexible.

**Goal 2:** Killeen ISD will recruit, retain, and develop highly qualified staff by providing professional growth opportunities and supporting employee wellness and self-care.

**Performance Objective 2:** Promote teacher growth and leadership in the areas of: classroom management, differentiated instruction, and supporting the at risk learner so that 100% of professional and auxiliary staff will engage in job embedded professional development.

**Evaluation Data Sources:** Reflections and Feedback from Faculty and Staff

Strategy 1 Details
<p><b>Strategy 1:</b> Teachers of ELL students will attend the Title III Symposium to learn researched-based, best practice strategies for teaching students with limited English proficiency.</p> <p><b>Strategy's Expected Result/Impact:</b> Increased teacher capacity in the use of strategies targeting English Learners Increased student achievement</p> <p><b>Staff Responsible for Monitoring:</b> Admin</p> <p><b>Problem Statements:</b> Student Learning 8</p> <p><b>Funding Sources:</b> Conference Fee for Title III Symposium for teachers of ELL students - 263 - ESEA, Title III Part A - 263.13.6411.LE.006.25.000 - \$585</p>
Strategy 2 Details
<p><b>Strategy 2:</b> Teachers of CTE Students will attend TCEA, CTE Conference, Lead4ward conference and CTE Business Staff will attend CTAT conference to learn best practice strategies for creating a collaborative CTE culture.</p> <p><b>Strategy's Expected Result/Impact:</b> Increased passing and completion rate among all CTE students</p> <p><b>Staff Responsible for Monitoring:</b> Principal</p> <p><b>TEA Priorities:</b> Improve low-performing schools</p> <p><b>Funding Sources:</b> Conference fee, Hotel travel Reimbursement - 163 - Career &amp; Technical Education (CTE) - 163.13.6411.00.006.22.000</p>
Strategy 3 Details
<p><b>Strategy 3:</b> At-Risk Counselors will attend Texas Counselor's Conference to learn best practices for working with At-Risk students and families.</p> <p><b>Strategy's Expected Result/Impact:</b> Increased communication among students, counselors and teachers. Increased awareness of social/ emotional triggers among at-risk students</p> <p><b>Staff Responsible for Monitoring:</b> Principal/CD</p> <p><b>Problem Statements:</b> Demographics 3, 5 - Student Learning 6 - Perceptions 1</p> <p><b>Funding Sources:</b> Conference Registration, counselor membership fees - 166 - State Comp Ed - 166.31.6411.00.006.24.AR0 - \$2,500</p>



#### Strategy 4 Details

**Strategy 4:** Teachers of Gifted and Talented students will be attend online or in-person training in the areas of identification, assessment, and social emotional intelligence of gifted students.

**Strategy's Expected Result/Impact:** Teachers will know and be able to provide targeted instruction to gifted and talented students.

**Staff Responsible for Monitoring:** Principal

DIS

Curriculum Director

**TEA Priorities:**

Recruit, support, retain teachers and principals

**Funding Sources:** ESC Service Registration fee - In Person or Online - 177 - Gifted/Talented - 177.13.6239.00.006.21.000 - \$825

#### Strategy 5 Details

**Strategy 5:** Staff will participate in professional development targeting the needs of at risk students. Professional development opportunities may include TAAE or other related conferences addressing the needs of At Risk students. This will increase teacher knowledge and provide additional targeted support for At Risk.

Staff and Special Programs Staff will attend PLC Conference in October.

**Strategy's Expected Result/Impact:** Completion Rate

State Accountability

School Report Card

Surveys

Attendance Report Staff and Students

**Staff Responsible for Monitoring:** Principal

DIS

**TEA Priorities:**

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

**Problem Statements:** Demographics 5

**Funding Sources:** PD for teachers targeting At-risk students - 166 - State Comp Ed - 166.13.6411.00.006.24.AR0 - \$2,000, Resources for PD for teachers targeting At-risk students - 166 - State Comp Ed - 166.13.6399.00.006.24.AR0 - \$1,000

### Strategy 6 Details

**Strategy 6:** Staff members will participate in book studies that promote student engagement centered around the Essential 3 + 1 model and Effective Schools Framework.

Books by authors such as Fisher & Fry, Armstrong, Spencer, Payne, Heath, Tucker and LeMov will increase knowledge and implementation of best practice in the classroom with regard to management and differentiated instruction.

Lead Teachers and CIS will attend district provided training for math, science, social studies, and ELA to gain an understanding of RtI process, Gradual Release of Responsibility (GRR), and strategies being used at traditional campuses.

**Strategy's Expected Result/Impact:** Attendance

Sign In Sheets

Surveys

Completion Rate

Network Visits

PLCs/Dialogue & Discussion

**Staff Responsible for Monitoring:** Principal

AP

Lead Teachers

**Problem Statements:** Student Learning 7 - School Processes & Programs 1

**Funding Sources:** Books for on campus PD - 166 - State Comp Ed - 166.13.6329.00.006.24.AR0 - \$1,000

### Performance Objective 2 Problem Statements:

#### Demographics

**Problem Statement 3:** 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 5:** 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. **Root Cause:** Concerns about new COVID variants.

#### Student Learning

**Problem Statement 6:** Campus did not meet the Closing the Gap requirement due to Federal graduation rate. **Root Cause:** Federal Graduation requirement of 90%. Campus is an Academic Alternative Education Campus.

**Problem Statement 7:** All students have experienced gaps in learning as a result of COVID 19 and the extend school closure. **Root Cause:** The social-emotional well being of staff, students, and families has been negatively impacted as a result of COVID 19 and extended periods of social distancing.

**Problem Statement 8:** ELL students scored below district average at the Meets Grade Level or Above standard across multiple EOC tested areas. **Root Cause:** Instructional targets and tasks need to be more tightly aligned.

#### School Processes & Programs

**Problem Statement 1:** Teacher turnover rate has increased slightly at the campus. New teachers will need training and support related to PLC processes, best practice strategies for supporting at risk students, and the processes and procedures surrounding the unique programs associated with the campus, such as PRS. **Root Cause:** Teachers are not familiar with online curriculum and the need to be proficient in multiple subject areas

## Perceptions

**Problem Statement 1:** The learning environment at Pathways is highly conducive to meeting the needs of At Risk students. However, students are not involved in activities that promote a sense of belonging at the campus. **Root Cause:** Students come to campus at various times of the year and the campus does not have extracurricular activities and a variety of campus clubs.

**Goal 3:** Killeen ISD will engage in transparent, timely communication with all stakeholders to build positive, supportive relationships with the community.

**Performance Objective 1:** To increase the involvement of parents and community members in the educational process by 10% through the use of the SBDM Committee, parent conferences, and electronic communications.

**Evaluation Data Sources:** Sign -in Sheets, student and staff surveys

Strategy 1 Details
<p><b>Strategy 1:</b> 1) 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.</p> <p><b>Strategy's Expected Result/Impact:</b> Increased student and community partnerships</p> <p><b>Staff Responsible for Monitoring:</b> Counselors Teachers Administrators</p> <p><b>Problem Statements:</b> Student Learning 7</p> <p><b>Funding Sources:</b> DocuSign software - 166 - State Comp Ed - 166.11.6299.OL.006.24.AR0 - \$6,000</p>
Strategy 2 Details
<p><b>Strategy 2:</b> 2) In order to increase parent awareness, all mediums such as the Site-Based Decision-Making (SBDM) Committee, PULSE, Connect Ed, parent conferences, and the campus website and marquee will be used to keep parents abreast of activities pertaining to the campus and college.</p> <p><b>Strategy's Expected Result/Impact:</b> Increased parent involvement</p> <p><b>Staff Responsible for Monitoring:</b> Principal AP Counselors Registrar Webmaster</p> <p><b>Problem Statements:</b> Perceptions 2, 3</p>
Strategy 3 Details
<p><b>Strategy 3:</b> The automated call system will be used on a regular basis to inform parents of any events, distributions, or incidents occurring at the campus.</p> <p><b>Strategy's Expected Result/Impact:</b> Increased communication with parents</p> <p><b>Staff Responsible for Monitoring:</b> Administration Attendance Department</p> <p><b>Problem Statements:</b> Perceptions 2</p>

#### Strategy 4 Details

**Strategy 4:** 4) Students will participate and staff will host Senior Award Ceremony to honor students and community members that have awarded PAC students with scholarships and donations.

**Strategy's Expected Result/Impact:** Positive campus culture and climate  
Increased number of students applying for and receiving scholarships

**Staff Responsible for Monitoring:** Counselors  
Registrar  
Teachers  
Administration

**Problem Statements:** Demographics 5 - Perceptions 1

#### Strategy 5 Details

**Strategy 5:** 5) Counseling Staff will host four Parent Night Information Sessions to increase awareness of programs and opportunities for students in high school and college

**Strategy's Expected Result/Impact:** Increased College Entrance Rates

**Staff Responsible for Monitoring:** Counselors  
Administration

**Problem Statements:** Perceptions 1, 2

#### Strategy 6 Details

**Strategy 6:** Emergent Bilingual (EB) teachers will host 4 educational parent meetings for parents of EB students on topics that will allow parents to help their children succeed academically. Sessions will be in-person and on ZOOM

**Strategy's Expected Result/Impact:** Increased participation from parents of English Learners

**Staff Responsible for Monitoring:** ELL teachers  
Admin

#### **Additional Targeted Support Strategy**

**Funding Sources:** Supplies for ELL parent meetings - 263 - ESEA, Title III Part A - 263.61.6399.LE.006.25.000, Refreshments for EB Parent Meeting - 263 - ESEA, Title III Part A - 263.61.6499.LE.006.25.000

#### Strategy 7 Details

**Strategy 7:** EB/ELL parents and students will have the opportunity to attend parent information sessions in the evening and online. Refreshments and giveaways will be provided to parents and students in attendance.

**Strategy's Expected Result/Impact:** Increase parental participation and awareness of the benefits the campus and district offers for PAC students and their families.

**Staff Responsible for Monitoring:** Administration, Counselors EB Teachers, Teachers

**Problem Statements:** Student Learning 4, 7, 8 - Perceptions 1

## Performance Objective 1 Problem Statements:

Demographics
<b>Problem Statement 5:</b> 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. <b>Root Cause:</b> Concerns about new COVID variants.
Student Learning
<b>Problem Statement 4:</b> ELL students scored below the district average in the percentage of students who Met standard on the ELAR, EOCs. <b>Root Cause:</b> Instruction was not provided through a ELL certified teacher.
<b>Problem Statement 7:</b> All students have experienced gaps in learning as a result of COVID 19 and the extend school closure. <b>Root Cause:</b> The social-emotional well being of staff, students, and families has been negatively impacted as a result of COVID 19 and extended periods of social distancing.
<b>Problem Statement 8:</b> ELL students scored below district average at the Meets Grade Level or Above standard across multiple EOC tested areas. <b>Root Cause:</b> Instructional targets and tasks need to be more tightly aligned.
Perceptions
<b>Problem Statement 1:</b> The learning environment at Pathways is highly conducive to meeting the needs of At Risk students. However, students are not involved in activities that promote a sense of belonging at the campus. <b>Root Cause:</b> Students come to campus at various times of the year and the campus does not have extracurricular activities and a variety of campus clubs.
<b>Problem Statement 2:</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. <b>Root Cause:</b> Campus is fluid and parents do not regularly attend activities at the Pathways campus.
<b>Problem Statement 3:</b> The learning environment at Pathways is highly conducive to meeting the needs of EB/ELL and At Risk students. However, most students do not have transportation to events outside the school day <b>Root Cause:</b> Some students are unaccompanied youth, parents are working, or parents do not have adequate transportation.

**Goal 3:** Killeen ISD will engage in transparent, timely communication with all stakeholders to build positive, supportive relationships with the community.

**Performance Objective 2:** To increase the graduation rate of students served in special programs by 10%, special programs (including Special Education, 504, English as a Second Language), At-risk students, and students who are economically disadvantage by the end of the 2023 -24 school year, through the use of parent information sessions, student information sessions, and college and Career Readiness activities.

**High Priority**

**Evaluation Data Sources:** Sign In Sheets

Graduation Rate

Course Completion Information

Strategy 1 Details
<p><b>Strategy 1:</b> 1) Counseling staff will host a College Career Day for students to increase awareness of post -secondary education. Counselors will also take students on 4 College Field Trips to help motivate students to remain focused and finish HS.</p> <p><b>Strategy's Expected Result/Impact:</b> Increased awareness of post-secondary opportunities.</p> <p><b>Staff Responsible for Monitoring:</b> Counselors</p> <p>Webmaster</p> <p>Teachers</p> <p>AP</p> <p>Principal</p> <p><b>Problem Statements:</b> Student Learning 3, 5</p>
Strategy 2 Details
<p><b>Strategy 2:</b> Provide an information session for parents about the Upward Bound Program to increase awareness and encourage student participation.</p> <p><b>Strategy's Expected Result/Impact:</b> Increased Student Awareness of programs offered on campus</p> <p>Increased college enrollment</p> <p>Increased graduation rate</p> <p><b>Staff Responsible for Monitoring:</b> Upward Bound Site Director</p> <p>Counselors</p> <p><b>Problem Statements:</b> Demographics 5</p>

Strategy 3 Details
<p><b>Strategy 3:</b> Provide after school activities to help promote well being and healthy lifestyles for students during Boys and Girls' Club after School activities.</p> <p><b>Strategy's Expected Result/Impact:</b> Membership Numbers Sign In Sheets</p> <p><b>Staff Responsible for Monitoring:</b> Boys and Girls' Club Counselor AP Principal</p> <p><b>Problem Statements:</b> Perceptions 1, 2</p>
Strategy 4 Details
<p><b>Strategy 4:</b> Counselors will host a Mad City Money event with all juniors and seniors to increase awareness of money matters and budgeting practices.</p> <p><b>Strategy's Expected Result/Impact:</b> Increased Post secondary awareness</p> <p>Provide social emotional support and daily living strategies.</p> <p><b>TEA Priorities:</b> Build a foundation of reading and math, Connect high school to career and college</p> <p><b>Problem Statements:</b> Demographics 5</p>

#### Performance Objective 2 Problem Statements:

Demographics
<p><b>Problem Statement 5:</b> 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. <b>Root Cause:</b> Concerns about new COVID variants.</p>
Student Learning
<p><b>Problem Statement 3:</b> SAT/ACT average for students at Pathways challenging the exams is lower than students in district and state. <b>Root Cause:</b> Campus does not offer SAT/ACT preparation and many students do not have transportation to off campus sites.</p> <p><b>Problem Statement 5:</b> 32% of students were deemed college, career, and military ready in the 2022-23 school year which is below the state average. <b>Root Cause:</b> The campus lacks a variety of differentiation strategies and course offerings for improving achievement.</p>
Perceptions
<p><b>Problem Statement 1:</b> The learning environment at Pathways is highly conducive to meeting the needs of At Risk students. However, students are not involved in activities that promote a sense of belonging at the campus. <b>Root Cause:</b> Students come to campus at various times of the year and the campus does not have extracurricular activities and a variety of campus clubs.</p> <p><b>Problem Statement 2:</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. <b>Root Cause:</b> Campus is fluid and parents do not regularly attend activities at the Pathways campus.</p>



**Goal 4:** Killeen ISD will meet the social emotional needs of all students by fostering resilient relationships and providing a safe and healthy learning environment.

**Performance Objective 1:** Provide 100% of all faculty, staff, and student-drivers with parking decals to ensure a safe, healthy, secure and orderly environment for students, staff, and community.

**Evaluation Data Sources:** Each student has a Pathways parking decal and student ID.

Strategy 1 Details
<p><b>Strategy 1:</b> Provide each student with a parking decal if the students will be parking on campus. Students must provide vehicle registration.</p> <p><b>Strategy's Expected Result/Impact:</b> All students that park on campus have displayed a Pathways Academic Campus parking pass.</p> <p>Parking Registration Report</p> <p>Random Parking Lot checks for parking decals</p> <p><b>Staff Responsible for Monitoring:</b> Nurses Aide Technologist Administration</p>
Strategy 2 Details
<p><b>Strategy 2:</b> Provide each staff member with a parking decal if the staff member will be parking on campus.</p> <p><b>Strategy's Expected Result/Impact:</b> All staff members that park on campus have displayed a Pathways Academic Campus parking pass.</p> <p><b>Staff Responsible for Monitoring:</b> Administration</p>
Strategy 3 Details
<p><b>Strategy 3:</b> Provide campus orientation for all students concerning vehicle registration and parking on campus</p> <p><b>Strategy's Expected Result/Impact:</b> Students adhere to parking requirements</p> <p><b>Staff Responsible for Monitoring:</b> Principal Assistant Principal KISD Campus Police</p> <p><b>Problem Statements:</b> Perceptions 5</p>

**Performance Objective 1 Problem Statements:**

### Perceptions

**Problem Statement 5:** 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.

**Goal 4:** Killeen ISD will meet the social emotional needs of all students by fostering resilient relationships and providing a safe and healthy learning environment.

**Performance Objective 2:** Provide a safe and secure school environment for all students and staff.

**Evaluation Data Sources:** Eschool Discipline reports, Hero System

Strategy 1 Details
<p><b>Strategy 1:</b> Staff members will be at duty stations before school, during passing periods, lunch and after school.</p> <p><b>Strategy's Expected Result/Impact:</b> Decreased incidents resulting in KISD Referrals</p> <p><b>Staff Responsible for Monitoring:</b> All Staff</p> <p><b>Problem Statements:</b> Perceptions 1</p>
Strategy 2 Details
<p><b>Strategy 2:</b> Campus police officer will actively monitor the inside and outside of the building.</p> <p><b>Strategy's Expected Result/Impact:</b> Decreased incidents resulting in discipline referrals</p> <p><b>Staff Responsible for Monitoring:</b> Police Officer Administration</p> <p><b>Problem Statements:</b> Perceptions 5</p>
Strategy 3 Details
<p><b>Strategy 3:</b> Conduct KISD required practice safety drills for the school year - six fire drills, two shelter in place drills (hard lock-downs), 4 soft lock-down drills, 4 reverse evacuation drills, and 2 severe weather/tornado drills.</p> <p><b>Strategy's Expected Result/Impact:</b> Students and staff are prepared in the event of an emergency.</p> <p><b>Staff Responsible for Monitoring:</b> Teachers Staff Administration</p> <p><b>Problem Statements:</b> Perceptions 6</p>

Strategy 4 Details
<p><b>Strategy 4:</b> Conduct nine drug sniffing dog drills during the school year. The dog will sweep the parking lot and some classrooms.</p> <p><b>Strategy's Expected Result/Impact:</b> KISD Discipline Referrals Reports from drug dog officer doing the sweep.</p> <p><b>Staff Responsible for Monitoring:</b> Administration Campus Police Officer</p> <p><b>Problem Statements:</b> Perceptions 6</p>
Strategy 5 Details
<p><b>Strategy 5:</b> Students will be provided space both inside and outside the building to collaborate with peers, conduct independent projects, and engage in meaningful real world applications of classroom lessons and small group intervention.</p> <p><b>Strategy's Expected Result/Impact:</b> Increased student collaboration. Increase student achievement.</p> <p><b>Staff Responsible for Monitoring:</b> Administration</p> <p><b>Problem Statements:</b> Perceptions 6</p>
Strategy 6 Details
<p><b>Strategy 6:</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>Strategy's Expected Result/Impact:</b> Provide consistency concerning allowable items on campus.</p> <p><b>Staff Responsible for Monitoring:</b> Assistant Principal, Campus PPE Coordinator, At-Risk Counselors, Principal</p> <p><b>Problem Statements:</b> Demographics 5 - Student Learning 7</p> <p><b>Funding Sources:</b> Clear Book Bags and Breakaway Lanyards, ID cards, ink for ID printer - 166 - State Comp Ed - 166.11.6399.00.006.24.AR0 - \$1,900</p>

## Performance Objective 2 Problem Statements:

Demographics
<p><b>Problem Statement 5:</b> 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. <b>Root Cause:</b> Concerns about new COVID variants.</p>
Student Learning
<p><b>Problem Statement 7:</b> All students have experienced gaps in learning as a result of COVID 19 and the extend school closure. <b>Root Cause:</b> The social-emotional well being of staff, students, and families has been negatively impacted as a result of COVID 19 and extended periods of social distancing.</p>

## Perceptions

**Problem Statement 1:** The learning environment at Pathways is highly conducive to meeting the needs of At Risk students. However, students are not involved in activities that promote a sense of belonging at the campus. **Root Cause:** Students come to campus at various times of the year and the campus does not have extracurricular activities and a variety of campus clubs.

**Problem Statement 5:** 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 6:** The learning environment at Pathways is highly conducive to meeting the needs of At-Risk students. However, the campus student population is highly mobile. **Root Cause:** Students come from all KISD high schools and need to know the process for the PAC campus to ensure safety in the event of a crisis.

**Goal 4:** Killeen ISD will meet the social emotional needs of all students by fostering resilient relationships and providing a safe and healthy learning environment.

**Performance Objective 3:** Pathways serves as the District site for the Pregnancy Related Services program, and the campus serves students that meet the 15 ARCs. This includes male and female teen parents. By the end of SY 2024, the campus will provide additional; targeted support for this population through various activities

**Evaluation Data Sources:** Sign - In sheets  
Attendance records  
Graduation Rate

Strategy 1 Details
<p><b>Strategy 1:</b> Provide 4 sessions to teach teen parents how to care for newborns and to provide tangible items to each parent after completing the session.</p> <p><b>Strategy's Expected Result/Impact:</b> Increases awareness of best practices for parenting skills, locating daycare, and seeking social assistance,</p> <p><b>Staff Responsible for Monitoring:</b> PRS Staff Counselors Communities In Schools Staff Principal/CD Nurse</p> <p><b>Problem Statements:</b> Demographics 5</p> <p><b>Funding Sources:</b> Supplies for PRS classes on caring for newborns - 166 - State Comp Ed - 166.11.6399.00.006.24.AR0 - \$1,500, Books for use with PRS students - 166 - State Comp Ed - 166.11.6329.00.006.24.AR0 - \$500</p>
Strategy 2 Details
<p><b>Strategy 2:</b> PRS Staff provide instructional support while mom is on Homebound. Staff will visit 4 days a week for one hour.</p> <p><b>Strategy's Expected Result/Impact:</b> Keep students on track to graduate.</p> <p><b>Staff Responsible for Monitoring:</b> PRS staff Principal/CD</p> <p><b>Problem Statements:</b> Demographics 1 - Student Learning 6, 7 - School Processes &amp; Programs 5</p>

**Performance Objective 3 Problem Statements:**

Demographics
<p><b>Problem Statement 1:</b> The attendance rate for Pathways continues to fluctuate and is significantly below the district standard of 95% <b>Root Cause:</b> Campus does not have an Attendance Officer assigned to the campus. Home Campus(HC) are notified but may be overwhelmed with HC attendance concerns.</p>

### Demographics

**Problem Statement 5:** 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. **Root Cause:** Concerns about new COVID variants.

### Student Learning

**Problem Statement 6:** Campus did not meet the Closing the Gap requirement due to Federal graduation rate. **Root Cause:** Federal Graduation requirement of 90%. Campus is an Academic Alternative Education Campus.

**Problem Statement 7:** All students have experienced gaps in learning as a result of COVID 19 and the extend school closure. **Root Cause:** The social-emotional well being of staff, students, and families has been negatively impacted as a result of COVID 19 and extended periods of social distancing.

### School Processes & Programs

**Problem Statement 5:** 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.

**Goal 5:** Killeen ISD will efficiently manage and allocate district resources to maximize student learning opportunities.

**Performance Objective 1:** During the 23-24 school year, administration will effectively manage 100% of campus resources and operations in order to maximize instructional time and increase the effectiveness of professional learning communities and stakeholder engagement opportunities.

**Evaluation Data Sources:** Meeting minutes

Strategy 1 Details
<b>Strategy 1:</b> The administrative team will review the CIP funding summary monthly. <b>Strategy's Expected Result/Impact:</b> Fidelity of CIP implementation <b>Staff Responsible for Monitoring:</b> Principal
Strategy 2 Details
<b>Strategy 2:</b> PLC members will use SMART goals to ensure that PLC time is used effectively to promote instruction. <b>Strategy's Expected Result/Impact:</b> Surveys Attendance <b>Staff Responsible for Monitoring:</b> Lead Teachers Administration PDAS Appraisers  <b>Problem Statements:</b> School Processes & Programs 2

**Performance Objective 1 Problem Statements:**

School Processes & Programs
<b>Problem Statement 2:</b> Teachers do not have a common planning period. <b>Root Cause:</b> Staff size is small and Master Schedule is not flexible.



**Goal 5:** Killeen ISD will efficiently manage and allocate district resources to maximize student learning opportunities.

**Performance Objective 2:** During the 23-24 school year, 50% students will have the opportunity to participate in activities and courses that will develop employability skills, and College Career and Military readiness skills

**Evaluation Data Sources:** Sign in Sheets, HERO System, credits earned

Strategy 1 Details
<p><b>Strategy 1:</b> Students will prepare meals and learn how to read recipes.</p> <p><b>Strategy's Expected Result/Impact:</b> Employability and life skills</p> <p><b>Staff Responsible for Monitoring:</b> Teachers, aides, administrators, counselors</p> <p><b>Problem Statements:</b> School Processes &amp; Programs 5 - Perceptions 1, 3</p> <p><b>Funding Sources:</b> Cooking Utensils, measuring cups, dishes, bowls, dish towels, aprons - 163 - Career &amp; Technical Education (CTE) - 163.11.6399.00.006.22.000 - \$500</p>

**Performance Objective 2 Problem Statements:**

School Processes & Programs
<p><b>Problem Statement 5:</b> Students receiving Pregnancy Related Services (PRS) need both parenting/life skills and academic supports to prevent drop out and enable them to graduate.</p> <p><b>Root Cause:</b> Some staff are not familiar with the social /emotional distress this population experiences, and the additional targeted support for life skills and education.</p>
Perceptions
<p><b>Problem Statement 1:</b> The learning environment at Pathways is highly conducive to meeting the needs of At Risk students. However, students are not involved in activities that promote a sense of belonging at the campus. <b>Root Cause:</b> Students come to campus at various times of the year and the campus does not have extracurricular activities and a variety of campus clubs.</p> <p><b>Problem Statement 3:</b> The learning environment at Pathways is highly conducive to meeting the needs of EB/ELL and At Risk students. However, most students do not have transportation to events outside the school day <b>Root Cause:</b> Some students are unaccompanied youth, parents are working, or parents do not have adequate transportation.</p>

## 2023-2024 SBDM (HS)

Committee Role	Name	Position
Administrator/Chair	Bobbie Reeders	Principal
Classroom Teacher	Sylvia Hardin	English/ELAR
Classroom Teacher	Angela Clayton	Math
Classroom Teacher	David Lockett	Social Studies
Classroom Teacher	James Jinks	Science
Classroom Teacher	Christopher Ray	SPED Teacher
Business Representative	Anthony Smith	Business Representative
Community Representative	Sally Wells	Community Member
District-level Professional	Dawn Sills	District-Level Professional
Parent	DeeDee Hunt	Parent
Parent	x x	Parent
Administrator	Pedro Morales	Professional Non-classroom
Classroom Teacher	Andrea Jackson	Classroom Teacher
Classroom Teacher	Bobby Williams	Classroom Teacher
Non-classroom Professional	Roderick Bogan	Campus Technology Specialist