<u>Pathways High</u>

School Growth Plan and Report

Year: <u>2017-18</u>

PREPARED FOR

Office of Charter Schools

University of Wisconsin-Milwaukee

School Profile

In a maximum of three paragraphs, provide the following information:

- School name and address
- Grades served
- Describe the major emphasis of the school and its educational program
- School Leader and Board President

Pathways High is located at 336 W. Walnut St. in Milwaukee, WI. Pathways High serves grades 9-12.

Pathways High prepares students for lifelong learning and future success in college and a career. Pathways High focuses on student cognitive growth and development through Project Based Learning (PBL) experiences that meet Common Core State Standards and Next Generation Science Standards, immersive career and adult-world experiences, personalized blended learning and an emphasis on health and wellness. Our educational program includes interleaved and varied access points for students to explore many facets of the community and themselves, inspiring students to find relevance and ownership in their work. Pathways High's educational program supports our core values: trust, interconnectedness, development of the whole student, and an excellence driven culture. Our Empower traits enable academic, social, emotional, and character development critical for success. Pathways High accomplishes our educational program through the intentional development of Empower traits using our cornerstones, PBL, Impact, advisory and personalized learning.

Pathways High is led by a director who reports directly to an appointed board, a volunteer common council who provides direct oversight of operations and the board who approves all hiring.

At-a-Glance School Performance Framework Data

Priority Area(s) of Growth: (Check the priority area(s) in need of greatest growth)

___   Student Achievement - Performance on State Assessment in reading and/or math

_X_   Student RIT Growth Targets - Improvement over time on MAP Assessment in reading and/or math

___   Student RIT Growth for Significant Sub groups – Student subgroups closing gaps in reading and/or math

_X_   Student Post Secondary Readiness – Performance in attendance and graduation

1.0 Annual School Growth Goals

Annual school growth goals flow from the strategic goals as well as analysis of academic performance framework results and identify improvement efforts to be undertaken during the fiscal year. The school should have three to five measurable goals including at least one reading goal and one math goal.

Note: Item f for each goal along with Section 2.0 should be completed at the end of each school year and submitted as a part of the School Growth Report due August 1st of each year.

1.1 (required)

a. Annual Growth Goal: Based on national standardized norms of engagement based on Gallup results of engagement in high school, Pathways High will reach a student engagement level of 80+ percent by May, 2018 based on a staff-generated survey tying engagement to our beliefs statements, walk-through data, observational data and student feedback sessions.
b. Background Data Analysis: The Gallup Organization creates reports regarding the levels of engagement in high school students and found that the level of engagement is lowest across the United States in high school students relative to other school levels. The Gallup Student Poll shows a trend of declining engagement as a student progresses to higher grade levels. Based on

the 2015 Gallup Student Poll, the average engagement level across high school was 35 percent. This percentage compares to 56 percent engagement in middle school, demonstrating a sharp decline.

c. Approaches/Strategies (What will you do to achieve the goal?):

For students: We will ensure that the instructional practices that we utilize on a daily basis meet the belief statements of the institution that are found in our charter and will ensure alignment to modern contexts present in the community. The professional school year will begin with a two-week professional development that builds buy-in to our school's culture and for project-based learning for all staff. We will engage community partners to provide us with authentic real-world projects that students exhibit in places throughout the community. We will ensure that students have personalized plans using portfolios through Epiphany that provide experiences in areas where the passions of students exist. We will include five hours outside of the typical school day where students will work on passion projects.

 For adult learners:

- Professional Learning
- Interdisciplinary Professional Learning Communities
- Content Area PLC's
- Coaching Cycles with School Leadership and Peers
- Targeted and Purposeful Professional Learning connected to Theory of Action
- Formative Feedback-classroom walk through tool, mini-observations, announced observations
- Personalized Professional Learning Sessions
- Culture Lab-Initial Professional Development
- Pathways High Belief Statements-Charter
- Professional Development to co-create

d. Success Indicator (How will you know that you are making progress toward achieving the goal?):

Based on national standardized norms of engagement based on Gallup results of engagement in high school, Pathways High will reach a student engagement level of 80 percent by May 2018 based on a staff-generated poll relating to our beliefs statements, walk-through data, observational data and student feedback sessions.

e. Growth Goal Monitoring and Data Analysis (When are goals monitored? What data will be used? What does the data indicate about your current efforts?):

Staff-created poll given during culture lab

Staff-created poll given mid-year

Staff-created poll given end of year

Walk-Through Data

Peer-Peer coaching Data

Student Feedback Session

Attendance Data

Mid-year Data Delve

f. End of Year Annual Growth Goal Results and Data Analysis (Based on your school's approaches, success indicator and monitoring data, what are the overall results of your annual growth goal? What are your next steps?):

Due to the leadership change in the middle of last year and new leadership this summer Pathways was unable to gather this data. This next year we will be changing this goal to be more cultured based and a survey will be given to students monthly to determine success.

1.2 (required)

Annual Growth Goal: By the end of the 2017-2017 school year, 100 percent of Pathways High students will master at least 20 percent of reading power standards based on the school-wide average.

Background Data Analysis: Pathways High received a generous grant to provide literacy testing through the Cardinal Stritch University literacy center. During the testing sessions, students are not only given specific areas of strength or weakness, but it also indicates how students go about decoding and comprehending complex texts. Pathways High is a diverse by design school meaning that we will have a wide variety of reading levels and abilities. The varied level of student proficiency means that we will need to provide personalized support to our readers with lower skills and provide extension opportunities for those with higher abilities.

Pathways High created a set of standards-driven learning targets that students work towards mastery in over the course of their time at Pathways High. Upon graduation from Pathways High (4-5 years), each student is anticipated to have mastered 100 percent of power standards.

Approaches/Strategies (What will you do to achieve the goal?):

- Provide Woodcock Literacy Exam to all incoming Pathways High students
- Provide QRI to all incoming Pathways High students
- Seek support for tutoring through Cardinal Stritch University
- 1-1 tutoring during flex hours for at least 1 hour per week for identified tier 3 students
- Testing support during 1-1 tutoring to prepare for reading sections on standardized exams
- Monitor progress of reading standards and track mastery for all students

Success Indicator (How will you know that you are making progress toward achieving the goal?):

- Identify students in need of tutoring before academic year begins by providing expert-administered exams through Cardinal Stritch

- Personalized reading plan developed by reading and special education teacher for each identified tier 3 student
- Personalized reading plan in Epiphany for 100 percent of Pathways High students
- Plan within Epiphany times for identified tier 3 students to meet outside of the standard school hours with identified reading instructors
- Ensure that students are making adequate progress in meeting their personalized learning goals by tracking reading standards in Epiphany portfolio

Growth Goal Monitoring and Data Analysis (When are goals monitored? What data will be used? What does the data indicate about your current efforts?):

- Goals are monitored on an ongoing basis by students who are responsible for keeping an up-to-date learning progress portfolio to create student ownership
- Goals are monitored by individual teachers as well as advisors in terms of meeting growth in reading and selecting standards where students need additional scaffolding and tutoring
- During professional learning and collaboration of reading and SPED teachers, students are identified as needing additional support or are on-track to meet their learning targets
- During flex hours, students will meet with their advisors-teachers to ensure that adequate progress is met in terms of skills needing additional support
- Analyze each student's ability to identify how they go about decoding and comprehending at least monthly
- Growth over time will be tracked in a mid-year Data Delve

End of Year Annual Growth Goal Results and Data Analysis (Based on your school's approaches, success indicator and monitoring data, what are the overall results of your annual growth goal? What are your next steps?):

Due to the leadership change in the middle of last year and new leadership this summer Pathways was unable to gather this data. We are not using power standards at the school so this goal will focus on the MAP reading scores of next year.

1.3 (required)

Annual Growth Goal: By the end of the 2017-2018 school year, 100 percent of Pathways High students will master at least 20 percent of Pathways High math power standards based on the school-wide average

Background Data Analysis: Pathways High will utilize several activities to ensure that students have a broad range of access for working towards mastery of math related power standards. Pathways High will work towards giving students authentic opportunities to make progress towards achieving mastery in math standards during interdisciplinary math projects. Pathways High will use Khan Academy, an entirely web-based environment for high school mathematics. Pathways High will also encourage students to pursue passion and genius projects to reach mastery in math standards. By the end of a student's 4-5 years at Pathways High, 100 percent of standards-driven learning targets (power standards) are expected to have been mastered by students, with students driving place and pace.

Approaches/Strategies (What will you do to achieve the goal?):

- Teachers are accountable for monitoring Khan Academy data and ensuring that students are making adequate progress
- Students and teachers are accountable for setting goals within Epiphany that align to Khan Academy
- Feedback from students in regards to Khan Academy will be sought during listening sessions
- Goals are monitored on an ongoing basis by students who are responsible for keeping an up-to-date learning progress portfolio to create student ownership
- Goals are monitored by individual teachers as well as advisors in terms of meeting growth in math and selecting standards where students need additional scaffolding and tutoring
- During professional learning and collaboration of math and SPED teachers, students are identified as needing additional support or are on-track to meet their learning targets
- During flex hours, students will meet with their advisors-teachers to ensure that adequate progress is met in terms of skills needing additional support
- Analyze each student's ability to identify how they go about decoding and comprehending at least monthly

• Growth over time will be tracked in a mid-year data delve

Success Indicator (How will you know that you are making progress toward achieving the goal?):

- Ensure that students have a personalized math plan based on course and credit needs
- Ongoing assessment of Khan Academy and EPIPHANY progress will be conducted in multi-age Advisory
- Math teacher will ensure that the Khan Academy program is executed with fidelity throughout the course of the year
- Students will indicate that their level of engagement with Khan Academy is higher because it relates to the authentic experiences provided during project-based learning
- Students will indicate that progress towards mastery is enhanced because engagement is higher due to the relevance of project-based learning
- Ensure that students are making adequate progress in meeting their personalized learning goals by tracking reading standards in Epiphany portfolio (for instance, by January, 10 percent of math standards should be mastered by a student working at an average pace)

Growth Goal Monitoring and Data Analysis (When are goals monitored? What data will be used? What does the data indicate about your current efforts?):

- Goals are monitored on an ongoing basis by students who are responsible for keeping an up-to-date learning progress portfolio to create student ownership
- Goals are monitored by individual teachers as well as advisors in terms of meeting growth in reading and selecting standards where students need additional scaffolding and tutoring
- During professional learning and collaboration of reading and SPED teachers, students are identified as needing additional support or are on-track to meet their learning targets
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- Analyze each student's ability to identify how they go about decoding and comprehending at least monthly

- Growth over time will be tracked in a mid-year Data Delve

End of Year Annual Growth Goal Results and Data Analysis (Based on your school's approaches, success indicator and monitoring data, what are the overall results of your annual growth goal? What are your next steps?):

Due to the leadership change in the middle of last year and new leadership this summer Pathways was unable to gather this data. We are not using power standards at the school so this goal will focus on the MAP math scores of next year.

1.4 (optional)

Annual Growth Goal: By the end of the 2017-2018 school year, 100 percent of Pathways High students will have identified at least one industry-specific certification of interest to pursue during their time at Pathways High.

Background Data Analysis: The Wisconsin Department of Public Instruction gives opportunities for students to pursue CTE Technical Incentive Grants. The Career and Technical Education Team provides leadership, service and connections to prepare individuals for a wide range of careers that reflect the contemporary workplace.

Approaches/Strategies (What will you do to achieve the goal?):

- GOTO Expert on staff who will have content knowledge regarding CTE
- Professional development for administrator around CTE
- CTE Goals personalized for each student in Epiphany
- Tracking system of individual CTE certifications earned by each student and overall as an institution
- Competitive game to see which house of students can earn the most certifications successfully over the course of two years

Success Indicator (How will you know that you are making progress toward achieving the goal?):

- Ongoing assessment of certification identification and completion
- Ongoing feedback during advisory
- Professional development attained in CTE for administration by December 2017 and staff by February 2018
- Engagement monitoring of students related to CTE certifications

Growth Goal Monitoring and Data Analysis (When are goals monitored? What data will be used? What does the data indicate about your current efforts?):

- Data delve mid-year
- Epiphany data analyzed on an ongoing basis
- CTE tracking system

End of Year Annual Growth Goal Results and Data Analysis (Based on your school's approaches, success indicator and monitoring data, what are the overall results of your annual growth goal? What are your next steps?):

Due to the leadership change in the middle of last year and new leadership this summer Pathways was unable to gather this data

2.0 Mobility Rates

2.1 Student Mobility

Year	Total Students Enrolled at ANY Point in the Year	Number of Students who Transferred In After 3rd Friday	Number of Students who Transferred Out After 3rd Friday	Within-Year Mobility Rate (In+Out)/Total
2017-2018	82	5	2	11 percent

Year	Number of Students Enrolled at the End of the Previous Year who COULD Return this Year (Not Graduated)	Number of Students from Previous Year who DID Return and Stayed Through the End of the Current Year	Between-Year Stability Rate Number who DID Return/Number who COULD Return
2017-2018			

2.2 Faculty and Staff Mobility

NOTE: Include all instructional/academic staff and faculty in the counts below, including administrators.

Year	Total Faculty at ANY Point in the Year	Number of New Faculty After 3rd Friday	Number of Faculty who Left After 3rd Friday	Within-Year Mobility Rate (In+Out)/Total
2017-2018	7 FTE	2	0.5	

Year	Number of Faculty Employed at the End of the Previous Year who Could Return this Year (Not Let Go)	Number of Faculty from Previous Year who did Return and Stayed Through the End of the Current Year	Between-Year Stability Rate Number who did Return/Number who could Return
2017-2018			