Pathways in Education- Avondale (/school-plans/599) / Plan summary

2016-2018 plan summary

Team

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Team meetings

No meetings saved for this plan.

School Excellence Framework

Culture of & Structure for Continuous Improvement   4 of 4 complete

Leadership & Collective Responsibility:

Leadership & Collective Responsibility is characterized by an unwavering commitment to fulfilling a shared vision of success. There is a clear focus and high expectations for staff and students, motivating the entire school community to continue striving for success for every student.

Score

1 **2** 3 4

Effective Leaders (43)
Program Coherence – 62
Teacher-Principal Trust – 61
Teacher Influence – 17
Instructional Leadership – 30
Collaborative Teachers (55)
Collaborative Practices – 60
Collective Responsibility – 62
Quality PDs – 66
School Commitment – 48
Teacher-Teacher Trust – 40

The leadership of Pathways has developed and is continuing to develop strong professional learning communities focused improving the achievement of – and the social-emotional support for – students within the school. PIE's approach to instructional leadership has taken shape over the 2015-16 school year as school leadership has conducted professional development sessions dedicated to creating an understanding of "norms of growth" across the school that relate to developing a common language around the improvement of student achievement and the addressing of students' social-emotional well-being. As a result of these professional development sessions the leadership team has been able to create a shared sense of instruction across the schools that have coalesced into the formation of subject-specific departments. These departments are now focused on the development of a common set of standards for their subject matter (similar, for example, to Marzano's Power Standard concept). Additionally, the school has added a structure to provide interventions related to students' social-emotional needs ("the behavior intervention group") which came out of the above-referenced PD.

The monitoring of teacher's competency in supporting student academic and personal development has occurred over the 2014-15 school year on a regular basis. A formal system of teacher observation is in place and will continue to evolve throughout the school year. Additionally, the majority of the professional development sessions over the course of the year addressed or anticipated what administration observed as competencies needing to be developed. Courses have been developed by teachers – under the guidance of administration – in order to expand the educational offerings and academic challenges our independent study program offers. In addition to the daily duties expressed above, Pathways holds a once-a-week meeting. During the weekly meetings each teacher shares equally in the process of reviewing the instructional and organizational progress of the school. Outside of weekly meetings, as the departmental structure of Pathways takes shape, every teacher has taken on the responsibility of engaging in their own department's development of program coherence and unit planning.

Leadership has recognized that most often the greatest amount of coaching that needs to be done is that directed towards assisting teachers in developing a capacity to create positive and powerful student-teacher interactions while maintaining a strong academic focus. With the above being said, Pathways in Education has developed an expectation and process for administration observing teacher classroom instruction and providing feedback in the form of observation cycles. The staff participates in peer coaching, but expects that departmental dynamics will aid in the implementation of a coaching structure.

Guide for Leadership & Collective Responsibility

- **Set the direction and create a sense of purpose by building consensus on and implementing a shared vision.**
  - Consider the demographics of the school community in developing a shared vision.
  - Help stakeholders understand the relationship between the school's vision and their initiatives and priorities.
  - Consistently use informal and formal opportunities to champion and articulate the vision.
  - Act in ways that consistently reflect the school's core values, beliefs, and priorities in order to establish trust.
  - Ensure the school's identity, vision, and mission drive school decisions.
- **Inspire a culture of collective responsibility for the success of ALL students in the whole school (not solely teacher's own students).**
- **Empower others to make or influence significant decisions.**
  - Build shared leadership structures and opportunities for job-embedded leadership training and development.
  - Capitalize on the leadership skills of others.
  - Constantly listen and synthesize what is heard, and learn from all sources.
- **Employ the skills to effectively manage change.**
  - Master skills associated with large-scale strategic planning processes and implementation of such plans.
  - Steer through the challenges associated with making improvements, both large and small.
- **Create and sustain a coherent instructional program (coordinated and consistent) with learning goals.**
- **Use the CPS Framework for Teaching to ground instructional guidance and coaching.**
  - Model ambitious goals for teaching and learning for all students, including priority groups.
  - Draw from the best available evidence to inform instructional improvement decisions.
- **Enable staff to focus and prioritize what matters most.**
  - Buffer staff from external distractions to the school's priorities and goals.
  - Limit school improvement goals to a few high leverage activities.
  - Prioritize teaching challenging content, engaging students in learning, rigor and ways to raise achievement.

Evidence, Measures, and Standards

EVIDENCE, MEASURES, AND STANDARDS	
Suggested Evidence	✓ School's vision, beliefs, and how it is shared (e.g. presentations to community, promotional materials) ✓ Five Essentials – Program Coherence
Measures	✓ Five Essentials
Five Essentials	Effective Leaders Collaborative Teachers
CPS Framework for Teaching	4d. Growing and Developing Professionally 4e. Demonstrating Professionalism
CPS Performance Standards for School Leaders	A1. Assesses the Current State of School Performance and Develops a CIWP A2. Implements Data Driven Decision Making and Data Driven Instruction A5. School Vision and Mission Drive Decision-Making D4. Demonstrates Change Management

Instructional Leadership Team:

The ILT is characterized by having a consistent structure for teacher leadership that is focused on creating and implementing the theories of action that improve teaching and learning. ILT meetings are a productive forum to identify challenges, collect and review evidence, exchange ideas, and propose and implement solutions to challenges to school improvement.

Score

1 **2** 3 4

The leadership team meets weekly to discuss goals for the upcoming weeks, analyze data, and to plan professional developments for our staff. The team meets with the staff on a bi-weekly/monthly basis to discuss policies, CIWP, and SEF that can be made to better support the students and create continuous improvements. The leadership team consists of administrators, lead teachers, social workers, case managers, and compliance members. This year leadership created committees (data, academic accountability, and attendance) so that staff could become more involved in making decisions at the site level. With the support of these committees, the staff is using data more effectively. Pathways is also continuing to develop academic department teams. Pathways informs and engages stakeholders through regular phone calls, mailings, emails, newsletters, and meetings.

• Collaborative Teacher (55)
• Effective Leaders (43)

Guide for Instructional Leadership Team

- **Engage in on-going inquiry (e.g. continuous improvement cycles) as a basis for improvement.**
  - Gain productive insight and take substantial new action or adjust strategy that clearly addresses root causes.
  - Relentlessly ask, "**Is it working?**" about every program, initiative, and strategy in the school.
  - Vet Initiatives and strategies on the basis of their direct or proven impact on outcomes.
  - Monitor if previous actions were implemented (fidelity) and working as intended. Ask, "**If not, why not?**"
- **Share leadership for improving teaching and learning with representative school members.**
  - Organize the team around a common understanding of team's purpose and instructional priorities.
  - Represent all relevant specialty content areas, programs, related services, and grade bands/department teams and is an appropriate size.
  - Represent a balance of work styles (e.g. task-oriented, provides push-back, synthesizes, etc.)
- **Use protocols and ask probing questions.**
  - Ask questions focused on factors within sphere of control and avoid a focus on student factors.
  - Use appropriate protocols and level of analysis (grade, school-wide, individuals) for meeting purpose.
  - Systematically consider root cause(s) based on thorough review of evidence.
- **Use timely and relevant data/evidence sources.**
  - Gather and use current and relevant local student, school, teacher performance (e.g. attendance data, assessment results), and operational data formatively to review and revise school and classroom practices as needed.
  - Disaggregate data for priority student groups (e.g. English learners, diverse learners).
- **Schedule and structure frequent meetings.**
  - Meet regularly (2-4 times per month).
  - Use an agenda with a clear focus.
- **Collaborate effectively, value transparency, and inform and engage stakeholders.**
  - All team members have equity of voice and are actively engaged in asking questions.
  - Celebrate small wins and improvements.
  - Regularly inform and engage stakeholders of key data and work of the ILT.
- **Build the capacity of teacher teams to lead cycles of learning and problem solving focused on student learning data and student work.**

Evidence, Measures, and Standards

	EVIDENCE, MEASURES, AND STANDARDS
Suggested Evidence	✓ ILT Effectiveness Rubric Score ✓ ILT artifacts (e.g. agenda, calendar, protocols, minutes) ✓ Evidence that work of ILT has contributed to positive outcomes for students and staff ✓ Teacher team agendas/minutes reflective of ILT focus
Measures	✓ Five Essentials: Instructional Leadership
Five Essentials	Effective Leaders Collaborative Teachers
CPS Framework for Teaching	4a. Reflecting on Teaching & Learning 4d. Growing and Developing Professionally 4e. Demonstrating Professionalism
CPS Performance Standards for School Leaders	A1. Assesses the Current State of School Performance and Develops a CIWP A2. Implements Data Driven Decision Making and Data Driven Instruction B5. Supports Teacher Teams

Professional Learning:

Professional Learning includes sufficient time, support, and 'safe practice' space to internalize new knowledge to change practice and beliefs. Adults persevere in collaboration with their colleagues to innovate and improve implementation of new practices.

Score

1   2   **3**   4

Pathways in Education develops a plan for professional development annually. The professional development plan is focused on whole staff initiatives that are directly aligned to the school's CIWP (i.e., our three priorities: instruction, attendance, and diverse learners). Pathways hosts these professional developments quarterly for all staff. Staff is also given the opportunity to attend professional developments offered through the district for programs they are interested in and/or oversee. The ILT allows staff to participate in PDs and share strategies that they have begun using and feel are valuable to the program as a whole. Staff collaborates within their departments and committees (academic, attendance, data) to create consistent goals and policies to introduce at the site level. The data team has created a pilot to identify needs based on data pulled from STAR Math. Based on their research, the team introduced a hybrid math course to provide additional support for students struggling with foundational math skills. The Regional Trainer completes module training with all new staff and makes sure that they feel comfortable in their new role. Veteran teachers act as additional support at the site level to ensure new staff feel welcome and are aware of the daily policies and procedures.

The observation structure and process at PIE-IL involves daily observations of organizational improvement within the general learning area, which provides direct insight into the staff's professional development in the area of student engagement, learning environment management, and social-emotional support. Staff meetings at the site level take place every other week or as needed to discuss ways to improve the climate/culture of the school as well as boost instructional interventions. Classroom observations are conducted monthly and are structured in relation to the goals of instruction outlined within professional development. The ILT has completed REACH training and are beginning to use evaluations based off of the Danielson model. These observations are discussed in the annual reviews of teaching staff to ensure that goals are set and progress is made.

• Collaborative Teacher (55)
• Effective Leaders (43)

Credit Attainment- 15.5% earned all attempted credits
1 year Graduation Rate- 59.1% of eligible students graduated

Guide for Professional Learning

- ○ **Select and design professional learning (PL) to achieve school-wide improvement, including closing priority group achievement gaps.**
  - ▪ Use data to identify performance and practice gaps to inform PL plan.
  - ▪ Use research about best practices to identify potential learning and subject matter experts to support.
  - ▪ Solicit feedback from staff to inform selection of PL opportunities.
  - ▪ Provide PL relevant to the cultural and linguistic needs of students.
  - ▪ Provide both whole staff and differentiated PL to individual teacher levels.
- ○ **Implement and sustain on-going, job-embedded professional learning (PL) (e.g. coaching, peer learning opportunities, action research)**
  - ▪ Recommend and/or provide PL opportunities directly related to individuals' specific areas of need and professional growth goals.
  - ▪ Encourage staff to broaden networks to bring new knowledge and resources to learning environment.
  - ▪ Teachers initiate opportunities for professional growth and proactively seek opportunities to enhance content knowledge and pedagogical skill.
- ○ **Structure time for teachers to collaborate and learn together.**
  - ▪ Create schedules and systems to conduct peer observations, and coaching. Reflect on its impact.
  - ▪ Teachers provide and accept collegial support and feedback to/from colleagues.
  - ▪ Teachers participate in and facilitate professional inquiry in teams to advance student learning.
- ○ **Make 'safe practice' an integral part of professional learning.**
  - ▪ Allow teachers ample time to try new strategies, refine skills, grapple with implementation problems, and share knowledge and experience.
  - ▪ Provide support that addresses the specific challenges of changing classroom practice. Provide coaching/mentoring support to validate continuing to work through struggles.
- ○ **Monitor implementation to ensure staff uses new knowledge to improve practice and it is having the desired effect on practice and student outcomes.**

- Conduct frequent non-REACH observations to provide coaching and actionable feedback.
  - **Provide induction and support for new teachers.**
    - Assign each new teacher a mentor who is skilled in pedagogy and is an open, collaborative colleague.
    - Schedule a series of 'learning experiences' for new teachers that helps them navigate important initiatives (e.g. REACH) and provides information on school specific goals and resources.

Evidence, Measures, and Standards

EVIDENCE, MEASURES, AND STANDARDS	
Suggested Evidence	✓ School's PD Plan – review for goal alignment – does the plan advance the school's improvement agenda? ✓ PD agendas, PD feedback surveys ✓ Teacher practice improving on the Framework for Teaching (e.g. Basic>Proficient, Proficient>Distinguished)
Measures	✓ SQRP Attainment and Growth ✓ Five Essentials: Collaborative Teachers
Five Essentials	Effective Leaders Collaborative Teachers
CPS Framework for Teaching	4a. Reflecting on Teaching & Learning 4d. Growing and Developing Professionally 4e. Demonstrating Professionalism
CPS Performance Standards for School Leaders	B2. Observes and Evaluates Staff and Gives Feedback to Staff B6. Professional Development Provided for Staff

Aligned Resources:

Resources (e.g. time, budget, staff, and community resources) are aligned to school priorities. Improving achievement guides resource allocation. Making the most of student time and staffing is a priority. The school organizes resources school-wide through schedules and staffing plans that target additional time and individual attention to those students who need it most and to highest priority subject areas.

Score

1   2   **3**   4

77.42% staff retention 2015-16 SY

Community Partnerships
Cabrini Green Legal Aid
Chicago Coalition for the Homeless
Chicago Law & Education Foundation
CCC – Daley College
UCAN
S.O.A.R.
Teen Living Program
National Runaway Organization
Broadway Youth Centers
Impact Family Centers
Unity Parenting & Counseling, Inc.
The Night Ministry
Metropolitan Family Services
Chicago Cares
Chicago Dept of Public Health
Comprehensive Community-based Youth Services
Chicago Police Department
Thrive Chicago
National Society of Black Engineers
Ounce of Prevention
Rush Health Center
Youth Guidance
IDHS – Teen Parenting Service
Little Village/Pilsen Mental Health
WOIA Workforce

Guide for Aligned Resources

- **Design a school day that is responsive to student needs.**
  - Use CPS Instructional Time Guidelines to maximize instructional time.
  - Use CPS Instructional Block Guidelines to maximize academic-engaged time.
- **Align the budget to the CIWP priorities and the mission of the school.**
  - Avoid overemphasis on the purchase of products/programs that are not research based or do not respond to SEF needs.
  - Leverage strategic source vendors to maximize dollars.

- Seek and obtain grants to support articulated needs.
- Use grant funds strategically to support areas of highest need.
- Maximize the use of supplemental funding to close any priority group achievement gaps.
  - **Streamline purchase procedures to minimize lapses between ordering and receiving materials.**
  - **Evaluate, to the extent possible, the consequences for student learning of resource allocation decisions to develop an evidence base of outcomes of particular uses of resources.**
  - **Have a 'hiring team' and collaborative hiring process with clear selection criteria to identify and select best available candidates.**
    - Actively work to build a pool of potential staff members, particularly difficult to fill positions (e.g. staff to serve English learners).
    - Use an interview process including a protocol for questioning and select highly qualified candidates.
    - Require a classroom lesson demonstration to assess candidate expertise, philosophy and commitment.
    - Check teachers' previous performance at CPS schools.
  - **Strategically assign teachers to grade and content areas to create a balanced team with a variety of strengths.**
    - Ensure all students have fair access to high-quality teachers in the school.
  - **Effectively utilize Related Service Providers at the classroom level.**
  - **Use data including teacher evaluations and exit interviews to inform a retention strategy.**
    - Create a positive climate and working conditions for teaching that attracts and retains educator talent.
    - Create opportunities for growth including opportunities for staff to assume additional leadership roles or pursue personal growth goals.
    - Track retention rates over time and use this information to isolate staffing strengths and identify opportunities to improve.
    - Solicit information from staff using exit interviews/surveys to understand reasons for leaving school or district.
  - **Make outreach efforts to engage community members as partners and resources.**
  - **Partner with one or more organizations that share the values of the school and have a complementary mission to the school's vision.**
    - Monitor the impact of partner organizations' activity.

Evidence, Measures, and Standards

EVIDENCE, MEASURES, AND STANDARDS	
Suggested Evidence	✓ Schedules ✓ Teacher retention rates ✓ Staff exit interviews/surveys (data on reasons for leaving school or district) ✓ Candidate interview protocol documents ✓ List of community-based organizations that partner with the school and description of services ✓ Evidence of effectiveness of the services that community-based organizations provide ✓ Budget analysis and CIWP
Measures	✓ Five Essentials
Five Essentials	Effective Leaders Collaborative Teachers
CPS Framework for Teaching	4a. Reflecting on Teaching & Learning 4e. Demonstrating Professionalism
CPS Performance Standards for School Leaders	A3. Allocates Resources to Support Student Learning, Prioritizing Time B4. Hires and Retains Highly Effective Teachers

Curriculum:

The curriculum – what students should know and be able to do - makes standards come alive for students. All students have access to an academically rigorous curriculum that inspires students to think and contribute high quality work to authentic audiences beyond the classroom. The curriculum fully integrates academic and social emotional learning opportunities for all students, including diverse learners, English learners, and advanced learners. The school regularly examines the curriculum to check alignment to standards and opportunities for all students to meet those standards.

Score

1 **2** 3 4

Ambitious Instruction: MVMS Weak (27)
Effective Leaders: MVMS Neutral (43)
Collaborative Teachers: MVMS Neutral (68)

PIE-IL operates its instructional program through various curricula. The foundational curriculum of the Pathways' instructional program is connected to the school's independent study program. Independent study courses are standardized and aligned to state and Common Core standards. Each class within the independent study curricula – which incorporates all of the CPS core classes as well as electives – follows a set sequence that is aligned to the understanding and mastery of standards, which is exhibited by students and assessed through unit-specific, standardized assessments.

A secondary component of the PIE-IL instructional program is "Small Group Instruction" (SGI). SGI classes are developed by teachers in line with the independent study curriculum, in the field of English Language Arts, Algebra I, Geometry, and Algebra II, and Biology. The approach that has been taken to developing each course has followed the Common Core-based sequence of standards contained in the independent study curriculum. Accordingly, all students who participate in SGI as well as independent study are exposed to grade-level texts.

In an effort to bolster the Ambitious Instruction ratings the following is taking place:
English Instruction: Upon enrollment, all students complete a writing sample which is assessed using a rubric. Students then attend workshops tailored to their specific needs in the area of written language.
Math Instruction: A data team has been out together to evaluate STAR data and determine which students might need small group instruction to improve skill knowledge.
Academic Press and Quality of Student Discussion: By the very nature of PIE-IL's independent study model, it is challenging to engage students in discussion. However, during this political season, teachers are putting together Current Event and Presidential Candidate Discussion Groups to provide students an opportunity to present their sound, research-based opinions and be challenged on their beliefs.
The short and long-term goal of the Pathway's instructional program has been to incorporate the development of curriculum that directly addresses the unique academic needs of our student population. "Workshop classes" have been developed that focus specifically on the reading and math skill growth for all students, especially those who fall significantly behind their peers. This curriculum has been developed on an individual teacher basis over the course of the 2014-15 school year. Recently, however, the leaders of the "workshops movement" at Pathways have convened to discuss common instructional goals, common instructional aims, and best practices with the intent of formalizing a scope and sequence to the program that is grounded in state, professional, and common core standards.

Guide for Curriculum

- **Adhere to the CPS Content Frameworks (**Math (https://sites.google.com/a/cps.edu/kc/curriculum/content-area-subpages/library-science/cps-virtual-library/math-content-framework---virtual-library), Science (https://sites.google.com/a/cps.edu/kc/curriculum/content-area-subpages/science/cps-science-content-framework), Social Science (https://sites.google.com/a/cps.edu/kc/curriculum/content-area-subpages/social-science-1/social-science-content-framework-3-0), and Literacy (https://sites.google.com/a/cps.edu/kc/curriculum/content-area-subpages/literacy/cps-literacy-content-framework-2-0)) **to ensure alignment of scope and text and task complexity.**
  - Provide a range and depth to knowledge and understanding of learning experiences that are language and content rich.
- **Align units of instruction (horizontally/vertically) to scope and sequence maps and pace units and lessons appropriately.**
  - Focus so units can be adequately addressed in the time available.
  - Examine formative data to determine mastery and pace. Discuss how much time it takes to adequately address the essential elements, and the viability of documents that articulate essential content and timing of delivery (e.g. pacing guides, curriculum maps).
- **Utilize the 'big ideas' that should be taught to determine whether students are being taught the body of knowledge, the understandings and the skills expected.**
  - Identify the essential understandings – what students should learn in greater depth. In other words, know 'covering everything but learning nothing' does not work.
- **Expose and extend opportunities for all students to grade appropriate levels of text complexity in all types of texts, including informational in all content areas.**
  - Articulate language goals that are separate from and support content goals. Literacy - reading, writing and speaking are essential 'learning tools' across the curriculum (disciplinary literacy).
- **Engage all learners in content areas by fully integrating opportunities for all learners, including:**
  - Diverse learners to demonstrate core knowledge and skills.
  - English Learners to develop academic language to demonstrate mastery.
    - Use English and native language development in addition to content standards to differentiate for English learners.
    - Understand research and implement programs to develop native language literacy for English learners.
  - Advanced learners to extend core knowledge and skills.
- **Distinguish qualitatively and quantitatively between 'regular courses' and 'advanced courses' (e.g. AP (http://apcentral.collegeboard.com/home), gifted (https://docs.google.com/a/cps.edu/viewer?a=v&pid=sites&srcid=Y3BzLmVkdXxrY3xneDoyYjIlNGI4MmY3YTlxYTgz), etc.)**
- **Integrate academic and social emotional learning.**
- **Reach outside of the classroom for real world (or simulated) application. For example,**
  - Incorporate web capabilities for interactivity and information sharing.
  - Integrate field-based learning through partnerships with city institutions (e.g. museums (https://sites.google.com/a/cps.edu/kc/home/teachers/museum-resources)), colleges, universities, and community based organizations.

Evidence, Measures, and Standards

EVIDENCE, MEASURES, AND STANDARDS

Suggested Evidence	✓ Curriculum maps, vertical/horizontal ✓ Sequencing and pacing guides ✓ Thematic units which cover multiple disciplines ✓ Comprehensive unit plans including assessments
Measures	✓ SQRP Attainment and Growth
Five Essentials	Ambitious Instruction Effective Leaders Collaborative Teachers
CPS Framework for Teaching	3a. Communicating with Students 3c. Engaging Students in Learning 1a. Demonstrating knowledge of content and pedagogy 1d. Designing Coherent Instruction
CPS Performance Standards for School Leaders	B1. Implements Curricular Scope and Sequence and Reviews Instructional Practices C1. Creates a Culture that Supports Social Emotional Learning and Effective Effort

Instructional Materials:

Materials to present learning content and what the learner uses to demonstrate are characterized by variability and flexibility. Materials are identified and adapted to increase access to learning for all students. Materials include multimedia and embedded, just-in-time supports; varied tools and supports; alternative pathways, and varied levels of support and challenge. (adapted from UDL Guidelines 2.0)

Score

1 **2** 3 4

PIE-IL operates its instructional program through various curricula and materials. The foundational curriculum and henceforth instructional materials of the Pathways' instructional program is connected to the school's independent study program. Most Independent study courses are standardized and aligned to state and Common Core standards and courses that are not are being transitioned out by the end of the year. Each class within the independent study curricula – which incorporates all of the CPS core classes as well as electives – follows a set sequence that is aligned to the understanding and mastery of standards, which is exhibited by students and assessed through unit-specific, standardized assessments. In addition, PIE-IL is using Renaissance STAR diagnostic data to formulate early intervention strategies to aid students in their academic skill growth that supports their success in the independent curriculum as well as post-secondary readiness.

A secondary component of the PIE-IL instructional program is "Small Group Instruction" (SGI). SGI classes are developed by teachers in line with the independent study curriculum, in the field of English Language Arts, Algebra I, Geometry, and Algebra II, and Biology. The approach that has been taken to developing each course has followed the Common Core-based sequence of standards contained in the independent study curriculum. Accordingly, all students who participate in SGI as well as independent study are exposed to grade-level texts. SGI teachers work with PERA certified administrators to ensure that students are receiving quality education as defined under the Danielson Framework for Teaching 1a, 1b, 1c, and 1d. Administrators conduct bi-monthly observation of SGI and collaborate on using the Danielson Framework as a coaching tool to increase student engagement and learning.

The short and long-term goal of the Pathway's instructional program has been to incorporate the development of curriculum that directly addresses the unique academic needs of our student population. The My Voice My School 2014-2015 survey indicated that ambitious instruction to be "weak." Therefore, Pathway's has added additional opportunities for direct instruction. They have continued their "workshop classes" and have piloted hybrid classes that combine the independent curriculum with elements of direct instruction. Educators have collaborated with administration to ensure that the hybrid classes are teaching the CCSS appropriately and utilizing instructional strategies that align to the Danielson Framework for teaching. English and Math hybrid classes have been given priority, but long term PIE-IL would like to see hybrid classes become an anchor in its program.

Guide for Instructional Materials

Instructional materials (including technology) are…..

- **Aligned to curricular plans and expectations of the standards.**
- **Varied and flexible.**
  - Are selected and adapted based on learning objectives and learner needs.
  - Include a variety of quality media, manipulatives and supplies to achieve valued learning outcomes.
- **Intentionally planned by identifying or adapting appropriate tools (including technology) for specific instructional needs.**
  - Student outcomes and developmental appropriateness determine when and who will use the materials.
  - Materials are updated/upgraded in response to new information and understandings.
- **Equitably available and accessible to all teachers and students.**
  - Teachers and students have available a variety of high quality, standards-aligned instructional materials and resources.
  - Materials are in English and native language for English learners.
  - Reference and resource materials are readily available and circulated throughout the school.
- **Include multimedia and embedded, just-in-time supports (e.g. hyperlinked glossaries, background information, and on-screen coaching) – for conveying conceptual knowledge.**
  - Students interact with instructional materials to engage all modalities in the learning process.
  - Technology is integral to students learning experiences.
  - Units and lessons include grade-appropriate levels of texts and other materials so every student can access the content/skills.
- **Include tools and supports needed to access, analyze, organize, synthesize, and demonstrate understanding in varied ways – for learning and expression of knowledge.**

- The needs of the students at different performance levels are met by using a variety of instructional materials that allow students to draw on all of their learning capacities.
- The teacher models effective use of various materials.
- Students understand that materials are a means to acquire language, knowledge, and competencies.
- Technology enhances students' higher order, creative thinking and problem solving.
- Materials connect subject area content to real life applications.
  - **Include alternative pathways including choice of content, varied levels of support and challenge, and options for recruiting and sustaining interest and motivation – for engaging and learning.**
    - Students make choices about instructional materials as part of learning.
    - Materials address the needs of the total child: cognitive, linguistic, social, emotional, physical, and aesthetic.
    - Consumables are often non-print supplies that promote active, hands-on learning.

Evidence, Measures, and Standards

EVIDENCE, MEASURES, AND STANDARDS	
Suggested Evidence	✓ Cross-section of materials from a variety of content areas and grade levels ✓ Evidence of scaffolding and differentiation for all students to access the content/skills ✓ Description of materials in curriculum and/or lesson plans ✓ Presence of varied texts, supplementary media (e.g. videos)
Measures	✓ SQRP Attainment and Growth
Five Essentials	Ambitious instruction Supportive Environment
CPS Framework for Teaching	1a. Demonstrating Knowledge of Content and Pedagogy 1b. Demonstrating Knowledge of Students 1c. Selecting Learning Objectives 1d. Designing Coherent Instruction
CPS Performance Standards for School Leaders	A3. Allocates Resources to Support Student Learning, Prioritizing Time

Rigorous Student Tasks:

The school regularly examines student work - what students are being asked to do on in their classrooms - across grades or courses in all content areas. Examining the texts and tasks students experience provides the necessary insight to gauge rigor and illuminate how the standards are actualized prompting the question whether or not approaches support the true spirit of college and career readiness. (adapted from The Education Trust – Equity in Motion Series)

Score

1 **2** 3 4

> PIE-Avondale's small group instruction classes continue to try and create collaboration with administration on creating rigorous student tasks. The Danielson framework for teaching is utilized as an assessment and coaching tool. Administration uses the framework to provide feedback that then turns into coaching with the focus being increasing student learning through differentiated and scaffoled instruction. More specifically, administration focuses on sections 1d, 2b, 3b, and 3c to ensure that differentiated instruction is being used to engage students in learning. Avondale's educators attended a professional development where they were taught how to "unpack" a standard and create rigorous and differentiated instruction from there. Avondale's small group instruction continues to work on beginning to collaborate with administration on section 1d, designing coherent instruction to provide a more balanced system of assessing within the classroom. The goal is to eventually to create summative assessments of learning and formative assessments for learning to individualize instruction and give student choice and ownership over their learning.
>
> PIE-Avondale is collaborating with administration to incorporate these practices across the school and evaluate how to incorporate additional rigorous student tasks in its independent study curriculum. One initiative being piloted is the hybrid courses that bring together elements of the independent study and offers more direct instruction. Much like the small group instruction, the hybrid direct instruction's end goal is to use the Danielson Framework for teaching 1d, 2b, 3b, and 3c to elevate the quality of instruction and involvement of students.

Guide for Rigorous Student Tasks

- **Begin with the belief that all students can learn. (see *Culture for Learning*)**
  - Convey high learning expectations for all students and develop structures that enable practice and perseverance for each individual student.
  - Create an environment where students assume responsibility for high-quality work by persevering, initiating improvements, addressing critiques, making revisions, adding detail and/or helping peers.
  - Communicate the necessity of attendance and engagement everyday in order to succeed.
- **Plan and assign tasks that are cognitively challenging for individual students and require students to provide evidence of their reasoning.**
  - Align tasks with standards-based learning objectives that reflect the depth of knowledge expectations.
  - Tasks are Integrative to draw on multiple standards.
  - Teach for Robust Understanding in Mathematics (TRU Math (https://sites.google.com/a/cps.edu/kc/curriculum/content-area-subpages/math/tru-math-dimensions/TRU%20Math%20-%20Conversation%20Guide%20(Short%20Version).pdf?attredirects=0&d=1)). Engage students with important mathematical ideas, not simply receiving knowledge, requiring students to engage in productive struggle.
- **Tasks reflect the key shifts in literacy.**

- **Complexity**: Tasks reward close reading of complex text; Focus on comprehension of academic language, not obscure vocabulary.
- **Evidence**: Cite evidence from text and write to sources, not decontextualized prompts.
- **Knowledge (non-fiction)**: Tasks embed reading and writing across disciplines with a variety of literary and informational complex texts and tasks and demonstrate comprehension through speaking, listening.
  - **Tasks reflect the key shifts in mathematics.**
    - **Focus**: Tasks reflect a curricular and instructional focus on the major work in (e.g. operational fluency and number sense in K-2).
    - **Coherence**: Multi-grade progressions stress key beginnings (e.g. ratios in 6th grade) and key end points (e.g. fluency with multiplication in 3rd);
    - **Rigor**: Problems require construction of mathematical reasoning and critiques of other possible solutions.
  - **Provide opportunities for students to create authentic work for real audiences (beyond the teacher) to motivate them to meet standards and engage in critique and revision.**
  - **Examine student work to identify and showcase the qualities of strategic thinking that are both rich in content and relevant for students.**
    - Analyze models with students to build a vision of quality.
    - Use protocols to collectively reflect regularly on the level of cognitive demand asked of students across the school, particularly priority group students, to think strategically as speakers, listeners, readers, and writers.
    - Analyze student work samples as part of professional learning to best support students' attainment of quality work and standards.

Evidence, Measures, and Standards

EVIDENCE, MEASURES, AND STANDARDS	
Suggested Evidence	✓ Cross-section of student work from a variety of content areas ✓ Observation of student learning (e.g. learning walks/walkthroughs) ✓ Focus group(s) and discussions with students
Measures	✓ SQRP Attainment and Growth
Five Essentials	Ambitious instruction
CPS Framework for Teaching	1d. Designing Coherent Instruction 2b. Establishing a Culture for Learning 3b. Using Questioning and Discussion Techniques 3c. Engaging Students in Learning
CPS Performance Standards for School Leaders	B1. Implements Curricular Scope and Sequence and Reviews Instructional Practices

Transitions, College & Career Access & Persistence:

The school creates pathways to success built on a vision in which all students leave secondary school with a clear plan for their initial postsecondary destination, whether in apprenticeship training, work, or college. All students have equal access to college preparatory curriculum to be successful. The school is characterized by structures for developing early postsecondary awareness and the knowledge and skills that lay the foundation for the academic rigor and social development necessary for college and career success. Students are equipped with the confidence in their ability to implement and adapt their plan throughout their lives as they and the world around them change. This vision sees students as the architects of their own lives.(adapted from Creating Pathways to Success, Ontario)

Score

1   2   3   **4**

Measure of Supportive Environment
School-Wide Future Orientation – Very Strong 81 (Avondale)

The norm of college and career readiness is something that is prevalent within the discussions that all teachers and advisors have with their students. All teachers have conversations with their students about their plans for post-secondary life and these conversations reinforce expectations that will lead to student success. As a team we also complete a student's eISP (formally ILP) to instill student goal setting; academic, behavior, and post-secondary. PIE's approach to transition, college and career access and persistence is to give our students multiple options to successfully navigate through the transition process in to post-secondary schooling or career.
Pathways in Education has a student advisor who works with all students to help them form decisions, understandings, and practices related to their post-secondary career and college opportunities. This position will expand the touring of colleges to include more local options, including the Chicago City Colleges and other public and private institutions in the city. Similarly, the student advisor works with local businesses and organizations in order to set up mentoring and job shadowing opportunities.
The structures and processes we have in place includes: campus wide college/career fair, college 101, financial aid 101, and FAFSA workshops, one-on-one assistance with the Student Advisor or School Counselor. We are continuously exposing the students to post-secondary options such as college/university field trips, overnight college tours. PIE also offers students Dual Enrollment through our partnership with City Colleges of Chicago, Daley College. Also through service learning field trips students are given insight into multiple careers. Our partnership with Career Cruising offers our students the opportunity to research careers, colleges, write resume, personal essays, etc. Academically we offer our students a variety of workshops to increase knowledge on required high school/college type courses. We provide one-on-one assistance ensuring each student has completed college applications, job applications, resume, and service learning hours.

Guide for Transitions, College & Career Access & Persistence

- **TRANSITIONS - Have structures and processes in place to ensure successful transitions (e.g. into school , grade to grade, school to school, school to post-secondary).**

- Mitigate the adverse effects experienced by some students in transition – such as arriving part-way through the school year – that can cause students to fall behind or become disengaged from school.
- Monitor the progress of English learners after transition from services.
- Provide programs and interventions that help students as they move from middle school through Freshmen year, including but not limited to: High School Investigation Days, Freshmen Connection program (where budget allows), and a robust Freshmen Orientation program. Implement targeted holistic student supports the entire Freshmen year.
- Provide sustained summer learning experiences to minimize learning loss and support key transition periods (e.g. summers before Kindergarten, HS, and college).
  - Use student data and best practices research to develop focused programs.
  - Expand access beyond students who are struggling academically.
  - Provide school counseling and postsecondary advising transition support and follow-up during "Summer Melt" and the first year of college.
- **AWARENESS - Expose students early to academic/professional worlds beyond K-12.**
  - Provide students opportunities to discover personal talents and skills, identify career interests, and pursue coursework/activities necessary to reach personal, academic and career goals.
  - Expose students to a range of career paths and the educational requirements of each to improve long-term planning and goal-setting.
  - Start the conversation about college in primary grades.
  - Make parents aware of academic opportunities and supports for their child.
- **READINESS – Ensure equitable access to college preparatory curriculum.**
  - Provide access to 8th Grade Algebra to all eligible 8th grade students.
  - Provide access to early college and career coursework and credential opportunities while in HS (e.g. AP credit, Dual credit, industry credentials (CTE), Seal of Biliteracy)
  - Teach students to analyze their transcripts and test scores, as well as connect course selection, attendance, and grades to their continued success and access to postsecondary options, and adjust their actions and behavior to make progress toward graduation and their top postsecondary choice. Provide support and motivation to encourage B's or better and improving attendance.
  - Create opportunities for students to explore college and career knowledge, mindsets, and skills necessary for academic planning and goal setting.
  - Find opportunities to work with all students on academic and personal behaviors, including persistence, engagement, work habits/organization, communication/ collaboration, and self-regulation.
  - In Naviance, develop an Individual Learning Plan that tracks coursework, college and career assessments, goal setting, 6th-12th grade milestones completion that culminates in a concrete postsecondary plan.
- **SUCCESS - Provide direct assistance to all students and families through every stage of the college selection, application, and entry process (Transition to College (HS))** including, but not limited to academic planning/advising to assist with:
  - Selecting colleges with the best institutional graduation rates for their level of qualifications. (Students of all qualification levels are more likely to graduate from college if they attend a postsecondary institution with high graduation rates
  - Researching/comparing options including short and long-term financial outcomes, comparing college graduation rates, and other statistics to narrow down options.
  - Researching living wage options such as an apprenticeship or certification programs for students who wish to work after high school and/or want to delay college.
  - Applying to multiple colleges—generally three or more.
  - Navigating financial aid and capitalizing on grant and scholarship opportunities.

Evidence, Measures, and Standards

EVIDENCE, MEASURES, AND STANDARDS	
Suggested Evidence	✓ Data on college visits and college fair information ✓ Naviance Monthly Data ✓ Scholarships earned ✓ Artifacts, plans, or timelines related to successful transitions structures ✓ To & Through data
Measures	✓ College Enrollment, Persistence, Drop Out, and Attendance Rates ✓ Early College and Career Credentials
Five Essentials	Ambitious Instruction Supportive Environment
CPS Framework for Teaching	2b. Establishing a Culture for Learning
CPS Performance Standards for School Leaders	C1. Creates a Culture that Supports Social Emotional Learning and Effective Effort C2. Builds a culture of high aspirations and achievement for every student.

Instruction:

The teachers have finely honed instructional skills. They can shift from one approach to another as the situation demands by carefully monitoring the effect of their teaching on student learning. They seamlessly incorporate ideas and concepts from other parts of the curriculum into their explanations and activities. Their questions probe student thinking and serve to extend understanding. They promote the emergence of self-directed learners.

Score

1   **2**   3   4

The standardized independent study curriculum of Pathways frames the teaching and learning of students within a framework that includes individual, one-on-one/tutoring, and small group contexts, with the individual student taking primary responsibility for their progress through a course. The learning objectives for each unit of instruction within the independent study program are clearly outlined at the beginning of each "unit" in terms of standards-based competencies. Throughout each "unit" a student will find worksheets (e.g., checks for comprehension), activities (e.g., student directed projects), writing assignments, and alternative assessments that frame the independent study of the student in relation to multiple levels of cognitive tasks, ranging the spectrum of Bloom's taxonomy. Each independent study unit has an assessment that provides formative feedback as to the progress of students. The special education staff has created accommodations to provide support and appropriate scaffolding to the independent study program.

The form of instruction that has taken shape within the SGI classes over the past year has been standards focused and aligned to the scope and sequence of the independent study units. In addition, administration conducts bi-monthly observations using the Danielson Framework for teaching focusing on sections 3a, 3b, 3c, 3d, and 3e. The incorporations of these domains is on the ground level and the focus is to create a balanced assessment system as a platform to begin evaluating and improving instructional and questioning strategies.

My Voice My School 2014-2015 indicated that Ambitious Instruction was weak. Therefore, Pathways is continuing to evaluate and brainstorm how to incorporate more opportunities for direct instruction. The form of instruction that has taken shape within the "intervention courses" at Pathways has incorporated an overall understanding that the class content is focused on skill development and student progress towards literacy and/or math proficiency. The focus of the workshops and are not content specific but, rather, skill specific. The hybrids, however, will be both content and skill specific. These hybrids educators will also collaborate with administration much like the SGI program to ensure best practices are being used as defined by the Danielson Framework for teaching.

Guide for Instruction

- **Plan a range of effective pedagogical approaches suitable to student learning of the content/skills taught and anticipate student misconceptions.**
- **Effectively communicate with students.**
  - Guide students to articulate the relevance of the objective(s) to learning.
  - Anticipate possible student misunderstanding.
  - Enable students to develop a conceptual understanding of content while making connections to their interests, knowledge, and experience.
  - Enable students to contribute to extending the content by explaining concepts to their classmates.
  - Build on students' language development and understanding of content.
  - Use vocabulary appropriately for students' ages and development. Students contribute to the correct use of academic vocabulary.
- **Use questioning and discussion as techniques to deepen student understanding and challenge.**
  - Use a variety of low- and high-level, open-ended, and developmentally appropriate questions to challenge students cognitively, advance high level thinking and discourse, and promote metacognition.
  - Use techniques that enable students to engage each other in authentic discussions about content. And, enable students to formulate their own questions and respectfully challenge one another using viable arguments based on evidence.
  - Encourage student responsibility for ensuring all voices are heard in the discourse and that all students are listening and responding to questions and answers from their teacher and peers.
  - Require students to cite textual evidence to support/develop a claim.
- **Engage students in learning.**
  - Scaffold instruction to ensure all students, including diverse learners and English Learners, access complex texts and engage in complex tasks.
  - Provide targeted supports to individual students or groups of students based on their identified needs.
  - Provide instruction designed to develop language domains for English learners.
- **Monitor the effect of teaching on student learning and integrate formative assessment into instruction.**
  - Monitor progress and check for understanding for individual students.
  - Change instructional practice based on analysis of current data.
  - Use universally designed assessments that allow for multiple pathways for students to demonstrate understanding of the objective(s.
  - Also see *Balanced Assessment*.
- **Persist in adjusting instruction so individual student misunderstandings or advanced needs are successfully accommodated.**
  - Intervene in a timely and effective way to help students who are struggling.
  - When formative assessments show a need for intervention or enrichment, make effective impromptu adjustments that individualize instruction.
  - Use progress monitoring data to trace effectiveness of interventions and student response to intervention.

Evidence, Measures, and Standards

EVIDENCE, MEASURES, AND STANDARDS

Suggested Evidence	✓ Evidence of best practices (flexible grouping, cognitively demanding tasks, open-ended questions) ✓ Informational observations, peer observations, learning walks ✓ Lesson studies
Measures	✓ SQRP Attainment and Growth ✓ REACH observation trends (de-identified)
Five Essentials	Ambitious Instruction Effective Leaders Supportive Environment
CPS Framework for Teaching	3a. Communicating with Students 3b. Using Questioning and Discussion Techniques 3c. Engaging Students in Learning 3d. Using Assessment in Instruction 3e. Demonstrating Flexibility and Responsiveness
CPS Performance Standards for School Leaders	B1. Implements Curricular Scope and Sequence and Reviews Instructional Practices B2. Observes and Evaluates Staff and Gives Feedback to Staff

Multi-Tiered System of Support:

The school is characterized by full implementation a system of academic and social emotional (SEL) supports for all students. Every day, in all classrooms, all teachers provide: Universal instruction in the core curriculum - academic & SEL (Tier 1) to all students; additional targeted academic and SEL supports (Tier 2) where needed; and deep and intense supports (Tier 3) based on individual and small group needs. The school also monitors On Track data (grades/GPA and attendance (ES), and course credits (HS)) to provide interventions/supports for students at risk for failure and/or truancy.

Score

1   2   3   **4**

Student-Teacher Trust – Very Strong 99
Supportive Environment – Strong 68

PIE has created a successful multi-tiered academic environment for students. We continuously create effective formative assessments to improve the student understanding of a subject. With the ability to utilize multiple instructional processes our students are given options on academic learning choices based on the students learning styles. These options include: small instructional classrooms, independent study, and on-line curriculum. We have a strong Special Educational department providing targeted intervention strategies individual per student's needs. We build strong safe relationships with our students allowing us to successfully intervene in a timely and effective way, recognizing when a student is struggling, academically and/or emotionally. We have an intervention system in place where we can identify and target students who may have attendance or academic issues and collaborate as a team with the student and parent/guardian to have effective interventions.

A large portion of PIE-IL is based on student success and is contingent on their social-emotional well-being. Along these lines, a process of direct student intervention, relative to students whom staff and the counseling department identify as being "in crisis," has been developed that meets weekly to discuss and create an action plan for students who are struggling in the social-emotional sphere. The entire instructional and support staff at PIE-IL participates in this process.

The standardized independent study curriculum of Pathways frames the teaching and learning of students within a framework that includes individual, one-on-one/tutoring, and small group contexts, with the individual student taking primary responsibility for their progress through a course. The learning objectives for each unit of instruction within the independent study program are clearly outlined at the beginning of each "unit" in terms of standards-based competencies. Throughout each "unit" a student will find worksheets (e.g., checks for comprehension), activities (e.g., student directed projects), writing assignments, and alternative assessments that frame the independent study of the student in relation to multiple levels of cognitive tasks, ranging the spectrum of common core learning standards. Each independent study unit has an assessment that provides formative feedback as to the progress of students. The special education staff has created accommodations and modifications to provide support and appropriate scaffolding to the independent study program.

The form of instruction that has taken shape within the SGI classes over the past year has been standards focused and aligned to the scope and sequence of the independent study units. SGI teachers have created their own assessments and mechanisms for gaining formative feedback. The form of instruction that has taken shape within the "intervention courses" at Pathways has incorporated an overall understanding that the class content is focused on skill development and student progress towards literacy and/or math proficiency. The focus of instruction is not content specific but, rather, skill specific. Therefore, much of the concern for focusing on content instead of understanding is eliminated from the equation as teachers craft lessons that address and push students to go beyond their understanding and practice of literacy and math.

Guide for Multi-Tiered System of Support

- **TIER 1 - Persist in adjusting instruction so individual student misunderstandings or advanced needs are successfully accommodated. (3e)**
  - Intervene in a timely and effective way to help students who are struggling.
  - When formative assessments show a need for intervention or enrichment, teachers make effective impromptu adjustments that individualize instruction for students.
  - Use progress monitoring data to trace effectiveness of interventions and student response to intervention.
- **TIER 1 - Customize the learning environment, pace, and approach of teaching and curriculum in order to meet each learners' individual needs ('Personalized Learning').**

- Empower student to advance their learning.
- Use up-to-date individual student profiles that include strengths, needs, motivations, and outlines an individualized path to reach his/her goals.
- Classrooms are student-centered with student agency.
- Each student has the opportunity to advance upon demonstrating mastery.
  - **ON TRACK - Provide universal supports to prevent failing and absenteeism and targeted interventions for grades below "C" or chronic absenteeism. (On Track)**
    - Identify students off track due to low attendance and poor course performance and provide intensive supports to address root causes of why students have low grades and poor attendance.
  - **TIER 2 & 3 - Collaborate and work as teams of teachers and Related Service Providers (RSP) to plan and monitor targeted student support with varied instructional strategies and SEL support of varying degrees of intensity for all students.**
    - Monitor students requiring and receiving targeted and intensive instruction/interventions.
    - Use the Problem Solving Process to plan Tier 2 and 3 instruction/interventions.
    - Determine appropriate interventions for students or groups of students not making adequate progress.
    - Use progress monitoring data to track effectiveness of interventions and student response to intervention.
  - **TIER 2 & 3 – Implement Personal Learning Plans (PLP (https://sites.google.com/a/cps.edu/kc/curriculum/instructional-supports/school-year-supports---personal-learning-plans)) goals and intervention strategies for students requiring school year supports as described in Elementary School Promotion Policy (Board Report 09-1028-PO2).**
    - Ensure implementation of these plans, review subsequent 5 week data, determine the effectiveness of the strategies and adjust plans as needed.
  - **Communicate to parents/guardians the additional supports and/or interventions provided for their child to better align school and home environments.**

Evidence, Measures, and Standards

EVIDENCE, MEASURES, AND STANDARDS	
Suggested Evidence	✓ Evidence of multi-tiered system of supports (e.g. progress monitoring data, menu of available interventions in use, teacher team protocols in use) ✓ Evidence of Personal Learning Plan (PLP) implementation ✓ Integrated data system that informs instructional choices ✓ Flexible learning environments ✓ Use of student learning plans ✓ Use of competency-based assessments ✓ Use of personalized learning rubric ✓ Evidence of On Track monitoring and supports
Measures	✓ SQRP Attainment and Growth ✓ Attendance Rates ✓ Course success rates (e.g. grade distributions, pass/failure rates)
Five Essentials	Ambitious Instruction Collaborative Teachers Supportive Environment
CPS Framework for Teaching	1a. Demonstrating knowledge of content and pedagogy 1b. Demonstrating Knowledge of Students 1d. Designing Coherent Instruction 2d. Managing Student Behavior 3d. Using Assessment in Instruction 3e. Demonstrating Flexibility and Responsiveness 4b. Maintaining Accurate Records
CPS Performance Standards for School Leaders	B3. MTSS Implemented Effectively in School

Balanced Assessment & Grading:

A balanced assessment system effectively measures the depth and breadth of student learning and monitors student progress towards college and career readiness. It also produces actionable data to inform planning for instruction, academic supports, and resource allocation. To meet these goals, a balanced assessment system must include multiple measures and be responsive to the needs of all students, including diverse learners and English learners.

Score

1 **2** 3 4

Pathways in Education is a blended learning program where students complete independent study courses using pre-set curriculum aligned to the CCSS in textbooks or virtual school classes. Pathways provides services to students with IEPs/504s and all diverse learners are assigned a special education teacher to provide more individualized support and modifications. Paraprofessionals are on site 5 days a week to assist special education teachers with instruction. Small group instruction (SGI) courses are offered in Math and English. These are direct instruction courses where students are provided the opportunity to work in group settings and are given daily assessments for learning to gauge their progress. Some of these include daily writing prompts, group projects/activities, exit coupons, and presentations. Students are given quarterly report cards and parents and family members are invited to meet staff and learn more about the program during orientations, parent/teacher conferences, and open houses. Pathways' students complete some formative assessments, but a majority of our courses assess using summative. Since most assessments are summative in nature the ILT has tasked the departments with creating formative alternative assessments and tools to measure growth and provide more authentic, rigorous learning opportunities. These resources provide students with the opportunity to perform a more authentic form of assessment in addition to the multiple choice test which checks for mastery of content and understanding. In addition to alternative assessments aimed at engaging all students, Pathway's SPED staff has developed unit-based assessments that take into account the needs of students with IEPs.

Pathways' students also complete standardized tests during the designated windows provided by the district including: PARCC, ACCESS 2.0, ACT, and STAR. The Academic Accountability Committee is also working to identify students in need of additional literacy support. The committee is working on creating a foundational course (orientation bootcamp) to focus on building skills in writing and reading comprehension. PIE-Avondale has a dedicated counseling department that is focused on the social-emotional needs of students as well as accomplishing post-secondary milestones.

• Ambitious Instruction (27)

SQRP Attainment and Growth-
Credit attainment- 15.5% of students earned all attempted credits. This was an increase in the credit attainment from the 2013-2014 school year which was at 13.9%. The one-year graduation rate was 59%.

Guide for Balanced Assessment & Grading

- **Use multiple measures (i.e. a range of assessment types and at multiple points in time) to supplement district-centralized assessments with other formative assessments to provide a more comprehensive picture of student learning.**
- **Use screening, diagnostic, and progress monitoring assessment to correctly identify specific gaps and monitor improvement, especially for students receiving Tier 2 and 3 services, in addition to Tier 1 core instruction.** (also see *MTSS* and *Instruction*)
- **Make assessments accessible to students, including diverse learners and English Learners through employing features of** universal design (http://www.udlcenter.org/aboutudl/udlcurriculum) **and use of accommodations and, where needed, modifications.**
  - Provide accommodations in presentation (i.e. how assessment text and tasks are presented to students), response (i.e. how students provide their answers), and/or setting/timing (i.e. scheduling/location of assessment).
- **Utilize assessments that reflect the key shifts in literacy and mathematics in teacher created or selected assessments.** (see Rigorous Student Tasks)
- **Utilize assessments that measure the development of academic language for English learners.**
- **Have access to and analyze school-wide, teacher team, and classroom assessment data to determine instructional effectiveness and subsequent learning needs**
- **Improve and promote assessment literacy.**
  - Work together on building common assessments within a department, course, or grade level team.
  - Invest resources in helping teachers evaluate and improve the quality of formative assessments. For example, use the Assessment Design Toolkit (http://www.csai-online.org/spotlight/assessment-design-toolkit).
  - Use common protocols and calibrate on scoring and grading in teacher teams.
  - Analyze quality and alignment of assessments and tasks to ensure they meet the expectations of the standards and embed various levels of complexity.
- **Have a grading system that clearly, accurately, consistently, and fairly communicates learning progress and achievement to students, families, postsecondary institutions, and prospective employers.**
  - Ensure that students, families, teachers, counselors, advisors, and support specialists have the detailed information they need to make important decisions about a student's education.
  - Measure, report, and document student progress and proficiency:
    - Against a set of clearly defined cross-curricular and content-area standards and learning objectives collaboratively developed with staff.
    - Separately from work habits, character traits, and behaviors, so that educators, counselors, advisors, and support specialists can accurately determine the difference between learning needs and behavioral or work-habit needs. academic mindsets and behaviors (CCSR).
  - Ensure consistency and fairness in the assessment of learning, and assignment of scores and proficiency levels against the same learning standards, across students, teachers, assessments, learning experiences, content areas, and time.
  - Ensure grades are not used as a form of punishment, control, or compliance.

Evidence, Measures, and Standards

EVIDENCE, MEASURES, AND STANDARDS

Suggested Evidence	✓ Examples of a variety of teacher created and teacher selected assessments ✓ Units and lesson plans with formative and summative assessments embedded in a long term plan ✓ Evidence of assessment data analysis for the purpose of planning ✓ Assessment calendar ✓ Examples of gradebooks ✓ School's grading policy ✓ Grade distribution reports (course success rates)
Measures	✓ SQRP Attainment and Growth
Five Essentials	Ambitious Instruction
CPS Framework for Teaching	1c. Selecting Learning Objectives 1e. Designing Student Assessment 3d. Using Assessment in Instruction 4a. Reflecting on Teaching & Learning 4b. Maintaining Accurate Records
CPS Performance Standards for School Leaders	B1. Implements Curricular Scope and Sequence and Reviews Instructional Practices

Culture for Learning:

Score

1 **2** 3 4

A culture for learning is characterized by a school atmosphere that reflects the educational importance of the work undertaken by both students and staff. It describes the norms that govern the interactions among individuals about the mindsets (e.g. ability/confidence to grow with effort), academic behaviors (e.g. attending classes, completing assignments), the learning strategies and skills, the value of perseverance despite challenges and obstacles, and the general tone of the school. The classroom is characterized by high cognitive energy, by a sense that what is happening there is important, and that it is essential to "get it right." There are high expectations for all students. The classroom is a place where teachers and students value learning and hard work, and students take visible delight in accomplishing their work. Staff believe they can make a difference, that their hard work is the fundamental cause of student achievement, and are invested in student outcomes.

Ambitious Instruction: MVMS Weak (27)
Collaborative Teachers: MVMS Neutral (55)
Supportive Environment: MVMS Supportive Environment Strong (68)

PIE-IL operates its instructional program through various curricula. The foundational curriculum of the Pathways' instructional program is connected to the school's independent study program. Independent study courses are standardized and aligned to state and Common Core standards. Each class within the independent study curricula – which incorporates all of the CPS core classes as well as electives – follows a set sequence that is aligned to the understanding and mastery of standards, which is exhibited by students and assessed through unit-specific, standardized assessments.

A secondary component of the PIE-IL instructional program is "Small Group Instruction" (SGI). SGI classes are developed by teachers in line with the independent study curriculum, in the field of English Language Arts, Algebra I, Geometry, and Algebra II, and Biology. The approach that has been taken to developing each course has followed the Common Core-based sequence of standards contained in the independent study curriculum. Accordingly, all students who participate in SGI as well as independent study are exposed to grade-level texts.

In an effort to bolster the Ambitious Instruction ratings the following is taking place:
English Instruction: Upon enrollment, all students complete a writing sample which is assessed using a rubric. Students then attend workshops tailored to their specific needs in the area of written language.
Math Instruction: A data team has been out together to evaluate STAR data and determine which students might need small group instruction to improve skill knowledge.
Academic Press and Quality of Student Discussion: By the very nature of PIE-IL's independent study model, it is challenging to engage students in discussion. However, during this political season, teachers are putting together Current Event and Presidential Candidate Discussion Groups to provide students an opportunity to present their sound, research-based opinions and be challenged on their beliefs.

Pathways staff– from teacher to principal – is referred to within the organization by their first name. Parents and visitors are met at the front door and welcomed by a staff member. Any concerns a parent may have can be addressed immediately or assistance can be immediately sought out. Furthermore, during new student orientations, parents are either required (for students under 18) or encouraged to attend the orientation so they, too, can receive firsthand information on the school's expectations, in addition to learning more about the school's culture and climate. They are also given the opportunity to meet a teacher they can direct their questions and concerns.

In an effect to improve communication between home and school, PIE-IL holds Open Houses at least twice during the school year and hosts Report Card Pick during the first and third quarters.
The school's tie with parents/guardians is highly valued at Pathways and has hired an Attendance Specialist who can amplify our home/school connection efforts.

The linchpin of the Pathways In Education approach to college exploration is the college tour the school conducts once or twice annually. The tour targets students with an expressed desire to attend college as well as others and provides students with the opportunity to visit 4 or more colleges within the near vicinity (approximately 5 hours) of Chicago. Colleges of different sizes and institutional backgrounds (public, private, community) are visited.
Throughout the school year the counseling department hosts college and career days at the Pathways in Education school sites. Four college and career days were facilitated during the 2015-16 school year.
In addition to the above activities, the counseling staff at PIE-IL has informational tables and college/career pennants at each of the Pathways in Education campuses.

Pathways in Education has a student adviser who works with all students to help them form decisions, understandings, and practices related to their post-secondary career and college opportunities. This position will expand the touring of colleges to include more local options, including the Chicago City Colleges and other public and private institutions in the city. Similarly, the student adviser works with local businesses and organizations in order to set up mentoring and job shadowing opportunities.
The counseling department works with all students to develop a "Career Cruising" profile along with career/college needs assessments, and guidance worksheets. PIE-IL identifies and incorporates all juniors into the state testing process, including the completion of the PARCC and ACT. ACT test prep is being expanded for the 2016-17 school year.
Part of the PIE-IL college tour is exposing students to college options, costs, and financial aid. The counseling department carries forward the exposure of students to these aspects of post-secondary education through FAFSA workshops, college and career fairs, and individual college-focused conversations

Guide for Culture for Learning
- **Create a culture that reflects a shared belief in the importance of learning and hard work.**
    - Use strategies to reinforce and cultivate student curiosity.
    - Make learning goals relevant to students, and inspire students to stay committed to their learning goals.
    - Consistently communicate the expectation that all students can achieve at high levels.
    - Utilize strategies to encourage daily and timely attendance.
- **Convey high learning expectations for all students and develop structures that enable practice and perseverance for each individual student.**
    - Clearly display school-wide expectations for academic and personal success throughout the building.
    - Set high expectations according to grade-appropriate learning objectives.
    - Differentiate expectations so all students stretch to not only meet but exceed personal learning goals.
    - Recognize high levels of student achievement. All students receive recognition.

- - Encourage student resilience and hard work.
    - Ensure students feel safe to share misunderstandings and struggles.
  - **Encourage students to take ownership and pride in their work where students assume responsibility for high-quality work by persevering, initiating improvements, addressing critiques, making revisions, adding detail and/or helping peers.**
    - Students self-assess (e.g. checking own work before giving to teacher) to develop a reflective habit of mind essential for improvement. This ensures students take responsibility for their own learning, focuses attention on criteria for success, and increases effort and persistence.
  - **Provide students frequent, informative feedback.**
    - Tell/show students what they have done well (through positive reinforcement) and what they need to do to improve, including clarifying criteria and goals.
    - Give feedback on the task, the processes used to complete the task, and on the student's ability to self-regulate their own learning.
  - **Develop academic mindsets and behaviors.**
    - Teach a growth mindset that over time with effort and practice, students can learn and succeed.
    - Encourage students' sense of belonging to the school and classroom community (see Relational Trust).
    - Employ strategies including ongoing monitoring and support of students' academic behaviors.
    - Praise effort and process. For example, "Good job, that must have taken a lot of effort" instead of, "Good job. You must be really smart."

Evidence, Measures, and Standards

Evidence, Measures, and Standards	
Suggested Evidence	✓ Sample of individual student learning goals from a cross-section of teachers ✓ Also review student work evidence from Rigorous Student Tasks
Measures	✓ Five Essentials – Ambitious Instruction ✓ SQRP Attainment and Growth
Five Essentials	Ambitious Instruction Collaborative Teachers Supportive Environment
CPS Framework for Teaching	2b. Establishing a Culture for Learning
CPS Performance Standards for School Leaders	C1. Creates a Culture that Supports Social Emotional Learning and Effective Effort

Relational Trust:

The school is characterized by high levels of relational trust between all school participants - the "glue" or the essential element that coordinates and supports the processes essential to effective school improvement. Interactions, both between the teacher and students and among students, are highly respectful, reflecting genuine warmth and caring. Students contribute to high levels of civility. Interactions are sensitive to students as individuals, appropriate to the ages and development of individual students, and to the context of the class. The net result of interactions is that of academic and personal connections among students and adults.

Score

1 **2** 3 4

Collaborative Teachers: MVMS Neutral (55)
Supportive Environment: MVMS Strong (68)

Pathways in Education develops a plan for professional development annually. The professional development plan is focused on whole staff initiatives that are directly aligned to the school's CIWP (i.e., our three strategies).
PIE-IL has a formal departmental structure around each content area that will provide on-going opportunities for teachers across the schools, within each content area, to engage in on-going discussions of instruction within their content areas. Additionally, Pathways in Education has organized small committees across all locations whose intention is to focus on attendance, instruction, and diverse learners. These committees will act as liaisons between all staff and administration.

Observations of organizational improvement within the general learning area are made daily, which provide direct insight into the staff's professional development in the area of student engagement, learning environment management, and social-emotional support. Classroom observations are conducted monthly and are structured in relation to the goals of instruction outlined within professional development.

The linchpin of the Pathways In Education approach to college exploration is the college tour the school conducts once or twice annually. The tour targets students with an expressed desire to attend college as well as others and provides students with the opportunity to visit 4 or more colleges within the near vicinity (approximately 5 hours) of Chicago. Colleges of different sizes and institutional backgrounds (public, private, community) are visited.
Throughout the school year the counseling department hosts college and career days at the Pathways in Education school sites. Four college and career days were facilitated during the 2015-16 school year.
In addition to the above activities, the counseling staff at PIE-IL has informational tables and college/career pennants at each of the Pathways in Education campuses.
Pathways in Education has a student adviser who works with all students to help them form decisions, understandings, and practices related to their post-secondary career and college opportunities. This position will expand the touring of colleges to include more local options, including the Chicago City Colleges and other public and private institutions in the city. Similarly, the student adviser works with local businesses and organizations in order to set up mentoring and job shadowing opportunities.
The counseling department works with all students to develop a "Career Cruising" profile along with career/college needs assessments, and guidance worksheets. PIE-IL identifies and incorporates all juniors into the state testing process, including the completion of the PARCC and ACT. ACT test prep is being expanded for the 2016-17 school year.
Part of the PIE-IL college tour is exposing students to college options, costs, and financial aid. The counseling department carries forward the exposure of students to these aspects of post-secondary education through FAFSA workshops, college and career fairs, and individual college-focused conversations.

Guide for Relational Trust

- **Develop trusting relationships with students so each student has at least one trusted adult in the school.**
  - Adults are responsible for occasional check-ins or serve as mentors.
- **Adult-student interactions are positive, caring, and respectful.**
  - Ensure a greater proportion of interactions are positive (as opposed to corrective) between staff and student consistently school-wide.
- **Student interactions are mutually supportive and respectful, with strong norms for positive behavior.**
  - Create opportunities for students to build positive relationships with peers.
  - Create opportunities for older students to mentor younger students.
- **Understand diversity and its impact on student learning; recognize and integrate the learning opportunities that come from a diverse community.**
  - Create opportunities for students to learn about the community they serve (e.g. culture and neighborhoods).
  - Have mutual respect for individual differences (e.g. gender, race, culture, etc.) at all levels of the school—student-student; adult-student; adult-adult and overall norms for tolerance.
  - Provide training to engage diverse families and communities.
- **Support and respect one another, personally and professionally (Teacher-Teacher Trust, Teacher-Principal Trust)**
  - Respect other teachers who take the lead in school improvement efforts.
  - Respect colleagues who are experts at their craft.
  - Exchanges are marked by genuinely listening to what each person has to say and by taking these views into account in subsequent actions. Even when people disagree, individuals can still feel valued if others respect their opinions.
  - Personal regard springs from a collective willingness to extend beyond the formal requirements of a job definition or a union contract (e.g. openness or reaching out to others).
- **Utilize relationships as a means of deterring truant behavior brought on by unspoken hurdles a child may be facing.**

Evidence, Measures, and Standards

Suggested Evidence	✓ Five Essentials/My Voice, My School Survey ✓ School Climate Standards Self-Assessment
Measures	✓ Five Essentials
Five Essentials	Collaborative Teachers Supportive Environment
CPS Framework for Teaching	1b. Demonstrating Knowledge of Students 2a. Creating an Environment of Respect and Rapport
CPS Performance Standards for School Leaders	D2. Creates, develops and sustains relationships that result in active student engagement in the learning process E1. Creates a Culturally Responsiveness Climate

Student Voice, Engagement, & Civic Life:

Students are interested and engaged in learning, invested in their school, and contributing to their community. The school provides early and ongoing exposure to a wide range of extracurricular activities and rigorous courses and programming.

Score

1 2 **3** 4

Measure of Supportive Environment
Student-Teacher Trust – Very Strong 99
Safety - Strong 61
School-Wide Future Orientation – Very Strong 81

PIE provides multiple opportunities for our students to contribute to their communities by having in-school service learning projects, service learning field trips, as well as out of state service learning retreats. Outside of a student's "teacher" the school culture at Pathways is one in which all adults are responsible for maintaining a constructive environment and forming substantive relationship with students. We give students the time to voice their concerns in one-on-one sessions with their teachers, student advisor, school counselors, or social workers, also in support groups, such as Men's group, Women's group, Parenting group, The Chill Program (snowboarding program sponsored by SOBE), etc. Our students are also given the opportunity to attend College through our partnership with Daley College, part of the City Colleges of Chicago.

Per student requests we have created a variety of workshop or club options for students. Students can also attend in-school workshops covering such topics as voter's registration workshop, income tax return workshops, college 101, FAFSA, DACA, current events club, book club, music club, etc. Providing students with these options gives the individual students the opportunity to connect with the community, gain academic skills, gain personal growth skills, and engage with others.

Students who have an IEP or 504 are fully integrated in the Pathways program. They have their own teacher, who fills the same advocacy role discussed above, as well as a special education teacher who is responsible for ensuring their accommodations and modifications are met. An area of improvement within PIE-IL is the incorporation of home language and culture into the school curriculum and cultural climate. PIE is continuing to grow the ELL program ensuring that all students are supported fully.

PIE-IL has developed a system of behavioral interventions that focus on the enactment of restorative practices within the school. PIE-IL has developed a school culture where behavior can be discussed and analyzed in an objective, yet personal, manner.

Students who act in ways that are detrimental to the school environment are always engaged, either by a teacher or school counselor, in discussion of their behavior. If student behavior does not improve then the student may be referred to the counseling department at which time one-on-one counseling will be performed or a "behavior intervention group [B.I.G.]" will be convened in order to discuss student behavior in a more in-depth fashion by including the perspectives of the student by the entire staff of Pathways. The "B.I.G." culminates with the development of an action plan aimed at supporting the improvement of student behavior and well-being.

The counseling department at PIE-IL is very active – and proactive – in supporting students who are "in crisis." The counseling department actively works with students "in crisis" to find specialized support services through outside agencies that deal with pregnancy support, housing options, citizenship application, criminal record expungement, and, among others, mental health treatment. Sometimes counseling efforts extend to the home but, often times, the crisis the student is experiencing is a manifestation of a non-supportive home environment and the efforts of the school are, thus, directed at servicing the student before the home.

Guide for Student Voice, Engagement, & Civic Life

Students…

- **Have equitable access to a wide range of extracurricular and enrichment opportunities that build leadership, nurture talents and interests, and increase attendance and engagement with the school.**
  - Student needs, interest, and input are solicited for student programming.
  - Impact and quality of extracurricular and enrichment activities are measured regularly.
- **Have equitable access to rigorous courses/programming (e.g. AP, IB, magnet, dual credit, CTE).**
  - Student needs, interest, and input are solicited for student programming.
- **Have a choice.**
  - Respectful student questioning and inquiry is embraced. Students choose issues of concern, research topics relevant to their lives, and develop their

own plans to address them.
- Learning activities are personalized to match students' needs and interests, and students are involved in decisions that affect their learning.
- ○ **Have a voice and take informed action.**
  - Students are included in key conversations about their learning experience and work with the principal and staff to identify issues and implement solutions. (e.g. student voice committee).
  - Students initiate and lead some school improvement initiatives.
  - Students participate in democratic decision-making at the school level.
  - Students identify and research issues of relevance and work together to propose/advocate for solutions.
- ○ **Connect to decision-makers.**
  - Students learn about the structures and roles of government and civil society. They learn how to engage with elected officials and decision makers, and learn they have power and practice using it.
  - Students learn about issues and candidates, prepare voter education materials and get involved.
  - All eligible students are asked to register to vote.
- ○ **Make positive contributions to the school and community.**
  - Civic engagement is the project of entire school. Teachers and school staff collaborate across disciplines and grade levels to align and embed civic skills and content in curriculum.
  - Curriculum based projects, including service learning experiences, are present in various disciplines, and link students to community resources and partners.
  - Incorporate writing for audience beyond the teacher (presentation based learning).
- ○ **Learn to evaluate and consider multiple viewpoints by discussing current and controversial topics.**
- ○ **Consider how people in a democratic society effect change.**
- ○ **Consider their roles and responsibilities as a member of the community.**
- ○ **In high school, students are enrolled in Civics courses.**

Evidence, Measures, and Standards

Evidence, Measures, and Standards	
Suggested Evidence	✓ Extracurricular offering info (e.g. descriptions of sports and clubs, list of partner organizations, participation data) ✓ Student interest surveys (and/or other avenue for student input) ✓ Policies regarding student engagement in decision making ✓ Student government or committee charter and responsibilities ✓ MVMS Student Survey completion rates and results
Measures	✓ Five Essentials – Supportive Environment
Five Essentials	Supportive Environment
CPS Framework for Teaching	1b. Demonstrating Knowledge of Students 2a. Creating an Environment of Respect and Rapport 3c. Engaging Students in Learning
CPS Performance Standards for School Leaders	D3. Utilizes Feedback from Multiple Stakeholders for School Improvement
Content Standards	Social Science 3.0 Social Emotional Learning Standards

Safety & Order:

The school is characterized by high levels of safety and order. Students feel physically and emotionally safe from harm, and adults work to actively maintain a safe, orderly school environment.

Score

1   2   **3**   4

MVMS Evidence:

Supportive Environment: Strong (increased from 62 in SY13/14 to 69 in SY14/15)
? Safety – 61 (strong)
? Student-Teacher Trust – 99 (very strong)

Outside around the school, 83% of students feel either mostly safe or very safe.
Traveling between home and school, 73% of students feel either mostly safe or very safe.
Inside the school (in classes, bathrooms, or hallways), 94% of students feel either mostly safe or very safe.
97% of students agree or strongly agree that they feel safe and comfortable with their teachers.

PIE-IL has developed a system of behavioral interventions that focus on the enactment of restorative practices within the school. The bedrock of the behavioral intervention system lies in the professional development the school has engaged in over the past school year, which has focused on framing student behavior in relation to coping and the manifestation of adaptive and maladaptive behaviors. By complicating how behavior is viewed, PIE-IL has developed a school culture where behavior can be discussed and analyzed in an objective, yet personal, manner.

Students who act in ways that are detrimental to the school environment are always engaged, either by a teacher or school counselor, in discussion of their behavior. If student behavior does not improve then the student may be referred to the counseling department at which time one-on-one counseling will be performed or a "behavior intervention group [B.I.G.]" will be convened in order to discuss student behavior in a more in-depth fashion by including the perspectives of the student by the entire staff of Pathways. The "B.I.G." culminates with the development of an action plan aimed at supporting the improvement of student behavior and well-being.

Positive behavior is rewarded at Pathways through the inclusion of students in "leadership retreats" and the providing of gift certificates or other "reward" structures.

PIE leadership members have attended EMT trainings provided by the Chicago Public Schools in an effort to be most prepared in the event of any and all emergencies. Evacuation plans are created and communicated to all staff members. Our campus has the required EMT roles assigned to specific staff members that will be trained in their responsibilities in the event of an emergency.

Staff members are present outside of the building during each arrival and dismissal time to ensure safe passages in and out of the building. A sign-in sheet is present at the front door and is required for any visitor to the building. A sign out sheet is also used for students who receive permission from parents to be dismissed early.

PIE is continuously working to strengthen the relationship between themselves and the Chicago Police Department. Efforts are also being made to request professional developments provided by members of the CPD to inform staff of pertinent information regarding local threatening neighborhood dynamics that may be present in or around our school site.

Guide for Safety & Order

- **Ensure students and adults feel physically, socially, intellectually, and emotionally safe throughout the school.**
- **Provide clear procedures for reporting and responding to safety concerns.**
- **Manage efficient and orderly transitions between activities.**
    - Manage classroom routines and procedures to maximize instructional time.
    - Orchestrate the environment so students contribute to the management of classroom routines (e.g. transitions) without disruption of learning).
    - Arrival, dismissal, and other school-wide transitions are safe, efficient, and orderly.
- **Provide a framework for positive behavior throughout the school based on shared values and expectations.**
    - Have shared expectations for positive behavior. (See Restorative Approaches to Discipline)
- **Teach, model, and reinforce (by all staff members) clear behavior expectations for all areas of the school.**
    - All adults use active supervision (move, scan, and interact) in all settings.
- **Emphasize proactive, instructive, and restorative approaches to student behavior and minimize punitive consequences through policies and procedures. (See Restorative Approaches to Discipline)**
    - Adults correct misbehavior in ways that reinforce established expectations and cause minimal disruption to learning.
- **Clarify criteria for office referrals versus classroom managed behavior.**

Evidence, Measures, and Standards

EVIDENCE, MEASURES, AND STANDARDS	
Suggested Evidence	✓ MVMS score – "Safety" ✓ % of teachers proficient or distinguished in 2c (Management of Transitions) on the Framework for Teaching? ✓ Examples of teacher practice improving in Domain 2 of the Framework for Teaching. ✓ School Climate Standards Rubric/Assessment
Measures	✓ Five Essentials – Supportive Environment score ✓ My Voice, My School Survey "Safety" score
Five Essentials	Supportive Environment
CPS Framework for Teaching	2a. Creating an Environment of Respect and Rapport 2c. Managing Classroom Procedures 2d. Managing Student Behavior
CPS Performance Standards for School Leaders	A4. Creates a Safe, Clean and Orderly Learning Environment

Restorative Approaches to Discipline:

Score

1   2   **3**   4

The school is characterized by having and implementing policies and procedures that emphasize proactive, instructive, and restorative approaches minimizing punitive consequences. Discipline practices primarily focus on shaping behavior as opposed to punishing behavior. The school only uses out-of-school suspension as a last resort and utilizes a systems-change approach to bring about a more restorative culture. The school is also characterized by strong and consistent school and classroom climates. The school reinforces positive behaviors and responds to misbehaviors in calm, respectful, and thoughtful ways, teaching students important social and emotional skills that enable them to get along with others, make responsible decisions, and focus on learning. When misbehavior occurs, the school seeks to understand the underlying reasons (root cause) in order to design a response that effectively changes student behavior using a menu of instructive, corrective and restorative responses.

Supportive Environment: MVMS Supportive Environment Strong (70)

In an effect to improve communication between home and school, PIE-IL holds Open Houses at least twice during the school year and hosts Report Card Pick during the first and third quarters.
The school's tie with parents/guardians is highly valued at Pathways and has hired an Attendance Specialist who can amplify our home/school connection efforts.

PIE-IL has employed restorative justice practices to develop its behavioral intervention system used within the school. The bedrock of the behavioral intervention system lies in the professional development the school has provided over the past school year, which has focused on framing student behavior in relation to coping and the manifestation of adaptive and maladaptive behaviors. To evaluate how complicated behavior is viewed, PIE-IL has developed a school culture where behavior can be discussed, analyzed and interpreted in an objective, yet personal, manner.

Attempts to engage all students are consistently made throughout the day to prevent behavior that may be detrimental to the school environment. In the event such behaviors do occur, either a teacher or school counselor will discuss, privately, the behavior-in-question with that student. If behavior is not extinguished or improved, the student may then be referred to the counseling department. A one-on-one counseling session will be performed or a "Behavioral Intervention Group [B.I.G.]" will be convened in an effort to determine the root cause of the behavior. The "B.I.G." culminates with the development of an action plan aimed at supporting the well-being of the student and improving behavior.

Positive behavior is rewarded at Pathways through the inclusion of students in "leadership retreats" and the providing of gift certificates or other "reward" structures.

Guide for Restorative Approaches to Discipline

- **PROACTIVE - Reinforce positive student behavior with clear expectations, routines, and procedures.**
  - A team meets regularly to organize systems that support a restorative environment.
  - Post and refer to clear, positively stated expectations and model expected behaviors.
  - Create routines and procedures central to the learning environment.
  - Engage families as partners.
  - Contact families frequently to inform them of positive student behavior and progress.
  - Vary acknowledgements and provide both short and long term opportunities for reinforcement for all students.
- **INSTRUCTIVE - Integrate universal SEL skills instruction and core content.**
  - Intentionally teach competencies outlined in SEL Standards. Use discipline as opportunity to teach these skills.
  - Use a Multi-tiered System of Supports (MTSS) for social, emotional, and behavioral growth.
    - Use data to determine which behaviors should be retaught or more heavily reinforced.
  - Explicitly teach expected behavior and positively reinforce consistently school-wide.
  - Avoid power struggles with students by offering choices. Redirect students privately and respectfully.
- **RESTORATIVE - Employ a continuum of responses to behavior to effectively change student behavior.**
  - Ensure classroom instruction continues when problem behavior occurs.
  - Prefer responses that do not remove students from regular instructional setting or after school activities.
  - Respond to behavior to address the cause, reteach expectations, build social emotional skills, and repair relationships with staff or peers.

- Designate an administrator, such as a dean or restorative practices coordinator, responsible for leading centrally-managed response to behaviors using consistent, restorative procedures.
- Support teachers to engage in restorative conversations or respond to behavior incidents.
- Provide opportunities for students to take responsibility for repairing harm caused by their actions.
- Assign detention and ISS only for students who have a pattern of misbehavior and have not responded to non-exclusionary interventions, or when separation is a logical response to the behavior.
    - Include specific interventions to address social and emotional skill development, communicate with teachers to repair relationships, maintain classroom work, and connect to behavioral intervention services as necessary.
    - Establish a clear procedure for obtaining assignments from teachers to mitigate the impact of lost instruction for students assigned to ISS.
    - Designate space and consistent staff to support implementation of ISS.
- (Optional) Develop a Behavioral Health Team to coordinate appropriate behavioral interventions.

Evidence, Measures, and Standards

EVIDENCE, MEASURES, AND STANDARDS	
Suggested Evidence	✓ Misconduct data (Dashboard) ✓ My Voice, My School survey responses
Measures	✓ Five Essentials – Supportive Environment
Five Essentials	Supportive Environment
CPS Framework for Teaching	2a. Creating an Environment of Respect and Rapport 2d. Managing Student Behavior 4c. Communicating with Families
CPS Performance Standards for School Leaders	C3. Staff/Student Behavior Aligned to Mission and Vision of School
Content Standards	Social Emotional Learning Standards

Parent Partnership:

Score

1 **2** 3 4

The school develops strong parent partnerships characterized by involving parents in the instructional program, messaging expectations, fostering a better connection between the school and home, and inspiring participation and high levels of collaboration with families. The school provides opportunities for families to volunteer, build its parent community, and support the school's operations through activities including but not limited to participation on parent councils (e.g. PACs, BACs and PLNs). There are high levels of communication between schools and families is mutual and two-way. Families have a way to voice concerns and schools address and respond to input.

Pathways staff communicates with parents, students, and community members about the daily events and activities planned in the upcoming month. A Parent Advisory Committee (PAC) was formed last year to receive additional input from parents and determine the best ways for parents to become more involved and re-engage with their child. A monthly newsletter is distributed to students with planned workshops, field trips, and community events. Staff has special partnerships with Blue Sky Bakery and Lutheran Social Services of Illinois in the community to help with both job training and parenting groups. Every year the school hosts orientations, parent/teacher conferences, open houses, and college fairs that are open to all students, parents, and community members. Pathways staff organize blood drives and career fairs in which parents are invited to participate as volunteers and guest speakers. The Attendance Specialist reaches out to both parents and students, performing home visits and mailing certified letters home when a student has been absent for more than 5 days without communication. The Attendance Specialist supports the program by adhering to the district policy regarding Lost Child/Attendance through the creation of planned interventions involving parents/guardians whenever possible. The staff calls home regularly to update and keeps a phone log of attempts to reach out. As several of Pathways' students speak Spanish at home, the Spanish- speaking Center Coordinator is on site to assist with translation as well as create all official documents in both English and Spanish. The staff also uses various forms of technology to inform students and parents of upcoming events. This year, the enrollment application was updated to include email addresses for parents and students so that staff could communicate more effectively.

Staff also provides updates on the school's Facebook page of upcoming events and post pictures of past events. In addition, staff is able to add parents as mentors to student virtual classes so that parents can track their child's progress. However, with the student population that we serve several of our students do not live at home anymore as they are already adults and have started families of their own.

• Involved Families (27)

Guide for Parent Partnership
- **Establish a non-threatening, welcoming environment that is warm, inviting, and helpful.**
- **Provide frequent, high quality, well publicized opportunities for families and community to participate in authentic and engaging activities in the school community (e.g. student performances/ exhibitions, literacy or math events).**
- **Provide multiple opportunities for parents to ask questions, raise concerns, and give feedback.**
    - Respond to families' concerns and requests for information professionally and in a timely manner, providing resources and solutions to address the concerns.
- **Solicit the support and engagement of families as partners in the instructional program (e.g. volunteering, working at home with their child, involvement in class and school projects in and out of school, and parent workshops).**

- Host events for parents to share with other parents how home and school complement each other.
- Share best practices around learning and development with parents to support students at home.
- Inform parents of grade level standards and expectations and grading policies with a clear description of what meeting the standard looks like.
- Inform parents of attendance expectations and the impact of attendance on a student's trajectory.
- Assist parents to volunteer in the school and/or participate on teams/committees.
- Promote the use of **Parent Portal** and **Parent University** to connect and engage parents with school.
  - **Frequently communicate with families about class and individual activities and individual student's progress.**
    - Regularly inform parents of their child's progress across all relevant measures: attendance, discipline, academics, social-emotional learning, and health and wellness.
    - Send regular, positive, personalized communication from a staff member.
    - Use a variety of consistent communication methods (e.g. calls, text, newsletter, website, face to face) sensitive to cultural norms and needs.
  - **Conduct intensive outreach to families in need of specialized support through home visits and collaboration with social services agencies.**
    - School responses to student excessive absences and/or tardiness includes outreach to families.
  - **Provide proactive communication (e.g. parent handbook and resources).**
  - **Partner equitably with parents speaking languages other than English.**
    - Information is provided to parents in their native language.
    - Parent meetings scheduled with interpreters present to facilitate participation.

Evidence, Measures, and Standards

EVIDENCE, MEASURES, AND STANDARDS	
Suggested Evidence	✓ Examples of communication methods and content ✓ Participation rates for Parent University, events, parent council(s), report card pick-up, survey completion, Parent Portal, etc. ✓ Outreach efforts ✓ Documentation of responsiveness to Parent Support Center concerns raised ✓ Event agendas, flyers ✓ Fundraising activities and amounts (if applicable) ✓ How does the school honor and reflect the diversity of families including language and culture?
Measures	✓ Five Essentials Score – Involved Families ✓ My Voice, My School Survey scores – outreach to parents; parent-teacher trust
Five Essentials	Involved Families
CPS Framework for Teaching	2c. Managing Classroom Procedures 4c. Communicating with Families
CPS Performance Standards for School Leaders	D1. Engages Families

School Excellence Framework Priorities

Score	Framework dimension and category	Area of focus ⊘= Not of focus
2	Culture of & Structure for Continuous Improvement: Instructional Leadership Team	1 2 3 4 5 ⊘
2	Culture of & Structure for Continuous Improvement: Leadership & Collective Responsibility	1 2 3 4 5 ⊘
2	Expectations for depth & breadth of Quality Teaching: Balanced Assessment & Grading	1 2 **3** 4 5 ⊘
2	Expectations for depth & breadth of Quality Teaching: Instruction	**1** 2 3 4 5 ⊘
2	Expectations for depth & breadth of Student Learning: Curriculum	1 2 3 4 5 ⊘
2	Expectations for depth & breadth of Student Learning: Instructional Materials	1 2 3 4 5 ⊘
2	Expectations for depth & breadth of Student Learning: Rigorous Student Tasks	1 2 3 4 5 ⊘

2	Expectations for Quality & Character of School Life: Culture for Learning	1 **2** 3 4 5 ⊘
2	Expectations for Quality & Character of School Life: Parent Partnership	1 2 3 **4** 5 ⊘
2	Expectations for Quality & Character of School Life: Relational Trust	1 2 3 4 5 **⊘**
3	Culture of & Structure for Continuous Improvement: Aligned Resources	1 2 3 4 5 **⊘**
3	Culture of & Structure for Continuous Improvement: Professional Learning	1 2 3 4 **5** ⊘
3	Expectations for Quality & Character of School Life: Restorative Approaches to Discipline	1 2 3 4 5 **⊘**
3	Expectations for Quality & Character of School Life: Safety & Order	1 2 3 4 5 **⊘**
3	Expectations for Quality & Character of School Life: Student Voice, Engagement, & Civic Life	1 2 3 4 5 **⊘**
4	Expectations for depth & breadth of Quality Teaching: Multi-Tiered System of Support	1 2 3 4 5 **⊘**
4	Expectations for depth & breadth of Student Learning: Transitions, College & Career Access & Persistence	1 2 3 4 5 **⊘**

Goals

Required metrics (Highschool)   0 of 13 complete

	2014-2015 Actual	2015-2016 Actual	2016-2017 Goal	2017-2018 Goal
My Voice, My School 5 Essentials Survey				
(Blank)	*(Blank)*	*(Blank)*	*(Blank)*	*(Blank)*
National School Growth Percentile on the EXPLORE, PLAN and ACT Assessments				
(Blank)	*(Blank)*	*(Blank)*	*(Blank)*	*(Blank)*
African-American National School Growth Percentile on the EXPLORE, PLAN and ACT Assessments				
(Blank)	*(Blank)*	*(Blank)*	*(Blank)*	*(Blank)*
Hispanic National School Growth Percentile on the EXPLORE, PLAN and ACT Assessments				
(Blank)	*(Blank)*	*(Blank)*	*(Blank)*	*(Blank)*
English Learner National School Growth Percentile on the EXPLORE, PLAN and ACT Assessments				
(Blank)	*(Blank)*	*(Blank)*	*(Blank)*	*(Blank)*
Diverse Learner National School Growth Percentile on the EXPLORE, PLAN and ACT Assessments				
(Blank)	*(Blank)*	*(Blank)*	*(Blank)*	*(Blank)*
National School Attainment Percentile on the EXPLORE, PLAN and ACT Assessments				
(Blank)	*(Blank)*	*(Blank)*	*(Blank)*	*(Blank)*

Freshmen On-Track Rate

(Blank)	(Blank)	(Blank)	(Blank)	(Blank)

4-Year Cohort Graduation Rate

(Blank)	(Blank)	(Blank)	(Blank)	(Blank)

1-Year Dropout Rate

(Blank)	(Blank)	(Blank)	(Blank)	(Blank)

College Enrollment Rate

(Blank)	(Blank)	(Blank)	(Blank)	(Blank)

College Persistence Rate

(Blank)	(Blank)	(Blank)	(Blank)	(Blank)

Average Daily Attendance Rate

(Blank)	(Blank)	78.10	(Blank)	(Blank)

Custom metrics   3 of 3 complete

	2014-2015 Actual	2015-2016 Actual	2016-2017 Goal	2017-2018 Goal
Credit Attainment Rate				
Percent of students who earn total credits possible while enrolled at the school.	35.30	(Blank)	(Blank)	(Blank)
Growth in Attendance				
Percent of stable students who show an improvement of at least three percentage points in their individual daily attendance rates at an Options School compared to their daily attendance rate from previous school year.	77.20	(Blank)	(Blank)	(Blank)
Percent Making Growth Targets on STAR Math				
Percent of students with a growth percentile of 40 or higher on the STAR math assessment.	36.00	(Blank)	(Blank)	(Blank)

Strategies

Strategy 1

If we do...	...then we see...	...which leads to...
PIE teachers will implement an academic accountability system for our independent study program to balance student expectations.	Academic and behavioral expectations for students become balanced.	Percent Making Growth Targets on STAR Reading and Math, Credit Attainment.

Tags: Area(s) of focus:
Academics, Accountability, Rigor   1, 2, 3

Action step ❓	Responsible ❓	Timeframe ❓	Evidence for status ❓	Status

Action step	Responsible	Timeframe	Evidence for status	Status
Deploy Academic Accountability Committee.	Jessica Raiser	May 2, 2016 to Sep 6, 2016	Meeting Agendas	On-Track
Implement student planners	Attendance Committee	May 2, 2016 to Sep 6, 2016	Meeting agenda and timeline for roll-out	On-Track
Develop shared objectives and skills-based assessments that will guide understanding of student progress and increase skillsbased performance.	Tom Nickels Jessica Raiser Jeanelle Smith	Jul 11, 2016 to Nov 18, 2016	Assessment bank, curriculum analysis	Not started

Strategy 2

If we do...	...then we see...	...which leads to...
PIE counseling department will implement an intervention system, that includes home visits and incentives.	Junior and Senior attendance rate grow by 3%.	Growth In Attendance

Tags:
Attendance, Community, Collective responsibility, Culture for learning

Area(s) of focus:
2, 4

Action step ❓	Responsible ❓	Timeframe ❓	Evidence for status ❓	Status
Deploy attendance committee.	Tom Nickels, Gigi Abogado, Mary Carlson, Anna Fehsenfeld	May 2, 2016 to Sep 6, 2016	Meeting Agendas	On-Track
Implement Google Sheet to streamline communication between teachers and attendance specialists.	Gigi Abogado	May 2, 2016 to Jun 30, 2016	Spreadsheet detailing interventions.	On-Track
Conduct a monthly raffle to recognize students with 90-100% attendance, and students showing 10% growth in attendance from previous month.	Gigi Abogado, Jeanelle Smith	Jun 22, 2016 to Sep 6, 2016	Student of the Month nominations.	Not started

Strategy 3

If we do...	...then we see...	...which leads to...
Staff will build a formal resource bank, and participate in three PDs around differentiation	an increase in supplemental resources to support diverse learners.	Growth in attendance, and increased attendance rate.

Tags:
Resources, Academic expectations, Differentiation, Sped

Area(s) of focus:
1, 3, 5

Action step ❓	Responsible ❓	Timeframe ❓	Evidence for status ❓	Status

Order large-print curriculum for independent study courses.	Jeanelle Smith	May 2, 2016 to Sep 6, 2016	Invoices for curriculum orders.	On-Track
Formalize monthly SPED department meetings.	Jeanelle Smith	May 2, 2016 to Jun 30, 2016	Meeting Agendas	On-Track
Develop alternative assessments and assignments for core independent study courses.	Jeanelle Smith	Jun 22, 2016 to Sep 6, 2016	Alternative Assessment Bank	On-Track
Create audio library for English courses.	Jeanelle Smith	Jun 22, 2016 to Sep 6, 2016	Library of auditory supports.	On-Track

Action Plan

District priority and action step	Responsible	Start	End	Status
✚ Deploy Academic Accountability Committee. Tags: Academics, Accountability, Rigor	Jessica Raiser	May 2, 2016	Sep 6, 2016	On-Track
✚ Implement student planners Tags: Academics, Accountability, Rigor	Attendance Committee	May 2, 2016	Sep 6, 2016	On-Track
✚ Develop shared objectives and skills-based assessments that will guide understanding of student progress and increase skillsbased performance. Tags: Academics, Accountability, Rigor	Tom Nickels Jessica Raiser Jeanelle Smith	Jul 11, 2016	Nov 18, 2016	Not started
✚ Deploy attendance committee. Tags: Attendance, Community, Collective responsibility, Culture for learning	Tom Nickels, Gigi Abogado, Mary Carlson, Anna Fehsenfeld	May 2, 2016	Sep 6, 2016	On-Track
✚ Implement Google Sheet to streamline communication between teachers and attendance specialists. Tags: Attendance, Community, Collective responsibility, Culture for learning	Gigi Abogado	May 2, 2016	Jun 30, 2016	On-Track
✚ Conduct a monthly raffle to recognize students with 90-100% attendance, and students showing 10% growth in attendance from previous month. Tags: Attendance, Community, Collective responsibility, Culture for learning	Gigi Abogado, Jeanelle Smith	Jun 22, 2016	Sep 6, 2016	Not started
✚ Order large-print curriculum for independent study courses. Tags: Resources, Academic expectations, Differentiation, Sped	Jeanelle Smith	May 2, 2016	Sep 6, 2016	On-Track
✚ Formalize monthly SPED department meetings. Tags: Resources, Academic expectations, Differentiation, Sped	Jeanelle Smith	May 2, 2016	Jun 30, 2016	On-Track
✚ Develop alternative assessments and assignments for core independent study courses. Tags: Resources, Academic expectations, Differentiation, Sped	Jeanelle Smith	Jun 22, 2016	Sep 6, 2016	On-Track
✚ Create audio library for English courses. Tags: Resources, Academic expectations, Differentiation, Sped	Jeanelle Smith	Jun 22, 2016	Sep 6, 2016	On-Track

Fund Compliance

Supplemental General State Aid(SGSA)

☑ My school receives SGSA funds

By checking the above box, the school is verifying that the attendance center complies with the statement regarding the use of SGSA funds:

1. The attendance center allocation is correctly based on the number of students eligible to receive free and reduced lunch and breakfast.
2. The attendance center has an approced plan, developed in consultation with teachers, administrators, and other appropriate personnel, and parents of thes tudents attending the attendance center.
3. The attendance center's plan is approved by the LSC and CPS.
4. SGSA funded activities fall within the allowable program categories: early childhood education, reduced class size, enrichment programs, remedial assistance, attendance improvement, and other educationally beneficial expenditures which supplement the regular programs as determined by the illinois state board of education.
5. SGSA Funds supplement and do not suppland non-categorical and other categorical funds allocated to the attendance center.
6. SGSA funds are supporting only those activities specified in the school's approved plan/amendment.
7. SGSA funds are not used for capital expenditures. 8. SGSA funds are not used for any political or lobbying activities by the attendance center.

NCLB Program

◉ NCLB Schoolwide Program

(Not available to schools receiving NCLB funds for the first time) [Title 1/SW].

The school annually reviews the schoolwide plan/program. The schoolwide program plan is available to CPS, parents, and the public, and the information in the plan is in an understandable and uniform format, and to the extent practicable in a language the parents can understand.

○ NCLB Targeted Assistance Program Title I funded staff participate in the school's general professional development and school planning activities. Title I funded staff assume limited duties that are assigned to similar personnel including duties beyond the classroom, or that do not benefit Title I students, as long as the amount of time spent on such duties is the same proportion of the total work time with respect to similar staff.

○ Non-title school that does not receive any Title funds

Parent Involvement in Targeted Assistance and Schoolwide Programs

☑ I verify that the statement below is correct

No Child Left Behind (NCLB), the reauthorization of the Elementary and Secondary Act of 1965 continues a legislative commitment to parental involvement. Central features of prior reauthorizations, such as school-parent compacts, parent involvement policies, and the parent involvement funding formula remain unaltered. However, the NCLB reauthorization represents a notable shift in the role of parental involvement in the schools. It includes new provisions increasing parental notification requirements, parental selection of educational options, and parental involvement in governance. It envisions parents as informed and empowered decision makers in their children's education.

Parent Plan

Parent Involvement Policy   Complete

Schools must involve parents in the joint development and periodic review and revision of the NCLB, Title I school parental involvement plan and policy, and in the process of school review and improvement. Please describe how this will be accomplished.

> Pathways In Education will have at least two parent representatives sit on the PAC meetings of Pathways in order to gain parent/gaurdian insight and opinion to developments within the school's curriculum, programmatic offerings, and general curricular and extra-curricular events. At least one PAC meeting will be dedicated to reviewing and revising the parental involvement plan.

The school will hold an annual meeting at a time convenient to parents during the first month of school to inform them of the school's participation in NCLB, Title I programs and to explain the Title I requirements and their right to be involved in the Title I programs. The school will also offer a number of additional parental involvement meetings, including school PAC meetings, at different times and will invite all parents of children participating in the NCLB, Title I program to these meetings, and encourage them to attend. Please describe how this will be accomplished. Please list the projected date of your Title I Annual Meeting and your Title I PAC Organizational Meeting

> Pathways will incorporate parent relevant, Title I information into the student/parent orientation process. This process is in effect at every enrollment period and involves all parents/gaurdians of incoming students. In our continuing, post-enrollment efforts to keep parents informed of Title I programs and abreast of NCLB developments, Pathways will incorporate pertinent information into bi-annual open houses.

Schools will provide parents information in a timely manner about its Title I program, including a description and explanation of the curriculum, the academic assessment tools used to measure children's progress, and the proficiency levels students are expected to meet. Please describe how this will be accomplished.

A document containing all of this information will be included in the enrollment information students must pick up to gain access to Pathways. The same document will be disseminated during student/parent orientations.

At the request of parents, schools will provide opportunities for regular meetings, including the School Parent Advisory Council meetings, for parents to formulate suggestions and to participate, as appropriate, in decisions about the education of their children. Please describe how the school will immediately respond to any such suggestions.

Time will be given during bi-weekly ILT meetings to discuss the validity and possible implementation of parent suggestions for programmatic and other student related issues.

Schools will provide parents a report of their child's performance on the State assessment in at least math, language arts and reading. Please describe how this will be accomplished.

Once achievement reports have been received from the state, by the school, an open house will be held to disseminate and discuss student achievement data in all subject areas.

Schools will provide parents timely notice when their child has been assigned to, or taught by, a teacher who is not "highly qualified," as defined in the Title I Final Regulations, for at least four (4) consecutive weeks. Please describe how this will be accomplished.

Pathways In Education has a form letter that describes the "highly qualified" criteria and statutes which will be given to parents at orientation. The names and qualifications of teachers who do not meet the "highly qualified" criteria will be listed on this sheet for the courses they are teaching, which they are not highly qualified in. If changes in staff or course assignment change over the course of the year, this sheet will be updated and mailed to parents if need be.

Schools will assist parents of participating NCLB Title I children in understanding: the state's academic content standards; the state's student academic achievement standards; the state and local academic assessments including alternate assessments; the requirements of Title I, Part A; how to monitor their child's progress; and how to work with educators. Please describe how this will be accomplished.

Pathways In Education will create a "Keys to Parent Involvement" orientation that will be held twice a year. This orientation will cover all of the content listed in Category 7 of the Parent Involvement Policy Guidelines as well as information that is pertinent to parent involvement and student success.

Schools will provide information, resources, materials and training, including literacy training and technology, as appropriate, to assist parents in working with their children to improve their academic achievement, and to encourage increased parental involvement. Please describe how this will be accomplished.

Pathways In Education will create a parent resource center which will make available instructor's handbooks and instructional materials that pertain to student remediation and support in specific subject areas and assignments. Connections will be made with local community centers to provide literacy and technology training. Teachers will also hold office hours where parents can come into school to discuss subject area specific knowledge and instructional practices.

Schools will educate all staff in the value and utility of contributions by parents and in how to reach out to, communicate and work with, parents as equal partners in the education of their children and in how to implement and coordinate parent programs and build ties with parents. Please describe how this will be accomplished.

Pathways will create a Parent Awareness team with the help of the parent representatives who participate in the PAC. This team will create "how to" guides pertaining to the relevant areas of parent outreach and staff-parent cooperation/communication.

Schools will, to the extent feasible and appropriate, coordinate and integrate parent programs and activities with Head Start, Reading First, Early Reading First involvement, Even Start, Home Instruction Programs for Preschool Youngsters, the Parents as Teachers Program, public preschool, and other programs, to further encourage and support parents in more fully participating in their children's education. Please describe how this will be accomplished.

N/A

Schools will ensure that information related to the school and parent programs, meetings, and other activities is sent to parents in understandable and uniform formats, including language. Please describe how this will be accomplished.

A monthly school calendar containing parent and student-relevant information will be distributed at the beginning of each month.

Policy Implementation Activities

☑ The LSC will approve the school improvement plan and monitor the CIWP.

☑ In the CIWP, the school identifies current parental involvement practices and outlines activities related to expanding parent partnership programs.

☑ The school will coordinate the parent involvement programs identified in the CIWP.

☑ The school will evaluate the parent involvement policy for effectiveness and make improvements as necessary.

Explain why any of the boxes above are unchecked: (type "n/a" if all are checked)

N/A

Parent Compact   Complete

The school will provide high-quality curriculum and instruction in a supportive and effective learning environment that enables the participating student to meet the State's student academic achievement standards. Describe how the school will provide high-quality curriculum and instruction in a supportive environment. (Restate the school mission.)

> Pathways In Education is an organization whose mission is to provide CPS students a high quality educational alternative. To achieve this mission and optimize student learning Pathways is dedicated to 1) fostering professional community and conversation around issues of achievement trends and academic interventions, 2) developing programs that will increase the structure of academic support and feedback given to students, and 3) providing a holistic approach to student success that is grounded in individual attention, support, and counseling.

The school will hold parent-teacher conferences. Describe the kinds of parent-teacher conferences that will be held and the dates on which they are scheduled.

> Formal parent teacher conferences will be held at the end of every quarterly grading period. Informal conferences will be held and times will be made available for conferences every work during each teachers Friday prep time.

The school will provide parents with frequent reports on their children's progress. Describe when and how the school will provide reports to parents.

> Parents will be provided with progress reports at the end of each month. Parents of students who have an attendance rate below 80% and/or a work completion rate below 80% will be contacted with greater frequency (either weekly or bi-weekly). With the addition of a community outreach coordinator to the Pathways' staff the efforts of Pathways to reach out to and communicate with parents will be greatly strengthened.

The school will provide parents access to staff. Describe when, where and how staff will be available for consultations with parents.

> Open parent-teacher conference time will be integrated in the schools program every Friday during each teacher's prep time.

The school will provide parents opportunities to volunteer and participate in their children's classes. Describe how and when parents may volunteer, participate, and observe classroom activities.

> Pathways In Education will provide a weekly calendar to parents with events and fieldtrips parents can volunteer to attend. Our facilities do not allow for much spare room - in terms of observation - but parents will be given the opportunity to observe classes with a weeks notice.

The parents will support their children's learning. Describe how the parents will assist learning (i.e. monitoring attendance, homework completion).

> Parents will be able to monitor student work product and attendance in light of the monthly reports discussed above in section 3. For parents who want to become more actively involved in their student's learning, independent study "study guides" can be provided to them in support of their student's academic studies.

The parents will participate in decisions relating to the education of their children. Describe when, where and how parents will consult with the school.

> Parents will be given the opportunity to attend PAC meetings and they will be given the opportunity to meet with teachers on a weekly basis, if so desired, in order to participate in their child's education.

The students will share the responsibility for improved student academic achievement. Describe how the students will assure academic achievement (i.e. good attendance, positive attitude, class preparation).

> Students at Pathways are aware of the level of progress they need to make in their coursework on a weekly basis. Outside of their assigned schedule, students can flex their hours to meet the weekly academic achievement guidelines. Pathways also has an open door policy in terms of students seeking out teachers for personal or academic support. Additionally, students are informed of their academic progress and attendance on a regular basis. Students share the responsibility for these aspects of their schooling. Lastly, Pathways has a behavioral plan and code of conduct that students are held accountable to.

Parent Budget   Complete

Goals: Indicate goals, timeline of activities and training topics that are designed to assist Parents with increasing their students' academic achievement. The overarching goal is to increase student academic achievement through parental involvement; specify your goals.

Info meeting to communicate funded programs, career opportunities, student achievement, student assessments, and school calendar:

October 10/22/2015 College Career Fair
November 11/19/2015 Parent-Teacher Conference

Info meeting and open house to discuss student achievement, upcoming assessments, new enrollments, FAFSA, and other programs that are being developed:

January 1/20/2016 FAFSA Info Night
February 2/24/2016 Open House and APEX Info Night

Info Meeting and Tutorial to discuss Star data and ways to increase parent involvement for the next school year:

April 4/14/2016 Parent - Teacher Conference
June 6/15/2016 Star Tutorial and Parent Recruitment

Allocate your Mandated Title 1 Parent Involvement Funds to support your Parent Involvement Program.

Account(s)	Description	Allocation	

51130, 52130 — **Teacher Presenter/ESP Extended Day**
For Teacher presenter, ESP Extended Day, please remember to put money on the benefits line. Non-Instructional pay rate applies.
$ 307 .00

53405 — **Supplies**
In addition to supplies for parent program, please use this account to also purchase books for parents only. Use this account for equipment with a per unit cost of less than $500.
$ 350 .00

53205 — **Refreshments**
Allocation CAN NOT EXCEED 25% of the Parent Budget. Refreshments must be used for Title 1 PAC meetings, trainings and workshops.
$ 400 .00

54125 — **Consultants**
For Parent Training Only. Consultant must have a CPS vendor number and paid with a Purchase Order after service is rendered (NO CHECKS ARE ALLOWED)
$ 0 .00

54505 — **Admission and Registration Fees, Subscriptions and memberships**
For Parents use only.
$ 0 .00

54205 — **Travel**
Buses for Parents use. Overnight Conference travel- schoolsmust follow the CPS Tracel Policy. The CPS Parent Overnight Travel Approval Form and Conference Travel Form must be completed.
$ 0 .00

54565 — **Reimbursements**
Allocation CAN NOT EXCEED 25% OF THE Parent Budget. All Parent Reimbursements related to Title 1 Parent Involvement must be paid from this account. Receipts must be clear unaltered and itemized. School must keep all receipts.
$ 0 .00

53510 — **Postage**
Must be used for parent involvement programs only.
$ 400 .00

53306 — **Software**
Must be educational and for parent use only.
$ 200 .00

55005 — **Furniture and Equipment**
Must have a parent room or a secure place to keep furniture/equipment. Cannot be placed in the main office or where staff and students have access too. To by used only by parents.
$ 0 .00