

Denison Independent School District
Pathways High School
2025-2026 Campus Improvement Plan



Mission Statement

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

Vision

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

Value Statement

WE BELIEVE: Our students are unique and valuable individuals capable of higher levels of learning.

Therefore, our commitment is to:

Maintain high expectations so that students take responsibility for their learning.

Design learning experiences to accommodate students' mastery of tasks in different ways and at different times.

Expect students to assume responsibility for behaviors and actions.

Provide each student the information, assistance, and support that enable him or her to develop educational and career goals.

WE BELIEVE:

Every employee of this district has the responsibility to provide and support quality learning experiences for student success.

Therefore our commitment is to:

Focus on our core business - student learning.

Provide clear and compelling understanding of what students are expected to know and be able to do.

Design rigorous, engaging work that leads students to higher levels of learning.

WE BELIEVE: Our students are unique and valuable individuals capable of higher levels of learning.

Therefore, our commitment is to:

Maintain high expectations so that students take responsibility for their learning.

Design learning experiences to accommodate students' mastery of tasks in different ways and at different times.

Expect students to assume responsibility for behaviors and actions.

Provide each student the information, assistance, and support that enable him or her to develop educational and career goals.

WE BELIEVE:

Every employee of this district has the responsibility to provide and support quality learning experiences for student success.

Therefore our commitment is to:

Focus on our core business - student learning.

Provide clear and compelling understanding of what students are expected to know and be able to do.

Design rigorous, engaging work that leads students to higher levels of learning.

Table of Contents

Comprehensive Needs Assessment	4
Needs Assessment Overview	4
Demographics	5
Student Learning	6
School Processes & Programs	7
Perceptions	8
Priority Problem Statements	9
Comprehensive Needs Assessment Data Documentation	10
Goals	12
Goal 1: # 1 Communication with students about maintaining attendance so not to drop or release more than 20% from our program.	12
Goal 2: #2 Course completion of 75% of last year numbers. 620 (total last year)	14
Goal 3: Every employee of the district will work to provide quality learning experiences for student success.	15
Goal 4: Create a district-wide culture that is characterized by students who are responsible for their own learning, behaviors, and actions.	20
Goal 5: Provide a safe and orderly school climate that is conducive to learning.	21
Goal 6: Collaborate with families, businesses, education, and governmental agencies to develop a partnership between the community and the district.	22
Goal 7: Develop campus transition plan for relocating Pathways Choice and DAEP programs to new buildings.	24
Goal 8: Provide mental health curriculum to all students.	26
Targeted Support Strategies	27
Additional Targeted Support Strategies	28
State Compensatory	29
Budget for Pathways High School	29
Personnel for Pathways High School	29
Plan Notes	30
Policies, Procedures, and Requirements	31

Comprehensive Needs Assessment

Revised/Approved: August 6, 2025

Needs Assessment Overview

Needs Assessment Overview Summary

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

Demographics

Demographics Summary

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

Demographics Strengths

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

Problem Statements Identifying Demographics Needs

Problem Statement 1: Large number of at risk students

Root Cause: we only take at-risk students

Problem Statement 2: 100% population of at risk students. Students enter the program because they are behind on credits or have other extenuating circumstances.

Root Cause: It is not a traditional setting of community. It is individualized, which helps but also not set up for a highly social individual.

Problem Statement 3 (Prioritized): 100% of students who apply for Pathways High School have extenuating circumstances. Most who enter into the program are behind in credits and need to meet state testing requirements.

Root Cause: Students have a history of not being successful in the traditional setting and often come into the program with learning gaps.

Problem Statement 4 (Prioritized): Students want to come to Pathways for the self-paced program, smaller environment and the reduced day, but some do not work well because the environment is quiet and focused on working. They need stimulation.

Root Cause: The students lack self motivation and have not reached a level of maturity to understand what needs to happen for them to be successful and they are still focused on the social aspect of school that is limited in the Pathways program.

Student Learning

Student Learning Summary

Students are on pace to complete more courses this year than last year. We are serving more students during the 24/25 school year.

Student Learning Strengths

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

Problem Statements Identifying Student Learning Needs

Problem Statement 1: low-performers to start with, we have successes in areas where success has not been before but still struggle with making all successful.

Root Cause: again, it is what students we work with

Problem Statement 2 (Prioritized): Students want to come to Pathways for the self-paced program, smaller environment and the reduced day, but some do not work well because the environment is quiet and focused on working. They need stimulation.

Root Cause: The students lack self motivation and have not reached a level of maturity to understand what needs to happen for them to be successful and they are still focused on the social aspect of school that is limited in the Pathways program.

Problem Statement 3: The current staff does not have many years of experience in a traditional classroom setting, with only one teacher having experience in a high school classroom.

Root Cause: Many of the campus staff have been placed in the program and due to certification requirements, do not need to meet the same criteria as the traditional high school.

Problem Statement 4 (Prioritized): The online Edgenuity curriculum has limited elective opportunities for students in the area of career readiness.

Root Cause: The focus of online curriculum is a basic graduation program that includes limited elective options and core classes. The curriculum is designed for a basic high school diploma.

Problem Statement 5 (Prioritized): Limited staff do not allow for required interventions and tutoring.

Root Cause: The one-room design of the Choice program does not allow for private conversations. The limited space does not allow for students to be pulled for help and the lack of staff prevents teachers from being able to leave the room at times.

Problem Statement 6 (Prioritized): The computers on campus are frequently in need of being updated and in need of replacing various components.

Root Cause: The campus is often gifted older computer models from other campuses rather than receiving new out-of-the-box devices.

School Processes & Programs

School Processes & Programs Summary

Choice program is our credit recovery program and drop out prevention. Our graduates would not typically graduate in a standard educational setting.

School Processes & Programs Strengths

Our relationship with students and Parents.

Problem Statements Identifying School Processes & Programs Needs

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

Root Cause: everyones needs or wants

Problem Statement 2 (Prioritized): The online Edgenuity curriculum has limited elective opportunities for students in the area of career readiness.

Root Cause: The focus of online curriculum is a basic graduation program that includes limited elective options and core classes. The curriculum is designed for a basic high school diploma.

Problem Statement 3: The programs at Pathways High School are largely unknown to most stakeholders.

Root Cause: Pathways High School serves a very small and specific group of students. The program is not highly publicized and the campus is in a very remote corner.

Problem Statement 4 (Prioritized): Limited staff do not allow for required interventions and tutoring.

Root Cause: The one-room design of the Choice program does not allow for private conversations. The limited space does not allow for students to be pulled for help and the lack of staff prevents teachers from being able to leave the room at times.

Perceptions

Perceptions Summary

Building relationships with students and building them up using PBIS strategies.

Perceptions Strengths

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

Problem Statements Identifying Perceptions Needs

Problem Statement 1: Students do not always want to be here but it is a place that they may need to be so they can be successful later.

Root Cause: Students come here out of need due to failures and mistakes.

Problem Statement 2: The programs at Pathways High School are largely unknown to most stakeholders.

Root Cause: Pathways High School serves a very small and specific group of students. The program is not highly publicized and the campus is in a very remote corner.

Priority Problem Statements

Problem Statement 1: 100% of students who apply for Pathways High School have extenuating circumstances. Most who enter into the program are behind in credits and need to meet state testing requirements.

Root Cause 1: Students have a history of not being successful in the traditional setting and often come into the program with learning gaps.

Problem Statement 1 Areas: Demographics - Student Achievement - School Culture and Climate - Demographics

Problem Statement 2: Students want to come to Pathways for the self-paced program, smaller environment and the reduced day, but some do not work well because the environment is quiet and focused on working. They need stimulation.

Root Cause 2: The students lack self motivation and have not reached a level of maturity to understand what needs to happen for them to be successful and they are still focused on the social aspect of school that is limited in the Pathways program.

Problem Statement 2 Areas: Demographics - Student Achievement - School Culture and Climate - Demographics - Student Learning

Problem Statement 3: The online Edgenuity curriculum has limited elective opportunities for students in the area of career readiness.

Root Cause 3: The focus of online curriculum is a basic graduation program that includes limited elective options and core classes. The curriculum is designed for a basic high school diploma.

Problem Statement 3 Areas: Student Achievement - Curriculum, Instruction, and Assessment - Technology - Student Learning - School Processes & Programs

Problem Statement 4: Limited staff do not allow for required interventions and tutoring.

Root Cause 4: The one-room design of the Choice program does not allow for private conversations. The limited space does not allow for students to be pulled for help and the lack of staff prevents teachers from being able to leave the room at times.

Problem Statement 4 Areas: Student Achievement - School Culture and Climate - School Organization - Student Learning - School Processes & Programs

Problem Statement 5: The computers on campus are frequently in need of being updated and in need of replacing various components.

Root Cause 5: The campus is often gifted older computer models from other campuses rather than receiving new out-of-the-box devices.

Problem Statement 5 Areas: Student Achievement - Technology - Student Learning

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- Campus goals
- HB3 CCMR goals
- Performance Objectives with summative review (prior year)
- Campus/District improvement plans (current and prior years)
- State and federal planning requirements

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Student Progress Domain
- Alternative Education Accountability (AEA) data

Student Data: Assessments

- State and federally required assessment information
- STAAR current and longitudinal results, including all versions
- STAAR End-of-Course current and longitudinal results, including all versions
- Texas Primary Reading Inventory (TPRI), Tejas LEE, or other alternate early reading assessment results
- Postsecondary college, career or military-ready graduates including enlisting in U. S. armed services, earning an industry based certification, earning an associate degree, graduating with completed IEP and workforce readiness
- Career and Technical Education (CTE) Programs of Study data including completer, concentrator, explorer, participant, and non-participant information
- SAT and/or ACT assessment data
- Running Records results

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Special programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- Economically disadvantaged / Non-economically disadvantaged performance and participation data
- Male / Female performance, progress, and participation data
- Special education/non-special education population including discipline, progress and participation data
- Career and Technical Education (CTE) Programs of Study data including completer, concentrator, explorer, participant, and non-participant achievements by race, ethnicity, gender, etc.
- Section 504 data
- Homeless data
- Dyslexia data
- Dual-credit and/or college prep course completion data
- Pregnancy and related services data

Student Data: Behavior and Other Indicators

- Completion rates and/or graduation rates data
- Annual dropout rate data
- Attendance data
- Discipline records
- Violence and/or violence prevention records
- Tobacco, alcohol, and other drug-use data
- Student surveys and/or other feedback

Employee Data

- Staff surveys and/or other feedback
- Teacher/Student Ratio
- State certified and high quality staff data
- Campus leadership data
- Campus department and/or faculty meeting discussions and data
- Professional development needs assessment data
- T-TESS data
- T-PESS data

Parent/Community Data

- Parent surveys and/or other feedback
- Community surveys and/or other feedback

Support Systems and Other Data

- Processes and procedures for teaching and learning, including program implementation
- Budgets/entitlements and expenditures data

Goals

Revised/Approved: August 6, 2025

Goal 1: # 1 Communication with students about maintaining attendance so not to drop or release more than 20% from our program.

Performance Objective 1: Continue to use multiple communication platforms to contact students.

Evaluation Data Sources: Domain 1

Domain 2

Domain 3

Strategy 1 Details	Reviews			
Strategy 1: using Google Chrome to text students Strategy's Expected Result/Impact: New method of contact and result should lead to more student participation that should hold students accountable for not working from home. Staff Responsible for Monitoring: Administration and instruction staff. TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction - Targeted Support Strategy - Additional Targeted Support Strategy	Formative			Summative
	Nov	Jan	Mar	May
	 Some Progress			
 No Progress  Accomplished  Continue/Modify  Discontinue				

Goal 1: # 1 Communication with students about maintaining attendance so not to drop or release more than 20% from our program.

Performance Objective 2: Utilize Student Services Department to prevent truancy.

High Priority

Strategy 1 Details	Reviews			
Strategy 1: Students will attend truancy prevention meetings when they reach their fourth absence in a semester to talk about plans for increasing their attendance with the parent and see where our district can help if need be. Strategy's Expected Result/Impact: Increase in attendance Staff Responsible for Monitoring: Lance San Millan, Katie Thompson and Pathways staff. TEA Priorities: Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 3: Positive School Culture - Targeted Support Strategy - Additional Targeted Support Strategy	Formative			Summative
	Nov	Jan	Mar	May
	Some Progress			
No Progress Accomplished Continue/Modify Discontinue				

Goal 2: #2 Course completion of 75% of last year numbers. 620 (total last year)

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

Evaluation Data Sources: Domain 1
Domain 2
Domain 3

Strategy 1 Details	Reviews			
Strategy 1: 3wks progress reports by phone and by mail. Strategy's Expected Result/Impact: Continue to keep students aware of their progress and to help them with strategies to get more completed. Staff Responsible for Monitoring: Instructional Staff TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction - Targeted Support Strategy - Additional Targeted Support Strategy	Formative			Summative
	Nov	Jan	Mar	May
	 Moderate Progress			
No Progress Accomplished Continue/Modify Discontinue				

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

Performance Objective 1: 70% of students at a minimum will achieve on grade level performance (STAAR Meets level) and/or demonstrate one year's growth on the English 1 and English 2 EOCs.

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

Strategy 1 Details		Reviews			
Strategy 1: Students will receive small group tutoring 2 to 3 times per week at a minimum of 30 minutes per session. In addition, online tutoring via the Sirius app with targeted lessons will supplement in person tutoring sessions. Strategy's Expected Result/Impact: 70% of students will pass the English 1 and English 2 EOC exams achieving grade level performance. Staff Responsible for Monitoring: All staff.		Formative			Summative
		Nov	Jan	Mar	May
		Moderate Progress			
No Progress Accomplished Continue/Modify Discontinue					

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

Performance Objective 2: 50% of students at a minimum will achieve on grade level performance (STAAR Meets level) and/or demonstrate one year's growth on the Algebra 1 EOC.

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

Strategy 1 Details	Reviews			
Strategy 1: Online tutoring via the Sirius app with targeted lessons will supplement a week long targeted boot camp with staff. Strategy's Expected Result/Impact: 70% of students will pass the Algebra EOC exam achieving grade level performance. Staff Responsible for Monitoring: All staff TEA Priorities: Recruit, support, retain teachers and principals, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction - Targeted Support Strategy - Additional Targeted Support Strategy	Formative			Summative
	Nov	Jan	Mar	May
	Some Progress			
No Progress Accomplished Continue/Modify Discontinue				

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

Performance Objective 3: 70% of students at minimum will achieve on grade level performance (STAAR Meets level) and/or demonstrate one year's growth on Biology EOC.

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

Strategy 1 Details	Reviews			
Strategy 1: Online tutoring via the IXL with targeted lessons will supplement a week long targeted boot camp with staff. Strategy's Expected Result/Impact: 70% of students will pass the Biology EOC exam achieving grade level performance. Staff Responsible for Monitoring: All Staff TEA Priorities: Recruit, support, retain teachers and principals, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction - Targeted Support Strategy - Additional Targeted Support Strategy	Formative			Summative
	Nov	Jan	Mar	May
	Some Progress			
No Progress Accomplished Continue/Modify Discontinue				

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

Performance Objective 4: 70% of students at a minimum will achieve on grade level performance (STAAR Meets level) and/or demonstrate one year's growth on the US History EOC.

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

Strategy 1 Details	Reviews			
Strategy 1: Students will receive small group tutoring 2 to 3 times per week at a minimum of 20 minutes per session. In addition, online tutoring via the IXL with targeted lessons will supplement in person tutoring sessions. Strategy's Expected Result/Impact: 70% of students will pass the Biology EOC exam achieving grade level performance. Staff Responsible for Monitoring: All Staff TEA Priorities: Recruit, support, retain teachers and principals, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction - Targeted Support Strategy - Additional Targeted Support Strategy	Formative			Summative
	Nov	Jan	Mar	May
	Some Progress			
No Progress Accomplished Continue/Modify Discontinue				

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

Performance Objective 5: 90% of graduates will meet the criteria for College, Career, and Military Readiness (CCMR).

HB3 Goal

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

Strategy 1 Details	Reviews			
Strategy 1: 90% of all seniors will take College Bridge courses. Strategy's Expected Result/Impact: Students will earn their CCMR point. Staff Responsible for Monitoring: All Staff TEA Priorities: Recruit, support, retain teachers and principals, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction - Targeted Support Strategy - Additional Targeted Support Strategy	Formative			Summative
	Nov	Jan	Mar	May
	Some Progress			
No Progress Accomplished Continue/Modify Discontinue				

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

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

Evaluation Data Sources: PEIMS Discipline Data for 2022-23.

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	May
Strategy 1: Our students are choosing to be a member of the Pathways Choice program. The program itself is geared to a student who is ready to put poor choices and conduct behind them and get back on track. Students are aware and reminded this is a safe place to learn and that them choosing to come here means they will keep it safe. Outside problems remain outside and inside problems rely on everyone here to resolve it. The strategy is a mindset. Strategy's Expected Result/Impact: Students care about each other and each other's learning environment. More students choosing to stay in the program and graduate or get caught up and return to DHS. Staff Responsible for Monitoring: All staff TEA Priorities: Recruit, support, retain teachers and principals, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture - Targeted Support Strategy	Moderate Progress			
No Progress Accomplished Continue/Modify Discontinue				

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

Performance Objective 1: Provide a safe campus environment.

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

Strategy 1 Details	Reviews			
Strategy 1: Changing and monitoring of our students entering and leaving the campus. Strategy's Expected Result/Impact: Maintain a safe, secure environment for students and staff. Staff Responsible for Monitoring: All staff including Pathways dedicated SRO. ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture	Formative			Summative
	Nov	Jan	Mar	May
	 Moderate Progress			
No Progress Accomplished Continue/Modify Discontinue				

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

Performance Objective 1: Improve parent and school communication.

Evaluation Data Sources: Campus parent involvement documentation

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

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

Performance Objective 2: Visits from Workforce Solutions, Workforce Texoma, Military recruiters, visits to Grayson College and other agencies to inform and make our students aware of outside resources from whom they may receive assistance.

Goal 7: Develop campus transition plan for relocating Pathways Choice and DAEP programs to new buildings.

Performance Objective 1: Develop and update transition plan for Pathways Choice program.

Goal 7: Develop campus transition plan for relocating Pathways Choice and DAEP programs to new buildings.

Performance Objective 2: Develop and update transition plan for DAEP program.

Goal 8: Provide mental health curriculum to all students.

Performance Objective 1: Campus counselor and staff will present lessons.

Targeted Support Strategies

Goal	Objective	Strategy	Description
1	1	1	using Google Chrome to text students
1	2	1	Students will attend truancy prevention meetings when they reach their fourth absence in a semester to talk about plans for increasing their attendance with the parent and see where our district can help if need be.
2	1	1	3wks progress reports by phone and by mail.
3	2	1	Online tutoring via the Sirius app with targeted lessons will supplement a week long targeted boot camp with staff.
3	3	1	Online tutoring via the IXL with targeted lessons will supplement a week long targeted boot camp with staff.
3	4	1	Students will receive small group tutoring 2 to 3 times per week at a minimum of 20 minutes per session. In addition, online tutoring via the IXL with targeted lessons will supplement in person tutoring sessions.
3	5	1	90% of all seniors will take College Bridge courses.
4	1	1	Our students are choosing to be a member of the Pathways Choice program. The program itself is geared to a student who is ready to put poor choices and conduct behind them and get back on track. Students are aware and reminded this is a safe place to learn and that them choosing to come here means they will keep it safe. Outside problems remain outside and inside problems rely on everyone here to resolve it. The strategy is a mindset.
6	1	1	Changing to series of various communications to stay in touch with parents/guardians. Calls, texts, letters, emails, and home visits if needed.

Additional Targeted Support Strategies

Goal	Objective	Strategy	Description
1	1	1	using Google Chrome to text students
1	2	1	Students will attend truancy prevention meetings when they reach their fourth absence in a semester to talk about plans for increasing their attendance with the parent and see where our district can help if need be.
2	1	1	3wks progress reports by phone and by mail.
3	2	1	Online tutoring via the Sirius app with targeted lessons will supplement a week long targeted boot camp with staff.
3	3	1	Online tutoring via the IXL with targeted lessons will supplement a week long targeted boot camp with staff.
3	4	1	Students will receive small group tutoring 2 to 3 times per week at a minimum of 20 minutes per session. In addition, online tutoring via the IXL with targeted lessons will supplement in person tutoring sessions.
3	5	1	90% of all seniors will take College Bridge courses.

State Compensatory

Budget for Pathways High School

Total SCE Funds: \$0.00

Total FTEs Funded by SCE: 5.85

Brief Description of SCE Services and/or Programs

All of the Pathways High School.

Personnel for Pathways High School

<u>Name</u>	<u>Position</u>	<u>FTE</u>
Carly Guerrero Reyna	Secretary	1
Carrie Boettger	Counselor	1
Drew Kirshman	Teacher	1
Grant Featherston	Teacher	1
Shelly Jones	Teacher	1
Stephen San Millan	Principal	0.85

Plan Notes

Tutoring room needs to be equipped with SmartBoard, Projector, and Computer/LapTop to assist in short lessons for students. Take asvab, take TSI, pass starr

Policies, Procedures, and Requirements

The following policies, procedures, and requirements are addressed in the District Improvement Plan. District addressed Policies, Procedures, and Requirements will print with the Improvement Plan:

Title	Person Responsible	Review Date	Addressed By	Addressed On
Bullying Prevention		7/25/2023	Regina Prigge	2/10/2025
Child Abuse and Neglect		10/6/2015	Regina Prigge	2/10/2025
Coordinated Health Program		6/22/2022	Regina Prigge	2/10/2025
Decision-Making and Planning Policy Evaluation		5/26/2023	Regina Prigge	2/10/2025
Disciplinary Alternative Education Program (DAEP)		11/7/2023	Regina Prigge	2/10/2025
Dropout Prevention		7/7/2020	Regina Prigge	2/10/2025
Dyslexia Treatment Program		11/8/2023	Regina Prigge	2/10/2025
Title I, Part C Migrant	Shonda Cannon		Regina Prigge	3/27/2025
Pregnancy Related Services		4/1/2005	Regina Prigge	2/10/2025
Post-Secondary Preparedness		11/8/2023	Regina Prigge	2/10/2025
Recruiting Teachers and Paraprofessionals		11/8/2023	Regina Prigge	2/10/2025
Student Welfare: Crisis Intervention Programs and Training		11/8/2023	Regina Prigge	2/10/2025
Student Welfare: Discipline/Conflict/Violence Management		11/8/2023	Regina Prigge	2/10/2025
Technology Integration		11/8/2023	Regina Prigge	2/10/2025
Job Description for Peace Officers, Resource Officers & Security Personnel	Paul Neumann	5/1/2024	Regina Prigge	3/20/2025