PathwaysHigh

Submitted to:

University Of Wisconsin-Milwaukee Charter School Office

Phase II: Application

Submission Date: August 31, 2016

Respectfully Submitted By:

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Table of Contents

0.00 ABSTRACT	
0.00	Mission
0.00	Vision
0.00	Need
0.00	Capacity
1.00 SCHOOL DESIGN	
1.01	Provide the name of the proposed charter school.
1.02	Provide the name(s), address(s), telephone number(s), and email address(s) of the organization or individuals submitting the application to create a charter school; 118.40(1m)(b)
1.03	Identify how the school will operate as a legal entity under Wisconsin law.
1.04	Describe the student body to be served by the school and, for each of the first five years, indicate the grades the school will house, the number of expected students per grade, and the expected number of students per class.
1.05	State the mission and vision of the school.
1.06	State the core beliefs of the school.
1.07	Explain how the mission, vision, and core beliefs are grounded in specific research.
1.08	Note the unique aspects of the school and explain why the community needs this school.
1.09	Describe how the mission and core beliefs will drive decision-making during the development and operation of the school.
1.10	Characterize the school culture desired for the school and how this culture will be established.
1.11	Describe the process that will be used to develop an initial strategic plan.
2.00 GOVERNANCE AND LEADERSHIP	
2.01	Identify the organization and individuals involved in the development of the school.
2.02	Describe how this organization and/or these individuals individually and collectively, embody the characteristics, skills, and experience necessary to establish the school as an effective, stable organization.
2.03	Describe the board that will be created to lead the school.

2.04	Describe the process to be used for the selection of board members.
2.05	State the general duties of board members.
2.06	Explain how the governance of the school will embody principles of democratic management, including but not limited to parental participation;118.40(1m)(b)6.
2.07	Explain how the board will establish policy and work with the staff to promote the goals of the program.
2.08	Attach a copy of the by-laws of the board (if available).
2.09	Attach a copy of articles of incorporation as defined by Wisconsin law.
2.10	List the names and occupations of individuals who will serve on the initial school board (if available).
2.11	Explain how the school will operate in terms of lines of authority and responsibility. Include an organization chart.
2.12	Identify the position(s) and the level of expertise of the individual(s) responsible for managing the school and the manner in which administrative services will be provided; 118.40(1m)(b)2.
2.13	Identify the criteria to be employed in hiring the school director/principal.
2.14	If the charter school will be managed/operated by a third party, identify the organization and its role in the charter school operation.
3.00 COMMUNITY AND PARENT ENGAGEMENT	
3.01	Describe the community the school will serve.
3.02	Explain how the community has been involved in developing the school.
3.03	Explain how the community will be involved in the operation of the school.
3.04	Describe community partnerships the school will have or hopes to have.
3.05	Describe how relationships to attract and retain students, enhance student learning, and satisfy students and stakeholders will be built.
3.06	Describe how requirements, expectations, and preferences of students, parents, and other stakeholders will be determined.
4.00 MARKETING, RECRUITMENT, AND ADMISSIONS	
4.01	Describe the marketing program that will be used to inform the community about the school.
4.02	Explain how students will be recruited for the program.

4.03	Describe the means by which the school will achieve a racial and ethnic balance among its pupils that is reflective of the school district population; 118.40(1m)(b)9.
4.04	Describe admission policies and practices to be used to enroll students the first year and succeeding years; 118.40(1m)(b)10.
4.05	Describe strategies to be employed when, and if, more students apply for admission than there are seats available.
5.00 FACULTY AND STAFF	
5.01	Identify how administration, faculty and staff will be recruited and how the school will ensure the quality of the workforce.
5.02	Describe how job requirements, compensation, career progression workforce practices, and work environment will motivate faculty and staff to achieve high performance.
5.03	Describe how the faculty and staff education and training programs will support the achievement of overall objectives.
5.04	Describe how the work environment will foster learning and continuous improvement for both staff and students.
5.05	Describe how the school will meet the requirement that all instructional staff hold a license or permit to teach issued by the Department of Public Instruction; 118.40(1m)(b)7.
6.00 CURRICULUM AND INSTRUCTION	
6.01	Describe the educational program of the school; 118.40(1m)(b)3.
6.02	Identify the content of the instructional program.
6.03	Characterize the instructional methodology to be utilized by the faculty; 118.40(1m)(b)4.
6.04	Explain how chosen instructional content and methodology will achieve the school's objectives.
6.05	Describe the research that supports this approach to educating children.
6.06	Describe the program design, methods and strategies for serving students with disabilities and for complying with all related federal laws and regulations.
6.07	Describe the program design, methods, and strategies for serving students who are English language learners and for complying with all related federal laws and regulations.
7.00 STANDARDS, ASSESSMENT, AND ACCOUNTABILITY	
7.01	Describe the standards on which the educational program will be based.
7.02	Describe how pupil progress to attain the educational goals and expectations of the State of Wisconsin will be determined; 118.40(1m)(b)5.

7.03	Describe the requirements for high school graduation (if applicable).
7.04	Define how the results of the educational program will be assessed.
7.05	Describe the student achievement goals that will be met during the first five years of operation.
7.06	Describe how the school will ensure the quality and availability of needed data and information.
7.07	Describe how standards, assessment, and accountability will be integrated into a coordinated system.
7.08	Describe how effective performance management systems will be provided to improve student and organizational performance.
7.09	Describe the school calendar for the first year of operation, the number of days of instruction to be provided during that year, the length of the school day, and the number of minutes of instruction per week for each subject.
8.00 EDUCATIONAL SUPPORT PROCESSES	
8.01	Describe how key processes for design and delivery of the educational program will be managed.
8.02	Describe how instructional content and methodology will be continuously improved.
8.03	Explain the procedures for ensuring the health and safety of students; 118.40(1M)(B)8.
8.04	Identify the procedures for school discipline, suspension, and potential removal of a child from the program; 118.40(1M)(B)12.
8.05	Describe the methodology for maintaining pupil records and ensuring accurate record keeping in regard to student attendance, achievement, health, activities and emergency contacts. Attach the student record plan and related policies and practices.
8.06	Identify key student services and how they will be managed.
8.07	Describe how key processes that support daily operations will be managed.
8.08	Describe the special education program to be provided including governance, pupil identification, development of IEP's, delivery of special education and related services and program financing

0.00 ABSTRACT

0.00 Mission

Through the implementation of a project based learning model and a commitment to the development of individual traits and skills, Pathways High School will provide diverse students with a learner focused, innovative structure for academic and holistic success.

0.00 Vision

Pathways High School graduates will be outstanding citizens, prepared to use their unique talents to positively impact local and global communities in college, career and beyond.

0.00 Need

The landscape of education in Milwaukee is fraught with challenges. Milwaukee ranks second to last of major school districts in terms of educational outcomes for students with the biggest achievement gap between black and white students in the country. Wisconsin's gap in graduation rates between black and white students has recently been noted as the widest in the country. Milwaukee has been recognized as the most segregated metropolitan area in the United States. Research demonstrates that segregation and low performing students are the catalyst for economic hardship and upsurge in violence and crime.

Determining causation for this situation is a complex pursuit. What is known however, is that participation in an educational program that features socioeconomic diversity, personalized, real world learning, within a supportive, respectful culture yields positive results.

Pathways High will provide just that sort of educational program.

The founders of Pathways High along with members of the development team who have already committed to the Governing Board and Pathways High Council, as well as the myriad of partners and supporters, have conducted extensive research of educational philosophies, programs, systems and strategies for building a 21st century high school that will produce successful citizens, prepared to use their unique talents to positively impact local and global communities in college, career and beyond.

One major focus of Pathways' High School will be to build strong networks of feeder schools, partnering organizations and influential people who will be able to assist in recruiting a very diverse student population according to both racial and socioeconomic demographics. Building a culture of trust, interconnectedness, development of the whole person and setting expectations of excellence will create young adults with the qualities and capabilities to reroute the current trajectory of Metropolitan Milwaukee.

A high school teacher shared her view of the current educational dilemma, "I'm preparing students for jobs that don't currently exist, that will use technology which hasn't been

invented yet, to fix problems we're not currently aware of.[1]" This sense of frustration with traditional educational models is also evident in the high school dropout data. Students leave the educational system for a variety of reasons, however at the top of the list is disengagement due to the irrelevance of curriculum.

The chosen educational delivery system is the perfect antidote to student disengagement. Project based learning (PBL) is best described as a learning paradigm wherein students work to gain proficiency in predetermined standards through collaborative work for an extended period of time to investigate and respond to an authentic, engaging and complex question, problem, or challenge. Through the use of the Backwards Design model, aligned to Common Core State Standards, Next Generation Science Standards and Pathways High developed EMPOWER Trait Standards to teach, monitor and assess 21st century skills, students will be engaged in gaining transferable skills which will well equip them for success in an uncertain future.

The Pathways High Governance Board, Council and community of supporters look forward to working with the UWM Chartering Office to develop, implement, monitor and continuously improve Pathways High School and the reality of education in Milwaukee.

0.00 Capacity

The capacity of Pathways High will be 500 students in grades 9-13, to be reached in year 6, the 2021-2022 academic school year.

[1] "How to Design a Classroom Built on Inquiry, Openness and Trust", Shelley Wright

1.00 SCHOOL DESIGN

1.01 Provide the name of the proposed charter school.

Pathways High

1.02 Provide the name(s), address(s), telephone number(s), and email address(s) of the organization or individuals submitting the application to create a charter school; 118.40(1m)(b)

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1.03 Identify how the school will operate as a legal entity under Wisconsin law.

Pathways High, a tax-exempt, non-profit organization, will operate the charter school[2]. There will be both a Governance Board and a Pathways High Council to oversee the school in accordance with charter school policy and regulations.

1.04 Describe the student body to be served by the school and, for each of the first five years, indicate the grades the school will house, the number of expected students per grade, and the expected number of students per class.

Pathways High proposes to serve Milwaukee County and all the adjacent counties in the CESA1 footprint by having a highly diverse group of students in grades 9 through 13, ages 13-20 years old.

Pathways High is a regional high school providing real world integrated and multicultural environment accessible to students of any interest, ability, ethnic and/or socioeconomic background. Innovation, positive risk taking and problem solving thrive in a pluralistic environment. Given the wealth of innovative businesses, yet lack of high performing and project based education options at the high school level in downtown Milwaukee, we have decided to focus on a project based model with real world partnerships.

Our Pathways High Director, will guide Pathways High through the implementation process. Our goal is to recruit a student body that includes approximately 50% of enrolled students that qualify for free and/or reduced lunch. Cognizant of the requirement that a lottery system determines the final enrollment, a comprehensive recruitment strategy (detailed in section 4) will provide opportunity to achieve the desired balanced diversity.

Projected Number of Students and Student/Staff Ratios

At full capacity, there will be 100-120 students per grades 9 through 13 for a total of 500 students. For grades 9 through 12, a team of two educators licensed in a combination of the following; literacy/humanities and science/career and technical education are jointly responsible for delivering the curriculum for 50-60 students. Mathematics and Acquired Language teachers will be added to the team for self-contained classes to deliver content. This provides a student-to-licensed educator ratio of 15:1 up to 19:1.

In addition, Pathways High will provide one academic intern per 100 students for each semester. The academic interns will be:

- College students that have completed their student teaching experience but may still have coursework to complete their degree in education.
- College graduates with a degree in education that want an experience in a PBL environment to expand their resume.
- Graduate students in an advanced degree program in any field who are interested in supporting the teacher team in delivering Problem Based Learning (PBL) content.

[2] See Appendix A and B.

By not limiting ourselves to education students, we allow interns with expertise in very specific fields to deliver high level content under the supervision of a licensed educator. This also provides education career experience to people (interns) who may not have previously considered a career in education before.

Figure 1.04a Ideal Five Year Student Population

Ideal Student Population						
Total Staff:			19	26	39	40	40
Student Population:			120	226	322	392	433
Attrition of School:	Freshman	17%	One	Two	Three	Four	Five
	Sophomore	6%					
	Junior	2%					
Freshman			60	120	120	120	120
Sophomores			60	50	100	100	100
Juniors				56	47	94	94
Seniors					55	46	92
IMPACT						33	28
Pursue IMPACT Diploma:		60%					

- **Year One:** Pathways High will open in August of 2017 with 120 students, grades 9 through 10. Our ideal first year will include 60 Freshmen and 60 Sophomores to bring the total student body to 120. If the number of sophomores applied is lower than 60 we are prepared to increase the Freshman class to have a starting year of 120 students.

  Our ratio of instructional staff to students is anticipated to be 15:1. Staff Advisory families (11 staff will be used for advisory) will be about 11:1. Class sizes will be between 25 and 30 students.

  Although initial multi-aged recruiting will add challenges to a recruitment plan, studies show the academic and socio-emotional advantages of the multi-aged mentor model[3]. "For example, Pratt (1986) reviewed 30 experimental studies conducted between 1948 and 1983 in the United States and Canada to compare the effectiveness of multigrade versus single-grade education. He concluded that there was no consistent academic benefit to age segregation—the dominant school structure in North American schools—but rather there are some affective and social advantages of multi-age groupings."

  In order to ensure the organic development of a peer mentoring culture, it is important to open with a multi-aged cohort.

- **Year Two:** We adjust for a total attrition rate of 23% in year two. We anticipate a 17% attrition rate for freshmen and 6% for sophomores. We will recruit 120 new Freshman

[3] *A Collaborative Approach: Assessing the Impact of Multi-Grade Classrooms*, Catholic Education: A Journal of Inquiry and Practice, Volume 16 Issue 2

and expect to retain 50 Sophomores and 56 Juniors. For a total student population of 226 students.

Our ratio of instructional staff to students is anticipated to be 15:1. Staff Advisory families (18 staff will be used for advisory) will be about 13:1.

- **Year Three:** We adjust for a total attrition rate of 25% in year three. (We anticipate a 17% attrition rate for freshmen, 6% for sophomores and 2% for Juniors.) We will recruit 120 new Freshman and expect to retain 100 Sophomores, 47 Juniors and 46 Seniors. For a total student population of 322 students.

  Our ratio of instructional staff to students is anticipated to be 15:1. Staff Advisory families (18 staff will be used for advisory) will be about 13:1.

- **Year Four:** We adjust for a total attrition rate of 25% in year four. We anticipate a 17% attrition rate for freshmen, 6% for sophomores and 2% for Juniors. We will recruit 120 new Freshman and expect to retain 100 Sophomores, 94 Juniors and 46 Seniors. For a total student population of 392 students.

  Our ratio of instructional staff to students is anticipated to be 17:1. Staff Advisory families (27 staff will be used for advisory) will be about 13:1.

  Our first round of IMPACT students will begin in year 4. Because Pathways High allows students to develop their own Pathways to success, we anticipate 60% of students will choose to enroll in their IMPACT year in pursuit of an IMPACT diploma. We anticipate a total IMPACT student population of 33. The Impact coordinator to student ratio will be 17:1. In addition, students will have faculty advisors from specific content areas as appropriate.

  We encourage all students during this year to participate in the dual enrollment opportunities, internships, and/or apprenticeships available through our business partners. The IMPACT Coordinators will support students based on student needs and partner students with educators and mentors best suited to the experience planned for the IMPACT Year. Choices for students range in scope. Choices may include but are not limited to the following options: students taking significant coursework on the Pathways High campus for dual enrollment credit, attending classes at a neighboring post-secondary institution, working in an arranged intern/externship, joining a community service program locally, nationally or globally, apprenticeships, and more. The support offered by Pathways high during the IMPACT year will be based on students needs. It may be extensive at first, but decrease as students demonstrate competency and confidence in navigating their new environments; work, internship or post-secondary learning.

- **Year Five:** We adjust for a total attrition rate of 25% in year four. We anticipate a 17% attrition rate for freshmen, 6% for sophomores and 2% for Juniors. We will recruit 120 new Freshman and expect to retain 100 Sophomores, 94 Juniors and 92 Seniors. For a total student population of 433 students.

  We still anticipate that 60% of our seniors will choose to stay for grade 13. We anticipate a total IMPACT student population of 28. Students will be partnered with IMPACT coordinators with an anticipated ratio of 14:1.

Our ratio of instructional staff to students is anticipated to be 19:1. This will be impacted by the IMPACT choices students make and whether they are on campus or make off campus choices for their experiences. Staff Advisory families (27 staff will be used for advisory) will be about 13:1.

Similarly modeled High Tech High in Chula Vista, has an attrition rate of 10%-12%. Considering many students entering Pathways High have never experienced PBL, live in the complex racial and economic environment of the Milwaukee area, we assume our attrition will be higher than both the national average and High Tech High for the first few years. As part of our recruitment plan, Pathways High plans to offer multiple events for prospective students to learn about, as well as try, PBL. By building relationships with prospective students and their families before they enter Pathways High, we believe we will slow these attrition rates.

1.05 State the mission and vision of the school.

Mission

Through the implementation of a PBL model and a commitment to the development of individual traits and skills, Pathways High School will provide diverse students with a learner focused, innovative structure for academic and holistic success..

Vision

Pathways High School graduates will be outstanding citizens, prepared to use their unique talents to positively impact local and global communities in college, career and beyond.

1.06 State the core beliefs of the school.

1. **All students are capable of learning.** Traditional education in many parts of Milwaukee and neighboring suburbs has yielded unsatisfactory results in terms of student success. It is our belief that by creating an educational environment that embraces experiential learning based on projects developed to meet real world problems through collaboration within and beyond the school facility, we will develop competent, not merely compliant, students who understand the true joy of learning.

   For students who have needs and/or interests that lie outside of the scope of the classroom projects, we will structure additional opportunities for learning. These may take form within the GENIUS hour, instruction with a special education certified Resource Teacher, a blended experience (educator and online resources) to increase proficiency and individual interests, interaction with an Expert in Residence, IMPACT project and more.

2. **A culturally responsive paradigm reflecting racial, socioeconomic, geographic (urban/suburban) and cultural diversity among students and faculty will increase mutual respect and understanding.** As we move into an education system with a focus on examining knowledge from multiple perspectives, setting high expectations for all students, identifying and teaching with consideration of the common interests, challenges and passions of our students and making student

ownership of learning a top priority. Pathways High will do this while maintaining a culture firmly rooted in respect, ensuring all students, teachers and mentors feel valued as members of the Pathways High learning community and thrive.

3. **Teaching through a Project Based curriculum increases student engagement in and ownership for learning, provides development of proficiencies related to academic and 21st Century Learning Skills within a real world context.** Through the use of an inquiry based or constructivist approach to education, students will gain knowledge and skills by working for an extended period of time to investigate and respond to an authentic, engaging and complex question, problem or challenge.
4. **Strong relationships among all members of the Pathways High Community will create successful students.** The establishment of healthy, genuine, open relationships are the foundation of a school of excellence. This belief will foster the development of relationships that connect students to a better understanding of themselves, their school and their communities. They will build strong networks that will provide long term support for short and long term goals. The TIDE acronym (further discussed later) demonstrates Pathways High values as the creation of trust, interconnectedness, developing the whole person and establishing a culture of excellence, all of which will be the result of positive, collaborative relationships among, students, faculty, staff, parents and community partners.
5. **Building personalization based on interests and needs into the curriculum will create and support individual pathways to success.** We believe there are as many unique pathways to success as there are students. By maintaining a wide variety of strategies and resources to facilitate student growth from where each student is to where they want/need to be along their personal pathway, we will effectively teach the students in our school, not some idealized version of 'typical' or 'average'. Each student will proceed along their own trajectory to success through both collaborative and unique learning experiences.
6. **By offering a whole student Advisory curriculum and a 5th year of high school, the transition into college, career and post-secondary life will be more successful.** The Advisory period will include a small (15:1 ratio students:teacher) with a curriculum supporting college and career readiness skills as well as Project Foundry[4] Project management and IMPACT skills which will support the development and refinement of 21st century skills. As this is a multi-grade experience and the students remain as a cohort for their whole Pathways High experience, only rotating in freshmen and out graduates, a culture of peer mentoring will be taught and implemented. Through offering and developing a personalized grade 13 experience for students, Pathways High will support each student through the transition to post-secondary success. The way in which the grade 13, IMPACT year is developed will vary greatly from student to student. Possibilities include, but are not limited to, an internship, apprenticeship, international experience, dual enrollment courses to obtain a certificate, associate degree or college credits, or one of an endless range of responsible, constructive experiences to build the pathway for future success.

[4] See Appendix F

1.07 Explain how the mission, vision, and core beliefs are grounded in specific research.

While innovative, our philosophy and model is firmly rooted in research. Specifically, Pathways High's mission, vision, and core beliefs and values are grounded in the research of many well-respected scholars and researchers including Gloria Ladson-Billings, V. Scott Solberg, Carol Kuhlthau, Thom Markham, Camille Farrington and Tony Wagner as well as the work of past and current educators including John Dewey, William Heard Kilpatrick, Chris Lehman, Ron Berger and Larry Rosenstock and best selling authors like Frances E. Jensen, Amy Eellis Nutt, Peter Brown, Henry L. Roediger III, Mark A Mc Daniels, Clayton Christensen, John Ratey and Todd Rose.

Belief 1: All students are capable of learning.

American schools were developed during a time when measuring and managing people against averages was a deeply ingrained value. In *The End of Average*, Todd Rose states that "Schools, for instance, rate pupils largely on their ability to learn faster than the average, and design curriculums to suit the speediest. Yet learning slowly does not preclude a student from ultimately mastering a subject[5]."

Make it Stick, The Science of Successful Learning[6] explains that every time you learn something new, the structure of your brain changes. The more a connection is accessed the easier it is to access that information. "When you're adept at extracting the underlying principles or "rules" that differentiate types of problems, you're more successful at picking the right solutions in unfamiliar situations. This skill is better acquired through interleaved[7] and varied practice than massed practice." Pathways High will support students while they encounter opportunities in the classroom for skill development with peers and teachers through teacher designed projects as well as during IMPACT experiences to allow multiple opportunities in which to develop skills in varied professional, career and real life environments.

Pathways High partner Destination Imagination program is a fun, hands-on system of learning that fosters students' creativity, courage and curiosity through open-ended academic challenges in the fields of STEM (science, technology, engineering and mathematics), fine arts and service learning. Participants learn patience, flexibility, persistence, ethics, respect for others and their ideas, and the collaborative problem solving process. Through this program, all types of learners have been introduced to PBL and the unique successes to be found in inquiry based learning. These challenges, like projects at Pathways High, are linked to standards as clearly detailed in Appendix C[8].

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[5] Rose, Todd. *The End of Average*. Published by Harper Collins. 2016.

[6] Brown, Peter C. and Roediger III, Henry L. and McDaniel, Mark A. *make it stick The Science of Successful Learning*. Published by Harvard University Press. April 14, 2014.

[7] Pan, Steven C. "Interleaving Effect: Mixing It Up Boosts Learning." August 4, 2015.

[8] See Appendix C

Figure 1.07a Letter from a parent who participated in DI during the 2015-2017 season

August 25, 2016

My son, Jean-Luc Beaudoin, is a 15 year old incoming high school freshman with a collection of diagnoses including Autism Spectrum Disorder, Attention Deficit Hyperactivity Disorder and Non-Verbal Learning Disorder. Clearly, he has the full house of intellectual disabilities. He also has an engaging smile, boundless enthusiasm and a truckload of (over) confidence. He doesn't always strike the people he meets as different; he can talk with adults with ease and looks to be following conversation. However, he is faced with information processing challenges that slip through the cracks in school and the real world. Understanding non-verbal information (facial expression, tone of voice, suggestion) is not an ability he has. Thinking on his feet and quick decision-making isn't something that comes naturally. It is said that kids like Luc, as we call him, end up with a maturity and comprehension level of someone 2/3rds their chronological age, so as a 15 year old, he ranges somewhere around 10.

We had heard about Destination Imagination 2-3 years ago; I saw it as a program for intellectually advanced kids. I read about problem solving abilities, creative thought processes and team-building – none of which are hallmarks of the NLD or Autistic brain. I told my wife, Katie, that "Isabel [our second child] would love this" knowing that she has an understanding of things well beyond her years. We dismissed DI as something that we could look into when she was in Elementary school. Fast forward to last fall: 2015. Isabel was entering 1st grade, and there was an informational meeting about DI. All were welcome, parents would speak, kids would demonstrate; this would be a good chance for us to get Isabel involved. As the evening went on, it was stressed that this was for all kids, not just the STEM inclined, as we had previously thought. We saw kids giving input on an improv project, and a video including several kids from Luc's class explaining why they enjoyed DI so much. After the meeting, we met with Amber, one of the more vocal proponents of DI, and leader of three different teams – also Isabel's friend's mom. We told her how perfect something like this was for Isabel: a wellspring of creative juju, high-energy craziness and craftiness. I asked "What about a kid like Luc?' Amber immediately said it would be as perfect for him. We worried that Luc might not participate fully (while incredibly gregarious with adults, kids with NLD often can't relate to peers, nor their peers to them); that he might hold a team of motivated, creative kids back. Then she gave us the most helpful, prophetic line of the evening:

"You never know what one kid might say that sparks ideas in the other kids."

Needless to say, not only did Isabel get signed up that evening, but Luc did too. Even I was wrangled into coaching a team; the Kool-Aid tasted that good. As things progressed, Luc was placed onto a well-thought out team, with mostly kids that not only knew Luc, but several that had done DI before, and a pair of coaches that knew the ropes well – and one of them had even worked with Luc through Elementary school. We were still nervous. Luc's academics hadn't been stellar last year in Middle School – would this be too much? The first several months went by with little info. The team was getting settled, getting to know one another, getting into a routine. At one after meeting pick up, one of his coaches asked me if I thought Luc liked DI. Panic set in. "Why?" I asked. "Was something the matter?" She assured me no, just that Luc was very quiet and reserved during the meetings. She wasn't sure what he thought. I asked him later that evening

what they had been up to, and he didn't really say much. I told him his coach's concern and how this was supposed to be fun – a chance to work with other kids, to be a part of a team. Pep talks with Luc sometimes have the immediate desired effect: fist bumps, high-energy details of whatever he was working on, near obsessiveness towards said activity. This one had none of this. This was more of a slow burn.

As the team got more focused on their challenge (Project Outreach: The Meme Event), and their roles became more defined, Luc got more engaged. The team planned an event to raise money for a Milwaukee-based homeless shelter. Luc got to tour the shelter, listen to people explain what they do, and to whom their mission reached. He grew excited about his team and the project. He began to sit with his teammates at lunch, and talk about his experiences with the family, something he struggled to do previously. As the team marched towards the regional tournament, we learned about a play the boys had written and were diligently practicing. Luc? Our Luc? A play? The first chance we got to see the team perform was the regional tournament in Muskego, WI. I had been helping Isabel's team prepare for the same meet and was admittedly distracted going into it. When it was time for their team challenge, my wife and I waited with baited breath to see what all this had been about. "Kobenado", as his team was named, had a funny, informative and well-written skit involving super-heroes, evil minions and someone named "Dr. Smellbad". This was Middle School antics at its finest. We watched as a kid who has challenges interacting with his peers gave a great performance as not only a scribe (the straight man who gives lots of information to the audience) but also a rabid skunk: again, the magic of Middle School boys. A kid who struggles with stammering gave great lines, clear and with great volume. Most importantly, we saw a kid with just a couple of friends from within the Special Ed department have a real camaraderie with his Regular Ed peers. My wife and I were blown away, and, yes, a bit teary as their performance ended. We both had concerns going into this that Luc would struggle with DI. What we had just witnessed was quite the opposite – he shined. With the addition of their Instant Challenge, the boys won the competition, and advanced to the State meet at the University of Wisconsin - Steven's Point campus, one month away. Luc was high on the whole experience, and it dominated his conversations.

The month went by, Team Kobenado practiced weekly, and we noticed Jean-Luc engaged throughout. The State Tournament was upon them before they realized, and we packed everyone into the car and headed North. While the Team performed the skit well again, this time, the Instant Challenge became more important. This is an event where there is no knowledge of the task before hand: the team enters blind and is asked to complete an assignment using a few different materials on the table before them in a limited amount of time. There are many different ways to complete said task, depending on the creativity of the team. No one but the team, one coach and the judges are allowed in the Instant Challenge. No one is allowed to discuss it until the SEASON is complete. Talking about your Instant Challenge could result in disqualification of the entire team. It's a big deal. We parents waited nervously outside the building for them to complete it. The team emerged smiling and relaxed, and walked on to watch other events of the day. We looked to his coach with inquiring eyes and she just smiled. "Went well?" we asked. "Let's just say Luc knocked it out of the park" was her reply. We got nothing else out of her.

The boys did well at State: 4th place. Katie and I were ecstatic, but the Team was disappointed they weren't going to the National Tournament. We didn't quite understand – 4th Place! In the State! Amazing! Several weeks went by, and the DI season was behind us. It turns out, it wasn't: the team received an invitation to the Global Tournament in Knoxville, TN almost three weeks later than the other teams as one of the teams in the top three was unable to go. We dusted off the play, scenery and props and took the kids to the University of Tennessee - Knoxville, where they competed alongside 8,000 other kids from countries around the globe; Saudi Arabia, Venezuela, China and Poland to name a few. The boys had no expectations; they were there for the experience. I think they ended up around the 50% percentile overall, but we didn't care about the competition results. We cared more about what Luc was getting out of it all, his growth. How did he do? I watched Luc easily approach and trade pins with kids who didn't really speak English, watched him marvel at the spectacle of the opening ceremonies, and watched him enjoy not only his teammates company, but that of the girls team that came from his school as well. He laughed when appropriate at other teams skits, cheered during his friends' field activities and felt truly good about himself and what his team had accomplished. I also watched five teenaged boys accept my kid for who he was, appreciate what made him different, and learn from him as well. Overall, I'd say he rocked the competition.

On the ride home from Tennessee, I asked his coach the burning question: what exactly did Luc do in the Instant Challenge at the State tournament? She smiled at told me the boys were to use materials to add height to an A-frame structure without attaching anything to it. They were staring at it when Luc suggested folding a piece of paper and laying it over the top. The team grabbed the paper, using Luc's idea, and added another foot and a half to the structure. Luc isn't an engineering kid; he isn't strong in math or science. He simply gave an idea that spurred his teammates to build on it. That is what a great school should be about: sparking dialogues and building on ideas, inspiring others. With this type of creative, accepting environment, kids of all abilities will thrive.

Marc Beaudoin
Wauwatosa, WI

Belief 2: A culturally responsive paradigm reflecting racial, socioeconomic, geographic (urban/suburban) and cultural diversity among students and faculty will increase mutual respect and understanding.

In 1966, the federally commissioned Coleman Report found that the social composition of the student body was the most influential school factor for student achievement. Since then, many studies have shown that racially, culturally, and economically diverse school settings are strongly associated with a range of short and long term benefits for all racial groups. These benefits include gains in math, science, reading, and critical thinking skills, as well as improvements in graduation rates. Research also demonstrates that diverse schools are better equipped than high-poverty schools to counteract the negative effects of poverty. Over the long-term, students who attend diverse schools are more likely than students from homogeneous schools to choose diverse colleges, neighborhoods, and workplaces later in life.

They possess better critical thinking skills and analytical ability and are more likely to form cross-racial friendships[9].

An important piece of supporting research can be found in the recent study entitled, "A New Wave of School Integration."

- "Students in racially and socioeconomically integrated schools experience academic, cognitive, and social benefits that are not available to students in racially isolated, high-poverty environments. A large body of research going back five decades underscores the improved experiences that integrated schools provide.[10]"

Belief 3: Teaching through a Project Based curriculum increases student engagement in and ownership for learning, provides development of proficiencies related to academic and 21st Century Learning Skills within a real world context.

PBL is not a new pedagogy. It was first introduced by John Dewey at the University of Chicago Laboratory School which he founded in 1896 and later practiced by William Heard Kilpatrick, a student and colleague of Dewey's. Both Dewey and Kilpatrick believed "students should be encouraged to purposely experiment with their environment in ways which helped them grasp important ideas and build a sense of curiosity and intellectual adventurousness. They believed learning should tap into interests and goals that students found intrinsically meaningful."[11]

In "When is PBL More Effective? A Meta-synthesis of Meta-analyses Comparing PBL to Conventional Classrooms", Johannes Strobel, Purdue University, Indiana, and Angela van Barneveld, Concordia University, Montreal, Canada[12] compare learning outcomes for students taught via legacy instruction models versus PBL. They show, "when the method used to assess basic science knowledge required a level of elaboration beyond multiple-choice or true/false questions, results significantly favored the PBL approach. Standardized tests and other assessment methods that evaluated skill-oriented application of knowledge, mixed knowledge and long-term retention of knowledge, skills, and clinical performance significantly favored PBL."

Belief 4: Strong relationships among all members of the Pathways High Community will create successful students.

Pathways High will support all students in developing healthy relationships by providing multiple opportunities for students to connect with varied adults and students inside and outside the school and consistently modeling trusted relationships. In the University of

[9] http://school-diversity.org/research-briefs/

[10] Davies, Elizabeth and Potter, Halley and Quick, Kimberly. "A New Wave of School Integration: Districts and Charters Pursuing Socioeconomic Diversity." Published by The Century Foundation. February 9, 2016.

[11] A Milwaukee Story: The Project Method vs. The Stubborn "Grammar" of School. (https://www.unc.edu/courses/2007spring/educ/274/001/Project%20Method.pdf)

[12] Strobel, Johannes and van Barnveld, Angela. "When is PBL More Effective? A Meta-synthesis of Meta-analyses Comparing PBL to Conventional Classrooms." March 24, 2009.

Virginia publication, Teacher-Student Relationships and Engagement: Conceptualizing, Measuring, and Improving the Capacity of Classroom Interactions, states.

- "Throughout schooling, students who are more emotionally connected to teachers and peers demonstrate positive trajectories of development in both social and academic domains."[13]

In 2008, the NEA released a policy brief[14] detailing the need to cast an even wider net than peers and teachers and actively engage community to close achievement gaps.

- "Parent, family, and community involvement in education correlates with higher academic performance and school improvement. When schools, parents, families, and communities work together to support learning, students tend to earn higher grades, attend school more regularly, stay in school longer, and enroll in higher level programs. Researchers cite parent-family community involvement as a key to addressing the school dropout crisis and note that strong school-family-community partnerships foster higher educational aspirations and more motivated students."

Belief 5: Building personalization based on interests and needs into the curriculum will create and support individual pathways to success.

As early as during our community building experiences prior to the start of the official school year, students will begin the exploration of their strengths. Marcus Buckingham of StandOut 2.0 states, "To be truly your best, it isn't sufficient merely to understand that you are unique, or even to understand what makes you unique. Sustained success comes only when you take what's unique about you and make it useful.[15]"

The 21st century is characterized as dynamic and ever-shifting and businesses need individuals "with the creative, flexible capacity to invent new technologies, design responsive global institutions, resolve geopolitical conflict, rebuild communities, or engage in innovation." Developing the skills and behaviors needed for success in this dynamic environment is a highly individualized process as it is largely driven by individual personality and character, not content acquisition. Pathways High plans to support students in discovering and developing personal strengths and skills. Our EMPOWER traits outline the 21st century skills/behaviors targeted for development while at Pathways High.

Belief 6: By offering a whole student IMPACT curriculum and a 5th year of high school, the transition into college, career and post-secondary life will be more successful.

Deeply woven into the Pathways High design is the PBL model, yet the success of PBL schools like High Tech High, and The Science Leadership Academy as well as Cristo Rey in integrating real work experience into a college preparatory curriculum could not be ignored. These

[13] Allen, Joseph P. and Pianta, Robert C. and Hamre, Bridget K. "Teacher-Student Relationships and Engagement: Conceptualizing, Measuring, and Improving the Capacity of Classroom Interactions."

[14] An NEA Policy brief. "Parent, Family, Community Involvement in Education." 2008.

[15] Buckingham, Marcus. *StandOut 2.0: Assess Your Strengths, Find Your Edge, Win at Work*. Harvard Business Review. July 28, 2015.

innovative schools laid the groundwork for Pathways High to create a PBL school environment whereby students learn 21st century skills in the classroom and hone them into life habits with real world partnerships.

Megan Sease author of *Putting Education to Work*,[16] a book profiling the Cristo Rey model and what it can offer public education system says in an interview on EducationDive.com[17], "Work also helps them develop the character traits — accuracy, attention to detail, persistence — that are essential to success in school and life."

1.08 Note the unique aspects of the school and explain why the community needs this school.

There are as many unique pathways to success as there are students. Therefore, student success must be defined and measured more broadly than in traditional schools in order to prepare students for both productive and meaningful lives. "College and career readiness" as measured largely by content acquisition and standardized test scores falls short of enabling many students to become engaged and contributing citizens. We share the belief outlined by the University of Chicago Consortium on Chicago School Research (CCSR), "preparing adolescents for adulthood means cultivating young people's critical thinking skills, building their knowledge of democratic institutions and processes, and instilling in them a sense of service to their communities and engagement in the political process (Gould, 2011; U.S. Department of Education, 2012)."

Specifically, we believe every student has unique strengths, related to the eight intelligences delineated by John Gardner, Harvard Graduate School of Education professor. It is imperative that schools allow for recognition of these multiple intelligences and are able to personalize education to provide varied opportunities for students to identify and cultivate these strengths. Furthermore, we believe these strengths vary in different contexts and gaining the contextual knowledge of one's strengths is a critical component of a student's development.

PBL, Advisory, IMPACT and Personalized Learning are the cornerstones of the Pathways High experience.

PBL

Pathways High will empower students for success in post-secondary education, career and life. PBL directs curriculum in the classroom. Students participate in four eight week projects. Based on Adria's Steinberg's 6A's of PBL[18], students learn core content and skills through real world challenges developed by licensed educators with the support of Pathways High business partners. Projects are flexible, student-driven, linked to core academic skills and facilitated by teachers responsible for teaching content and facilitating the PBL process. Projects will be linked to real world experiences, challenges or community needs, deepening the connection from class work to college or career readiness.

[16] https://www.harpercollins.com/9780062288011/putting-education-to-work

[17] McIntyre, Erin. "Sweas: Cristo Rey model successful, but not for everyone." December 21, 2015.

[18] See Appendix D

Advisory

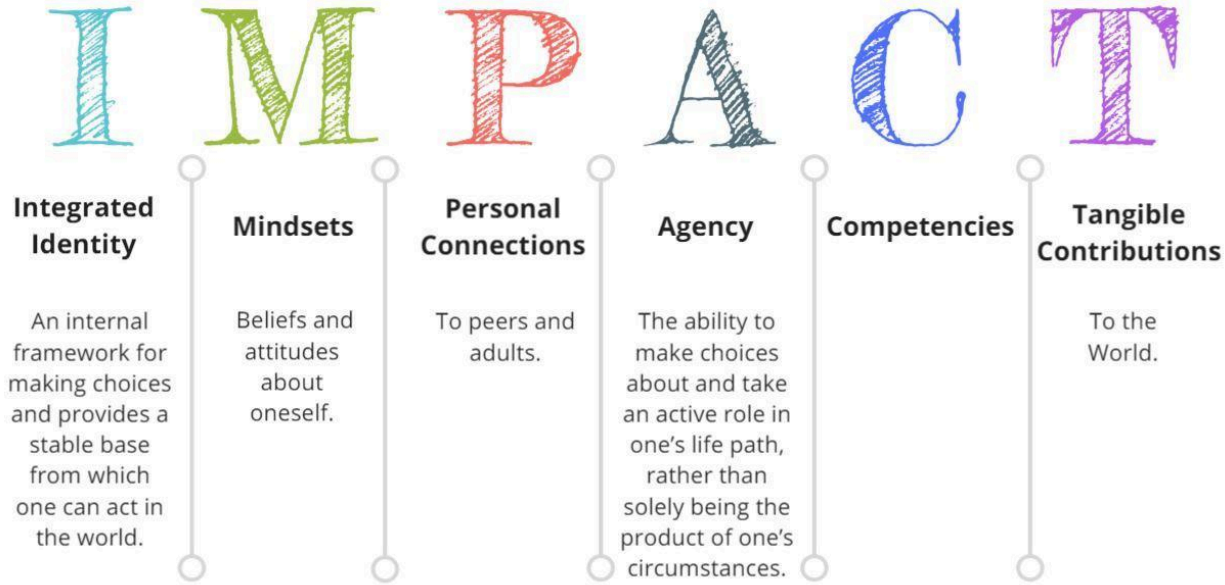
Pathways High believes the heart and mind are closely connected. Habits formed over a lifetime may not be the best skills to handle many of life's situations. Pathways High will directly teach life skills, yet give many opportunities to hone them in unique environments. Peer to peer support and influence is a vital component of adolescent development. Advisory has been intentionally structured as a multi-aged group that will remain static over the duration of the student at Pathways High, allowing for the addition of new students and loss of graduates. This will allow students time to build community, interact in support of each other and positively influence each other's lives. Pathways High Advisory program emphasizes student support, community building, personalization, college & career readiness, and health and wellness.

- **Student Support:** Advisors know all students well and support them on their personalized learning plans (PLP), their Impact paths, their career goals, and their academic goals. Examples of this type of support includes conducting weekly grade checks, creating vision boards, and helping students update Project Foundry. In addition, student to student support will be structured within the multi-age advisory
- **College Awareness:** Advisors help facilitate college awareness through research, college trips, supporting the personal statement process, familiarizing the college, financial aid, and scholarship applications, and connecting students to extracurricular activities.
- **Community Building:** Advisors create a safe space for students to share and support one another through team building activities, challenges, and lessons. With the help of students, they design fun games, traditions, and rhythms for community building.
- **Health and Wellness:** Advisors develop a curriculum based off of state standards for health and concepts surrounding wellness from mindfulness practices, yoga practices, sports and physical training practices, and more.

IMPACT

The purpose of IMPACT programs regardless of their duration, week, semester or year long, is to support students in making a positive impact on themselves, the school and the larger community. Positive impacts are accomplished through development of six key components as follows:

Figure 1.08b IMPACT Key Components



These six components are supported by the University of Chicago Consortium on Chicago School Research Youth Development Framework[19].

Pathways High designs the first two weeks of school to develop individual student's strengths while introducing students to the EMPOWER Traits and provide experiences for students to develop those traits. These initial IMPACT weeks[20] provide a culture establishing bridge to the Pathways High experience. Understanding the importance of the student's being in attendance every single day, this certainly holds true during these two IMPACT weeks at the beginning of the year. Pathways High Faculty, Mentors, Board and Council members will establish and maintain ongoing contact with students and their families in order to retain students and address any obstacles that might prevent maintaining high attendance rates during the school year. Contact will offer the opportunity to hype upcoming events, provide opportunities and address concerns that may include transportation, needed supports, other time requirements the student may have, etc.

Swag will be designed by students and included in promotional events to increase visibility of and allegiance to Pathways High.

Four Unique IMPACT Program Experiences

During IMPACT experiences students are utilizing and developing their interests and strengths in order to make an impact on their own needs, those of the school and those of the community through service projects.

1. **IMPACT Camp**

[19] https://consortium.uchicago.edu/sites/default/files/publications/Wallace%20Report.pdf
[20] See Appendix E

a. Annual experience during the first two weeks of school.

b. Week one will be during the day at Camp Minikani. Week two will be at the school facility.

c. Goals include building community, developing collaboration, communication, project and problem solving skills and developing initial PLPs. See sample day below and 2 full sample weeks in Appendix E.

Figure 1.08c Sample IMPACT Camp Sample Day

Activity	EMPOWER Trait
8:30am Arrive Pathways High 8:45am Depart for Camp Minikani 9:15am Welcome at Camp 9:25am Divide into experience groups ➔ Ice Breaking (snowflake activity)	Exploring Perspective
10:00am Climbing Wall (Camp Minikani)	Refinement, Problem Solving, Working Together
11:30am Lunch	
12:15pm Crucial Conversations Training by The Boys and Girls Club Of Greater Milwaukee	Problem Solving, Mindfulness
2:15pm Journaling 2:50pm leave for Pathways High	Refinement
(Sample student reflection) *"I was so tired when I got here this morning. I really did not like having to do that snowflake exercise without knowing why we were doing it. My snowflake turned out pretty cool though. My team thought it looked like a castle. I was excited to try the rock climbing. I've always been interested in Parkour but didn't know how you got into something like that. Climbing that wall was so hard, but when I got to the top and looked over my shoulder I felt like Spiderman. That conversation thing was annoying. They taught all these little tricks to make important conversations easier, like the elusive AND, to connect what I really want with what I really don't want. How's this for an "elusive AND" How can I have a meaningful conversation with high stakes AND not know anyone?"*	

2. **IMPACT Class**

a. Ad hoc projects to improve self, school and community.

b. Preparation for the upcoming IMPACT weeks.

c. Development of experience particulars including service project

d. Seminars/ activities to deliver depth of knowledge needed to fully participate

e. Regular class scheduled for 90 minutes during the A/B school schedule.

Figure 1.08d IMPACT Class Sample Student Reflection

Our IMPACT class leading up to the IMPACT week at Milwaukee Repertory Theater was really interesting today. Local Edwin Booth historian, playwright and actor, Angela Iannone spoke to our class about Edwin Booth. She is such an amazing speaker, I felt like I knew what that theater smelled like. John Wilkes Booth's brother revolutionized acting, pushed the limits of technologies to enter a stage from underneath and unknowingly, saved Abraham Lincoln's son's life a year before the assassination of President Lincoln. I got absolute chills! I hope I get to ride on a pneumatic lift like the one he created. We are going to read one of her plays in class.

3. **IMPACT Weeks**

   a. Three times a year. Experiences scheduled at the ends of quarters one, two and three.

   b. Students are immersed in actual businesses or community organizations which provide experiences in one or more of the nine areas of concentration.[21]

   c. Students will be involved in workplace activities that will require reliance on their content and 21st century skills. Students will learn about career possibilities from the inside.

   d. See The Milwaukee Repertory Theater created IMPACT WEEK in Appendix E.

4. **IMPACT Year**

   Just like students entering Pathways High need a bridge to help them transition to high school, we believe strongly that an additional year at Pathways High will provide the transition support needed by many to bridge their entrance into the post-secondary world.

   Students have the opportunity to design their fifth year that will be known as their IMPACT year. Working with the IMPACT/C&CR Coordinator and other faculty as deemed appropriate, the student will choose experiences unique to their interests and talents that will IMPACT themselves and their community while still completing graduation requirements. Goals will be developed in collaboration with all stakeholders and will be built into our project management system, Project Foundry, to ensure experiences have measurable learning goals, like all projects at Pathways High. More importantly, the IMPACT year supports students as they transition into full responsibility for their learning through coaching and mentoring. Frequent required

[21] See Figure 3.04a: Community Organizations and Potential Partners IMPACT Weeks

written reflections, Project Foundry progress, regular meetings between the IMPACT/C&CR Coordinator with students, (video conferenced if the student is travelling) will provide multiple opportunities for Pathways High to ensure growth and learning is continuing in any environment. Supporting students who are taking a course or courses at post-secondary institutions will include coaching them to successfully navigate the bureaucratic institution, handling time management within a more flexible environment, learning and managing the expectations of a traditional academic course. Supporting students in internships or apprenticeships will include problem solving roadblocks and mapping out next steps. At the end of this IMPACT Year, students present work representing their IMPACT experience to the Pathways High community. This will include an overview of why the pathway was decided upon, how it was designed, what occurred through the implementation, reflections on results and next steps. The final form of these presentations could occur in a multitude of ways, based on student choice. Evidence from the experience(s) should be included. Coordination of the community presentation will be under the guidance of the IMPACT/C&CR Coordinator.

Personalized Learning

- **Genius Hour:** Based on Search Engine giant, Google, Genius Hour is a structure for students to pursue personalized learning, research, projects, and interests. Facilitated by teachers who give guided support in project planning, students are free to explore their own passions and interests and develop projects around them.
- **Choice and Inquiry-Based Learning:** Learning preceded by passion and interest development that aims to answer a student's own inquiries about that interest, subject, topic, or passion.
- **Culturally Relevant Teaching Practices:** Teachers relate teaching to the cultural backgrounds of their students to promote knowledge, engagement and meaning within the context of learning.
- **Social Justice Curriculum:** This practice includes the development of a classroom community whereby all members are committed to supporting each other. Learning is real world, relating to the lives and concerns of students. It considers situations from multiple perspectives. A social justice curriculum blurs the inside school/outside school paradigm, providing a holistic approach to education.
- **Individualized Learning Plans**: A plan based around students' strengths and stretches, standards, EMPOWER traits, and IMPACT passions that is aimed to help students set and meet goals.
- **Project Foundry:** A database that records, tracks, and measures growth in students' strengths and stretches, standards, EMPOWER traits, and IMPACT passions. This is a dynamic, innovative program that we and our students will collaborate on to continually improve to reflect student progress.[22]

[22] See Appendix F

- **Flex Time:** As part of our design to personalize education and teach EMPOWER Skills, our school day is structured to allow students to set personal goals and manage some of their own time and interests. A total of 5 hours per week outside of standard school hours (which are 8:30 am to 3:30 pm) must be logged for monitoring. Goals are set during Advisory and monitored for quality use of time and meeting goals. Time could be used for any of the following, as well as more:
    - Service to the school, flyer creation, event planning, bulletin board management.
    - Student Ambassador to the community.
    - New student recruitment or support.
    - Teaching Assistant of specific skills.
    - Expert in Residence courses which could include: dance, music, art, robotics, computer coding or student requested courses.
    - School curator of long term exhibitions of work
    - Assistant Manager for an Elementary Destination Imagination team.
    - Independent Study focusing on an area of personal interest or need.
    - Project Completion
    - GOTO Experts: All students will work toward becoming certified an expert in a chosen field. GOTO Experts are encouraged to assist other students during their flex time. (Application and Vetting process will be developed by Student Governing Council during the planning year.)

Why Our Community Needs Pathways High

The vision, mission core values and beliefs of Pathways High is to prepare all students to become outstanding citizens within a culturally responsive framework of education. In addition, Pathways High is committed to recruiting and educating a socioeconomically, racially and geographically diverse group of students, allowing the traditional lines of segregation in schools to dissolve. At no time has this mission been more important. The recent facts that explain why the greater Milwaukee community needs this school include:According to the Maciver Institute, Milwaukee ranks second to the last in educational outcomes for students among major districts, with only Detroit falling below[23].

- In a 2016 report from the Brookings Institution, Milwaukee has been recognized as the most segregated metro area in the United States[24].

[23] Novak, Nick. "Milwaukee Ranks Second to Last Amongst Major Districts Where Funding Follows the Student." December 6, 2013.

[24] Reeves, Richard V. and Rodrigue, Edward "Milwaukee, segregation, and the echo of welfare reform." February 17, 2016.

- According to the Wisconsin Department of Public Instruction WISEdash data portal, for the 2014-2015 school year, the four year cohort of Milwaukee Public Schools graduation rate was as follows:

Figure 1.08a Comparative Graduation Rates between the State of WI and MPS

	State of Wisconsin[25]	Milwaukee Public Schools
4 year cohorts	89.4%	57.3%
6 year cohorts	92.6%	71.8%

The 31.9% point gap in graduation rates starts explaining the socio-economic gaps that exist today. As we examine the racial/ethnic disaggregated data relating to the graduation rate for the 4 year cohort, the following is true:

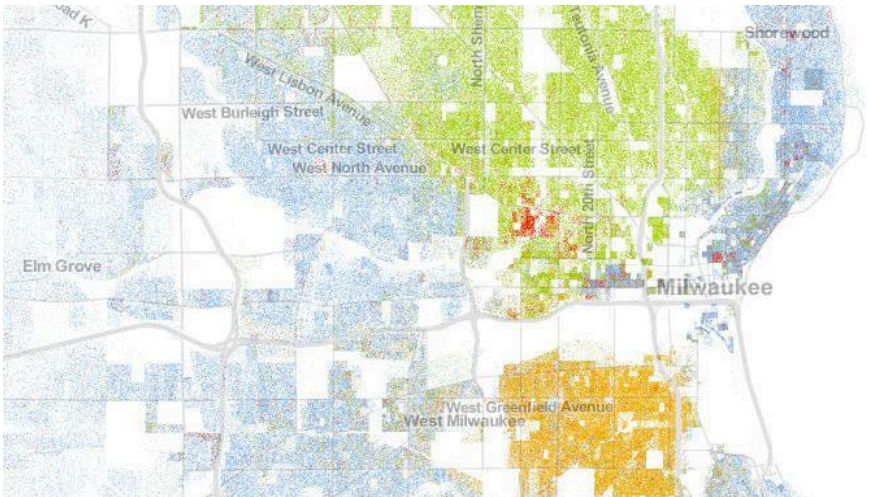
Figure 1.08b Graduation Rates for 2014-2015 by Race/Ethnicity (WISEdash)

	State of Wisconsin	Milwaukee Public Schools
Black	65.8%	54.5%
White	93.3%	66%
Hispanic	78.3%	58.7%

For Milwaukee, the data demonstrates a Black/White graduation rate gap of 27.5% and a Hispanic/White graduation rate gap of 15%, nearly half of the Black/White gap. For the State of Wisconsin, this gap is 11.5% for Black/White and 7.3% for Hispanic/White. The overall state gaps are 2.5 times those of the Milwaukee for Black/White and double for Hispanic/White.

In The Silent Epidemic Perspectives of High School Dropouts[26], a survey of high school dropouts sponsored by the Bill and Melinda Gates Foundation, nearly half said that "a major reason for dropping out was that classes were not interesting". Nearly 70% of students said that "they were not motivated to work hard, did little homework but would have worked harder if more was demanded of them".

Figure 1.08c 2010 Census Map of Milwaukee



also included in the State of
ols students was not available.

erprises in association with Peter D.
lgeland John J. Dilulio, Jr. Karen

White	
Black	
Asian	
Hispanic	
Other, Mixed, Native American	

2010 US Census[27]

Block Data: 1 Dot-1 person

The impact of segregation in Milwaukee has been magnified in national media over the past weeks. In 'Milwaukee Shows What Segregation Does to American Cities', Drake Baer recounts the violence that erupted in Milwaukee two weeks ago. Mr. Baer states, "Across the U.S., the cities with the greatest geographic segregation tend to have the highest rates of violence." In the same article, Brooklyn College sociologist Alex Vitale states, "With isolation, poverty, and political impotence on top of each other, that produces a series of cultural responses that can, in a variety of ways, intensify people's economic hardship and can also contribute to criminality and gang formation." As Kenya Downs reported for NPR, "Milwaukee has the most black students in a state with the biggest achievement gap between black and white students in the country.[28]"

"Across the country, 68 percent of state prison inmates don't have a high school diploma. And according to researchers, a 10 percentage-point increase in graduation rates has historically reduced murder and assault rates by approximately 20 percent." By improving education outcomes, Pathways High will help combat the violence to incarceration cycle by reducing the number of young people not reaching graduation.

The cycle of racial inequity and racial achievement and graduation rate gaps created through extreme segregation need to be broken. Through the establishment of the Pathways High School model, movement to an innovative education delivery system focusing on cultural responsiveness and a social justice system for student support, a replicable model for hope will be established in our community[29].

Students living in the suburban areas of Milwaukee Metro, may feel buffered from the consequences of the extreme segregation in the City of Milwaukee yet the world outside of Milwaukee expects a work force ready for the 21st Century. will provide diverse students with a learner focused, innovative structure for academic and holistic success. The legacy models of education available to suburban high school students do not intentionally develop those skills or offer many alternative educational options. Parents and students become frustrated

[27] http://www.census.gov/2010census/data/

[28] Baer, Drake. "Milwaukee Shows What Segregation Does to American Cities." August 17, 2016.

[29] http://jointcenter.org/blog/breaking-chain-school-dropouts-and-youth-violence

when they see STEM, NEXTGEN and Montessori elementary and middle schools providing environments where students thrive and then have extremely limited options for high school.

"I view high school as a holding period where we wait for our real lives to begin." "After I took the ACT, I realized that I am just a number. And that number isn't very good." These words and variations of them were spoken by many of the high school seniors interviewed as part of the student voice data collection for the XQ Super School project, a national initiative led by Laurene Powell Jobs' philanthropy, Emerson Collective, and the XQ Institute to re-imagine public high school. This is where we are failing our future generations most. The emphasis on standardized test scores and intense competition to enter four-year colleges has created generations of timid results seekers waiting for something to happen to them, rather than generations of empowered risk takers full of the spirit defined by Yankee ingenuity.

"Think of it this way: There are two kinds of failure. The first comes from never trying out your ideas because you are afraid, or because you are waiting for the perfect time. This kind of failure you can never learn from, and such timidity will destroy you. The second kind comes from a bold and venturesome spirit. If you fail in this way, the hit that you take to your reputation is greatly outweighed by what you learn. Repeated failure will toughen your spirit and show you with absolute clarity how things must be done.[30]"

At a recent panel discussion in Milwaukee, Amy Doyle, Vice President, Strategic Client Solutions at Manpower Group commented that "apprenticeships are alive and well in other parts of the world, but not as much in the U.S." Throughout history, apprenticeships, internships and mentoring have been a vital part of young people's education. Early examples include the guild system in medieval times and the architectural studio model utilized in the Bauhaus School in the early 1900s. These models incorporate a prompt or problem to solve, hands-on project work, guidance from a "master" or expert and critique by the master, peers and greater community. These skills resonate with Doyle who assists her clients with workforce planning. "As our clients' business environments and needs change rapidly, we advise our clients to look for job candidates who possess a 'teachable fit.' This means the candidates have the critical soft skills, including problem solving, collaboration, indirect and change management and communication skills to excel in continuously changing environments." Because of the extreme segregation of Milwaukee Metro, regardless of location of student homes, very few students have the opportunity to thrive in an environment that mirrors the world around us and are failing by waiting for their real lives to begin. Pathways High will offer options in educational delivery model and cultural diversity that will successfully guide our students into successful lives.

1.09 Describe how the mission and core beliefs will drive decision-making during the development and operation of the school.

The mission of Pathways High is:

Through the implementation of a **project based learning** model and a commitment to the **development of individual traits and skills**, Pathways High School will provide **diverse students** with a learner focused, **innovative structure for academic and holistic success**.

[30] Greene, Robert. *Mastery.* October 2013.

The emphasis on whole person development and connection to college, career and the diverse community drives the school's development in several ways. Intentional development of 21st century skills, known as EMPOWER Traits, in varied environments, classroom projects, career/work environments through mentors, internships and IMPACT programs and in community through service projects, has dictated the need for Pathways High to be located in Downtown Milwaukee. This location allows for ease of access to purposeful experiences, with both business partner and the arts, as well as public transportation.

All PBL Curriculum, IMPACT experiences, Advisory classwork, and Personalized Learning projects will be subject to screening tools that ensure Pathways High work will align with our mission and offer support to all learners while developing their individual pathways to success.

Budgetary, programmatic and personnel decisions are structured to provide alignment with the mission, vision, core values and beliefs of Pathways High. Projects will be vetted against the Pathways High cultural commitments with the following questions:

- Does the decision model our commitments?
- Does the decision affirm our core values?
- Does the decision provide for the nurturing of the right habits?
- Does the decision lead to high student achievement?

Deeper exploration and development of projects will occur with the following culturally significant questions:

- **Constructivist Theory:** Rather than simply presenting established facts or portraying a smooth path to knowledge, does the project allow students to construct their own understanding and knowledge of the world, through experiencing things and reflecting on those experiences?
- **Mindset Development:** Does this project facilitate instruction and create an environment that encourages growth and belongingness mindsets to help students achieve excellence in their academics, encourage them to accept challenges outside of their comfort zones and help develop them as valued members of the school and outside community?
- **Culturally Responsive Teaching:** Does the project clearly outline to students why what they are learning matters? Is the material relevant to their lives and the world around them? Is this evident in the planning?
- **Critical Theory:** Is the student's knowledge of the social sciences and the humanities reflected in assessments as critiques of society and culture?
- **Performance-Based Assessment:** Does the project allow students to be assessed on the quality of their work and their growth in skills and behaviors?
- **Adult World Connection:** Does the project allow students to get outside of the classroom to immerse themselves in work-life connections to learning, and foster meaningful connections with adults?

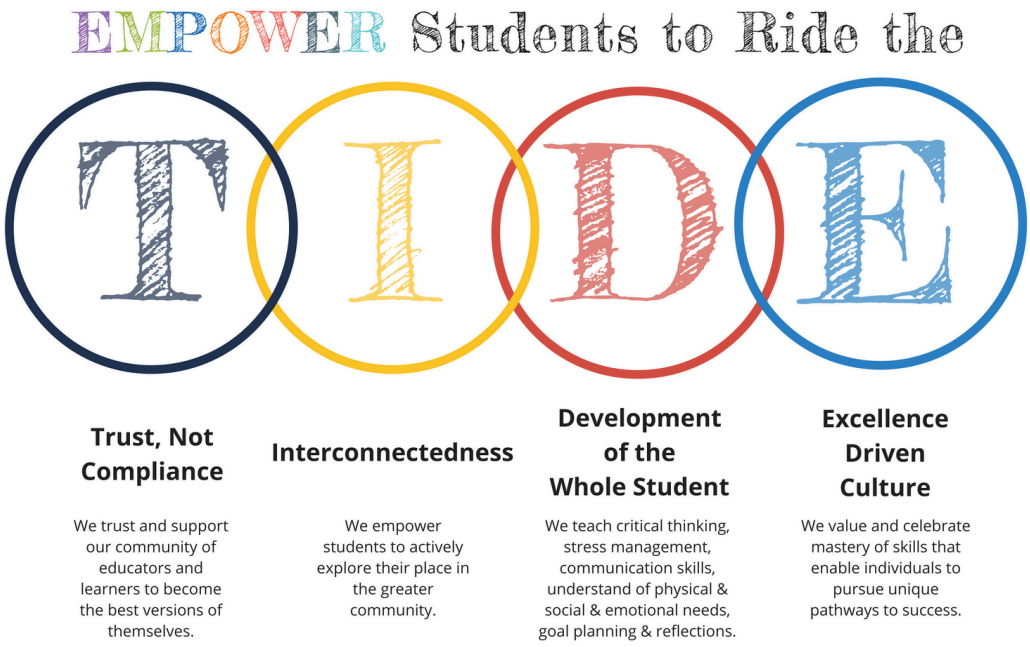
- **Service Learning:** Does the activity allow the student to make an impact and provide service to the three levels of service; self, school or community?
- **Student Support:** Does the project allow for teachers and advisors to know all students well and support them on their PLPs, their Impact paths, their career goals, and their academic goals?
- **College and Career Awareness:** Are there clear opportunities for connections from project to future education and training paths?
- **Health and Wellness:** Does the project allow students opportunities to practice good health and concepts surrounding wellness from mindfulness practices, yoga practices, sports and physical training practices, and more?
- **Personalized Learning:** Does the project clearly define EMPOWER Trait opportunities for individual growth and connection?

Our core beliefs and values, **T**rust, **I**nterconnectedness, **D**evelop the Whole Student and an **E**xcellence Driven Culture keep the staff of Pathways High moving forward in a way that supports our Mission. Daily teacher development, significant prep time and collaboration allows for a structure supporting the teacher as designer while trusting the teacher as a person working toward personal improvement.

1.10 Characterize the school culture desired for the school and how this culture will be established.

Our core values guide the way we establish a school culture that will pave the way to attaining our Vision. The Mission, Vision and Beliefs stated in 1.05 and 1.06 are all focused on the development of a culture that will produce students that are well prepared to become future leaders of our local, national and global communities A culture infused with respect and trust will develop trusting, trustworthy students. A culture that views the community as accessible for students to receive from and provide for, develops personal security and ownership within the context of community. A culture that teaches, models and sets expectation for the development of the whole student and recognizes students are multidimensional beings, not merely a set of two dimensional data stats, will produce balanced, healthy young adults. All of these qualities embedded into a school community that intentionally collaborates to meet the personalized interests and talents of our students creates a standard of excellence that thrives within the school and beyond.

Figure 1.10a TIDE at a glance



Trust

Trust, not compliance. At all levels of the school organization, Pathways High believes trusting all parties, educators, administrators, volunteers, parents/guardians and students to pursue personal and professional growth creates opportunities for significant educational outcomes. We create a culture of trust by the following actions:

- Encourage students and teachers to design achievable yet demanding challenges.
- All adults lead the way in creating classrooms, experiences and projects that challenge themselves as well as the students.
- By providing a culturally responsive framework for education, students and adults will build and maintain honest, open, critical conversations about things that matter.
- Student actions will be handled through a restorative justice lens, focused on problem solving rather than in a punitive, confrontational manner.
- Students and teachers will self-goal set and manage growth.
- Exhibitions and showcases will be held to feature accomplishments and hold students and teachers accountable for reaching goals.
- Create opportunities through a variety of means in order to share information with peers and the community at large.
- Show and share positive recognition of students and educators who meet and exceed goals.

Interconnectedness

Our school is an environment for students to actively explore their place in the greater community. Students will be explicitly taught how to foster connections with those around them through the following actions:

- Students will take ownership for the school in multiple capacities including but not limited to; curators, ambassadors, peer mentors, recruiters, developers and feedback providers.
- Educators, mentors and students will be trained in Crucial Conversations and use these skills to delve deeper into
- Community Conversations, Experts in Residence and mentors are involved in a variety of ways to build bridges between Pathways High and the community, to foster the expansion of student awareness of, interaction in and influence upon the greater community.
- Business Partners mentor students in the classroom as well as the workplace to provide student support for learning and to share social capital.
- Students, educators, and business partners design and participate in quarterly service projects.

Development of the Whole Student

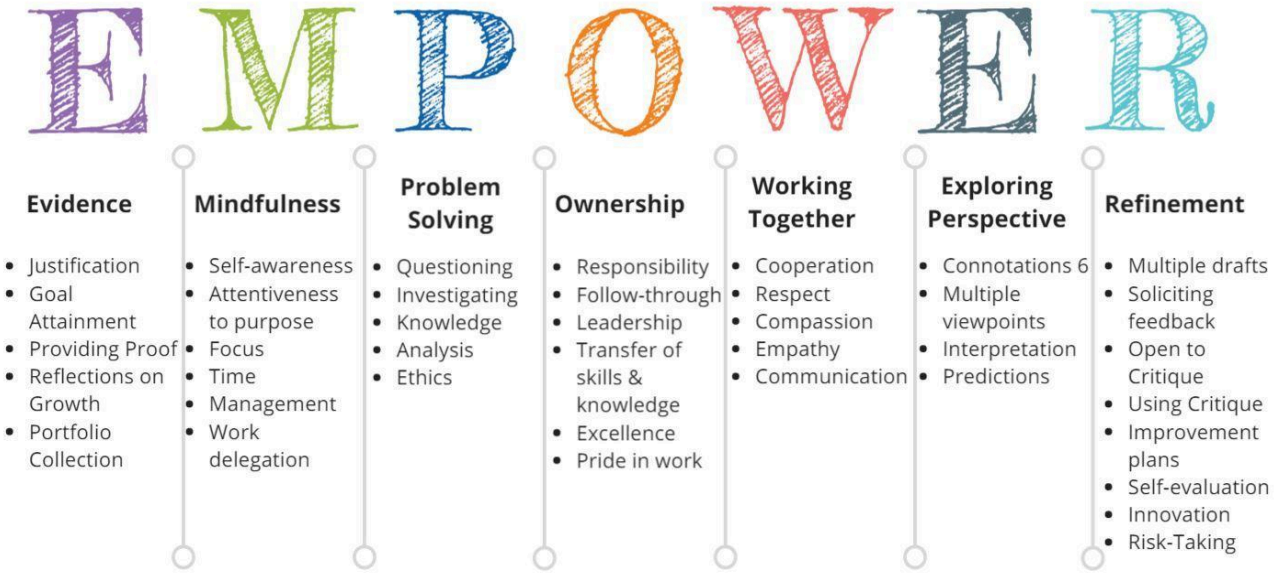
The development of the whole person in all aspects including critical thinking, understanding of physical and emotional needs, goal planning and reflecting, are vital for a 21st century success. Pathways High will develop people through the following actions:

- Teach, model and assess critical thinking that will be embedded into every aspect of the Pathways High program.
- Teach and practice stress management.
- Teach and practice a variety of communication skills.
- Understand the science of physical and emotional developments.
- Practice goal planning and reflections.
- Provide a wide variety of constructive life experiences and life skill building opportunities.
- Interleave EMPOWER building goals into experiences inside the classroom and during IMPACT experiences.

EMPOWER traits will be the guidelines which all members of the administration, faculty and staff will model and explicitly teach to students. Students will recognize, witness, understand, and embed these traits into their own habits. Staff orientation and professional development at Pathways High will emphasize training that prepares staff to model, demonstrate, and teach EMPOWER traits. Mentor training will mirror the culture and values-based professional development Pathways High provides for staff.

A mentor program will be put in place to expand support for student success and increase student retention. Pathways High mentors will be recruited from business and community partners who have the desire to provide guidance, knowledge, social capital and support to a Pathways High Student. Community mentors will offer general support for whole student development. Our Business Partner mentors provide support for specific interests and talents of students and develop student skills needed for projects. Mentor training will mirror the culture and personalized values-based professional development Pathways High provides for students and staff. Mentors will complete a volunteer application, agree to a background check, go through an orientation and then be paired with a Pathways High student or small group of students. Mentors will be scheduled to meet with students before or after school or during a specifically designated time during the day. The process will be monitored by the Director or IMPACT coordinator, who will also provide ongoing oversight and support to mentors and mentees.

Figure 1.10b EMPOWER Students to Ride the TIDE[31]



Excellence Driven Culture

In our school success, personal growth, and facing challenges head on are celebrated achievements. Each student will be supported as they set and meet goals that push themselves to their ever changing limits and finding self satisfaction as a result. Excellence will be attained through:

- Establishing an engaging, motivating, and challenging learning environment.
- Teaching and practicing reflective and metacognitive skills.

[31] Adapted from the following: Boone County Schools 10 Skills, Hewlett Foundation's 21st Century Skills, High Tech High Chula Vista Habits of Heart and Mind, International Baccalaureate Approach to Learning Skills, International Baccalaureate Learner Profile Attributes.

- Encouraging the spirit of entrepreneurial innovation.
- Using real world challenges to integrate knowledge and application of knowledge in the development of actual, implementable solutions.
- Provide diverse environments and experiences to develop cultural and economic fluidity.
- Provide an inclusive and respectful environment for all students to flourish within.
- Mastery and Process driven curriculum design.
- Maintain an innovative mindset and develop adults through ongoing professional development.

1.11 Describe the process that will be used to develop an initial strategic plan.

Upon notification of the acceptance of the Pathways High Charter Proposal, the founding team members, the Governing Board and Pathways High Council will convene to develop a Strategic Plan. This will occur under the guidance of Lauren Pagenkopf, Principal at Laurus Consulting LLC. Lauren is an experienced facilitator who has been essential in the development of Pathways High up to this point.

Our steering committee will be comprised of members of the Governance Board, 3 parents of future Pathways High students, both our Director and Associate Director, financial advisor, 1 outside educator, 1 business partner, our Diversity, Wellness and Arts Pathways High Council members and members of our SDG. It is essential that all stakeholders are represented in our final strategic plan for the next 5 years.

The Mission, Vision, Values and Core Beliefs have already been developed by the founding team members during the process leading up to the submission of this Pathways High Charter Application. In order to reach this point, there was intense collaboration between the founding team members and educators (elementary through university), business partners, community organizations, students and parents. Elements of this process are articulated in Section 3.02 as well as in Appendix G[32]. In addition, research was conducted by members of the founding team and others collaborated as delineated in Appendix H[33].

We will build upon this in the development of the strategic plan, using four cornerstones of PBL, IMPACT, Advisory and Personalized Learning. We will collaborate to define a concise SMART goal for each of the cornerstones and establish specific targets to accomplish by 2022. Special attention will be given to developing a plan that is universally understandable to all stakeholders.

[32] See Appendix G Log of Contacts
[33] See Appendix H Annotated Bibliography

2.00 GOVERNANCE AND LEADERSHIP

2.01 Identify the organization and individuals involved in the development of the school.

Pathways High Charter School's Design Team is united by a steadfast commitment to creating a high school based upon rigorous and engaging PBL experiences for diverse students in Milwaukee County and the four surrounding counties. The Design Team believes in the ability of all students to achieve unique pathways to success when provided with opportunities for academic and life skill development in varied contexts, exposure to careers and multiple layers of support, regardless of students' socioeconomic status, home language, ethnicity, or other life circumstances. With a shared sense of commitment for high quality education for all children, the Design Team will continue to work tirelessly and strategically to found and govern a charter school that fulfills the promise of an outstanding public high school (grade 9 - 13) education for the students of the city of Milwaukee and the greater Milwaukee region.

The five core Design Team members, Julia Burns, Amber Regan, Carol Stein, Tina Schulz and Jen Walkowiak, are taking the lead on writing the charter application. The extended Design and Resource Team is reviewing drafts and providing feedback throughout the process. Members of the extended Design and Resource Team have been working intensely over the past 11 months to progress to the semifinalist phase in the XQ Super School Project, a challenge to re-imagine public high schools in America. Through this process, the team developed broad community support, created plans around the application, and participated in other start-up processes.

Members of the Design and Resource team include:

- **Julia Burns, Founding Board President:** Julia Burns has over 12 years of business and partnership development experience at telecommunications, software and technology consulting companies in Boston, Milwaukee and Chicago. Having work experiences that span large multinational corporations to smaller start-ups, Julia excels in entrepreneurial environments where collaboration and team building are essential to success. While at Platinum Technology, Julia managed the global strategic partnership with Hewlett-Packard and traveled extensively to grow the joint revenues of the two sales organizations.

  In 2002, Julia left the technology industry to support the business development efforts of a small leadership development consulting firm. She gained exposure to leadership coaching tools, including 360 feedback and strengths assessment. For the past ten years, Julia has focused her time and talents on her family, including her husband, Bladen, and five children -- Jack (13), Reed (10), Margaux (8), Colin (8) and Grace (5). For the past five years she has managed the Destination Imagination (DI) extracurricular program (six teams) at her children's elementary school, Washington Elementary in Wauwatosa, as well as coached her son, Reed's, DI team for the past three years. Julia is Vice President of the founding board of the Friends of Tosa DI, a non-profit

organization focused on growing the DI program in Wauwatosa. Through her work with the DI program, Julia has seen first-hand the positive outcomes for all students involved in student driven, PBL.

Julia is a graduate of Boston University's College of Arts and Science and Boston University's Questrom Graduate School of Business.

- **Chad Bauman, Founding Board Member:** Chad Bauman is the Managing Director of Milwaukee Repertory Theater, an $11 million, not-for-profit regional theater operating a three theater complex with 200,000 annual patrons. He is responsible for the administration functions of the company including marketing, fundraising, finance, general management, facilities, education and food/beverage. Prior, he was the Associate Executive Director of Arena Stage, the Director of Marketing and Membership of the Smithsonian Institution, and the Director of Marketing & Communications for Americans for the Arts. In addition to being an administrator, he is a passionate teacher, dedicated volunteer and an in-demand speaker and consultant. He designed and launched the graduate Technology in Arts Management program at American University, and has taught in the graduate Arts Administration program at Drexel University and the M.F.A. Producing program at CalArts. Nationally known for his expertise in business planning, strategy and marketing, he has been featured in The New York Times, ArtsJournal, TheaterMania, Drama Biz Magazine, Stage Directions Magazine, the Washington City Paper, and others. In 2012, The Washington Post declared him the "guru of dynamic pricing," and for three consecutive years starting in 2011, Washington Life Magazine honored him as one of the most influential under-40 leaders in Washington, DC. In 2016, the Milwaukee Business Journal also recognized him as one of the top 40 leaders under 40 in Southeastern Wisconsin. As a speaker and consultant, he has worked with the Pew Charitable Trust, Carnegie Hall, the EmcArts Innovation Lab, The Flynn Center for the Performing Arts, City Theatre Company, San Francisco Foundation, Delaware Division of the Arts, Philadelphia Cultural Alliance, St. Louis Regional Arts Commission, ArtsMidwest, and the Arts & Business Council among others.
- **Walter Bond, Founding Board Member:**
  Walter Bond is the Chief of Staff of Teach for America Milwaukee, an education non-profit that recruits and trains teachers and places them in high-needs classrooms across the city of Milwaukee. He oversees external relationships, internal staff management, and the organization's local recruitment apparatus. Walter led staff management to record-setting improvements and pace setting results in staff satisfaction on metrics such as Gallup's Q12 Employee Engagement Survey and the Great Places to Work Institute's Trust Index.

  Prior to joining Teach For America Milwaukee's staff in 2014, Walter served at the IT Director and Athletic Director at Anacostia High School in Washington, DC. In those capacities he established first-of-its-kind relationships with organizations like NBC Universal, Microsoft, Gatorade, the Washington Nationals, the Washington Redskins, USA Weightlifting, and many other organizations. He also served as a technology

consultant for the District of Columbia Public Schools, and many athletic departments in the DC metropolitan area.

Over the course of five years from 2009-2014, Walter was a highly effective teacher at Anacostia and joined the school's leadership team in a number of capacities. Most notably, Walter offered primary oversight of the $67 million renovation of the school's campus. Walter is a native Milwaukeean and proud graduate of Milwaukee Public Schools. He holds a Bachelor of Arts from Marquette University and a Masters in Education from George Mason University. Walter is also very civically engaged, with experience as a speaker, regular broadcast radio contributor, youth advocate, and consultant to non-profits, startup businesses, and political campaigns in the Milwaukee area.

- **Nicole Davis, Founding Board Member:** Nicole Davis has a diverse background in education. Beginning her career as a first grade teacher at King's Academy Christian School until 2004. Nicole then became the education coordinator at the Boys and Girls Clubs of Greater Milwaukee from 2004-2008 at which time she transitioned to the Upward Bound pre-college coordinator and Stein Scholars Interim Director at the Boys and Girls Clubs until 2012 where her duties included but were not limited to: Collaborating with members of the Carroll community (faculty, staff, and students) to promote and implement pre-college programs. planning, coordinating and implementing all pre-college programs, including, but not limited to participating high schools. planning and implementing Project Pioneer Pre-College Programs: Saturday Academy Program, ACT Academic-Skill Camp, and Career-Leadership Institute and Summer Program, recruiting, selecting, and advising cohorts of eligible high school aged participants from target high schools, including advising as they prepare for enrollment in a post-secondary experience, assisting with data collection, analysis, and program modification and grant renewal materials, collaborating with members of the Carroll community (faculty, staff, and students) to promote cultural diversity and create cultural co-curricular opportunities for students, conducting assessments of all cultural diversity related endeavors in Student Affairs, developing strategies to improve relations among students from underrepresented groups and majority students and coordinating recognition initiatives for multicultural undergraduate students.

  From 2013- present Nicole has served as a Pathways to College precollege instructor, assistant director of pre-college programs and currently is the Director of Cultural Diversity at Carroll University**.**

- **Dr. Jacques du Plessis, Founding Board Member:** Jacques du Plessis grew up in South Africa. He was in the South African Navy for 2 years, concurrently starting his tertiary education at the University of South Africa. He then transferred to the University of Pretoria. In 1984 he transferred to the USA to do his BA (Linguistics, French minor). In 1992 he completed his MA (Linguistics and Language Acquisition) at BYU. He received a PhD from Utah State University in Instructional Technology. He has been teaching Afrikaans at the university level since 1885. Since 2002 he has been on the faculty of the University of Wisconsin, Milwaukee. He developed the first fully online foreign language course at UWM. As part of his research Jacques developed one of the pioneering Open CourseWare sites for foreign languages in 2004 with

www.openlanguages.net/Afrikaans. Currently he is developing web-based foreign language learning tools for the blind. Dr. du Plessis served as the president of the National Council for Less Commonly Taught Languages (2014-2016). He serves on the advisory board for an online school in Wisconsin. He is currently writing a book about a macro perspective of the objectives of education. He is passionate honing the environment to deliver optimal education in the maelstrom of changing technology, a reframing of identity and the perpetual quest of each generation to redefine themselves. He is also a state evaluator for schools of character.

- **Danny Goldberg, Education and Charter Resource:** Danny Goldberg served on the Board of Directors for Milwaukee Public Schools from 2005 until 2009. He is the co-founder of Carmen School of Science and Technology, which opened its first campus in 2007, a second campus in 2013 and a third campus in August of 2016. He served as President of the Governance Council of IDEAL Charter School from 2009 until 2013, and is currently Vice President of the Board of Directors of Northpoint Lighthouse Academy. Mr. Goldberg also worked with the Wisconsin Charter School Association to train charter leaders and develop new schools. All of these positions required expertise in financial planning, budget analysis, and strategic development.

  Mr. Goldberg's career spans 25+ years of experience in innovative educational policy and program design, implementation and management. He began creating new pathways for underserved youth to attain post-secondary success while he was in graduate school at Princeton University, and continued to pursue this mission after moving to Milwaukee in 1990. While working as Director of Innovation, Outreach, and School Services for the Wisconsin Charter Schools Association, he focused on learning innovations that could cross the chasms separating charter schools, traditional public schools, and school districts.

  Prior to winning a seat on the Board of Directors of Milwaukee Public Schools, Mr. Goldberg served as Director of Educational Services for Homeboyz Interactive, a non-profit youth transformation and information technology workforce development organization that significantly reduced gang violence in Milwaukee by training and placing more than 150 gang- affiliated and/or at-risk youth into full-time IT jobs or college programs. While working at Homeboyz, Mr. Goldberg co-authored and led advocacy for the New Vision of Secondary Education proposal that won a $17.25 million dollar grant from the Bill & Melinda Gates Foundation.
- **Kristen Gurtner, Education and Charter Resource:** Kristen currently leads her own educational leadership consulting firm. Formerly she served as the Director of Human Resources in the twelfth largest school district in Wisconsin. She has been a key stakeholder in the design and development of one of that districts nationally recognized personalized learning sites that has closed gaps and raised the bar. She also has served as a curriculum leader in Science leading inquiry based learning design and was a classroom teacher for just over sixteen years. She regularly consults on the effective recruitment and retention practices and holds an earned PhD in Educational Leadership and Policy from the University of Wisconsin Madison.

- **Kim Jenkins, Pathways High Council -Education Liaison:** As Assistant Director at the Institute for Personalized Learning worked closely with local, state and regional educators on developing and scaling personalized learning throughout schools within the CESA 1 region. In this role she provided training, coaching and consulting. She also directed CESA 1's Statewide Title I Network. Currently Kim serves as the Personalized Learning Consultant for the Franklin School District.
- **Mary Kellner, Founding Board Member:** Mary Kellner is the President of the Kelben Foundation, a family foundation that has funded hundreds of scholarships for needy high school seniors, endowments for Professorships, and many other Educational and Health initiatives. In addition to the huge impact to the Milwaukee area that her role with the Kelben Foundation provides, she is an eminent advocate for educational reform in Milwaukee. Mary brings a wealth of knowledge with her based on her vast experience in numerous organizations including Next Door Foundation, Schools That Can Milwaukee, Milwaukee College Prep, Nehemiah Project, I Have a Dream program and many others. Mary has a strong academic background to support her advocacy and philanthropy. Mary graduated from UW-Madison with a BA in Elementary Education. She later received her MS in Educational Psychology and Guidance from UW-Milwaukee. As both an elementary school teacher and later guidance counselor, Mary gained a front line understanding of the needs of education. Mary received her terminal degree, an Ed.D in Education, from Cardinal Stritch. Her research documented some of the cultural aspects of an effective MPS elementary school. Mary continues her involvement with these three educational institutions in a multitude of ways which align with her intense commitment to addressing the achievement gap that Milwaukee's children are facing in addition to other educational disparities that exist in our community.
- **Suzie Kirby-Purpero:** Suzie Purpero is the founding principal of Wedgewood Park International School, a middle school serving students in grades 6-8 in Milwaukee Public Schools. Wedgewood Park, Wisconsin's first International Baccalaureate Middle Years Programme, was created to provide a high performing middle school option in the city of Milwaukee. Suzie lead the closing of Walker Middle School and Alexander Graham Bell MIddle School in 2006 in order to open Wedgewood Park. The school began in 2007 with 450 students and grew to its current size of 915 students. To address the parental requests and needs of the south side of Milwaukee, a strong bilingual program was added to allow all students access to IB. Prior to Wedgewood Park, Suzie was an Assistant Principal, a curriculum coordinator and a math teacher at John Burroughs Middle School from 1993-2005.
- **Jody Lowe:** Jody Lowe is a seasoned communications professional specializing in communications strategy, strategic communications, investor relations, media outreach and media training. Prior to launching The Lowe Group, Jody spent 16 years with Strong Financial Corporation, investment advisor to the Strong Funds, where she directed media relations and corporate communications. In that role she also oversaw community and government relations for the firm. A graduate of the University of Wisconsin-Madison (Phi Beta Kappa), Jody serves on the corporate board of Waukesha State Bank. In the community, she serves on the Wauwatosa Plan Commission, the

United Performing Arts Fund Campaign Cabinet, Tempo Milwaukee Board and the Wauwatosa Public Library Foundation (past president). She is a hockey fan and enjoys running, having competed in two marathons and several half marathons.

- **Elizabeth Meyer, Secretary and Founding Board Member:** Elizabeth Meyer is the founder and President of Fund Development Corporation, and has more than 30 years of significant experience as a fund development professional. Her experience includes annual and capital campaigns, development assessments, marketing, and strategic planning. Meyer's Milwaukee area-clients have included the Discovery World Pier Wisconsin Campaign, Boys and Girls Clubs of Greater Milwaukee, Archdiocese of Milwaukee, Milwaukee Youth Arts Center Campaign and many other area not-for-profits. Meyer's community involvement includes:
    - Director and Secretary of the Wisconsin Preservation Trust
    - Former Director of the 1,000 Friends of the Land Institute of Wisconsin
    - Former Director and Past President of the Donors Forum of Wisconsin
    - Former Board Member of First Stage Children's Theater
    - Former Board Member and First President of the Washington Highlands Historic Preservation Corporation
    - Former Director of the Wauwatosa Public Library Foundation
    - Former Board Member of the City of Wauwatosa Board of Zoning Appeals

- **Lauren Pagenkopf:** Lauren Pagenkopf is the principal at Laurus Consulting, LLC, offering executive coaching, leadership development and communication consulting. Lauren has 25 years of leadership, coaching and management experience at companies with strong brands and missions including, Harley-Davidson Motor Company, Children's Hospital of Wisconsin and Hal Leonard Corporation. Lauren has been responsible for generating revenue, managing reputation, creating a common vision, leading through transformational change, overhauling processes and teams, building for growth and downsizing in lean times. With expertise in communication, organization and leader development, strategic planning, business development, brand management, process improvement and coaching, Lauren has a fully integrated perspective on the business issues organizations and individuals face during periods of growth and change. She has years of leadership as a volunteer on Milwaukee nonprofit boards, including being the president of the First Stage board. Lauren earned her Master of International Management from Thunderbird School of Global Management, Organization Development Certificate (UWM), Lean Leadership Certificate (Lean Learning Center) and La Marsh Change Management Certificate.
- **Mary Ann Panella-Best:** Mary Ann is the owner and lead education consultant of Best Practice of Wisconsin, a literacy consulting and student/parent advocate firm. Mary Ann's credentials include: Teacher of the Deaf and Hard of Hearing (K-12, Birth to 3), Instructor University of WI-Milwaukee, National instructor for Institute for Multi-Sensory Education (UM-Dearborn graduate course), National Literacy Consultant,

Educational coach (instructor, parent and student advocate). Mary Ann's practice is rooted in the belief that children who believe in themselves as learners will be able to achieve realistic goals regardless of the obstacles they face. Her practice has been influenced by experts in the field of social-emotional learning and her own experience with regard to children's self-efficacy and "mind-sets" as it relates to learning. Her special education background has shaped her whole child approach to learning. Mary Ann is an active member of the following organizations: International Literacy Association (ILA), International Dyslexia Association (IDA), Wisconsin Branch of International Dyslexia Association (WIBIDA), Association for Supervision & Curriculum Development (ASCD), Wisconsin State Reading Association (WSRA)

- **Amber Regan, Founding Board Vice President,** Amber Regan has dedicated the past 16 years to her family. Since 2010 she has been involved with providing project based educational experiences to students. Through formal programs like Destination Imagination and Odyssey of the Mind, Amber has spent 6 years managing or assisting 15 teams, 2 of which attended Global Finals. Students on these teams have ranged in age from 4-15 years old and have been comprised of all academic and social ability levels. In 2010, Amber collected all of the unused science materials at a public elementary school and converted an empty room into an inquiry based science lab. In addition to setting up inquiry based experiments for the teachers, she started 2 science clubs. The first was a competitive Science Olympiad team, comprised of 18 third through fifth graders identified as gifted and talented, which placed second in the state. The second was a weekly hands on experiment club which serviced 120 students, grades K-5. Wanting to make science accessible for all students, Amber created a club, designed the lessons and handouts and led the experiments for all 120 students. For two years, Amber homeschooled her 4 children. During this time she started homeschool Odyssey of the Mind and Science Olympiad teams and taught science at a homeschool co-operative. Since moving to the Milwaukee area, Amber has continued managing Destination Imagination teams and co-directed the program at a local middle school.
- **Adam Schmidt, Pathways High Council Education Liaison:** Adam Schmidt is the founding director of talent and strategy at Seton Catholic Schools, a nonprofit school management organization charged with transforming Catholic education in Greater Milwaukee. Adam is responsible for setting vision and leading team execution to recruit, develop and evaluate over 650 teachers, school leaders and educational assistants across 26 schools, in addition to broader organizational development projects. Previously, Adam was an inaugural Education Advocacy Fellow at 50CAN: The 50-State Campaign for Achievement Now (2015-16) and, before that, led teams to achieve record fundraising and recruitment goals at Teach For America (2011-15). Adam is a former high school special education teacher and serves on the boards of the Milwaukee Academy of Science, a K-12 charter school, and the Truman Scholars Association.
- **David B. Schulz, Treasurer and Founding Board Member:** David Schulz is a shareholder and chair of Reinhart's Banking and Finance Practice, a member of the firm's Corporate Law Practice, as well as a member of Reinhart's Board of Directors.

David's practice is primarily devoted to commercial and public finance matters including structuring transactions using New Markets Tax Credits (NMTC), Historic Tax Credits (HTC), and other federal and state tax credits. Recognizing the importance of community involvement, David is highly involved with the Alzheimer's Association of Southeastern Wisconsin where he serves as a Board Member and Treasurer. In addition to his involvement with the Alzheimer's Association, David is a member of the Advisory Council of Rebuilding Together Greater Milwaukee. Notably, David along with numerous members of Reinhart's Banking and Finance and Bankruptcy Practices volunteered their time to partner with Rebuilding Together to renovate a home on the north side of Milwaukee. David is also a member of the Wauwatosa Community Development Authority where he applies his project financing expertise to assist with redevelopment matters.

- **Tina Schulz, Founding Council Member:** Tina has a Bachelor's degree in Social Work from the University of Wisconsin Milwaukee. Tina has over 10 years working experience with children and families in Milwaukee. This experience includes working for the Bureau of Milwaukee Child Welfare and Southwest Key. At Southwest Key, Tina served as a vocational counselor and job placement specialist for at risk youth. Prior to working for Southwest Key,Tina worked with at risk teenagers at Pathfinders, a teenage shelter for runaways along with Sojourner House where she worked with children subjected to backgrounds of domestic violence. Tina has experience serving on several boards throughout Milwaukee including but not limited to the Wauwatosa Youth Commission, PTSA board at Wilson Elementary School, Destination Imagination and Grace Oasis.
- **Carol Stein, Founding Board Member:** Carol is the principal consultant at CBStein Consulting, LLC in Milwaukee. Carol has educational leadership experience in elementary, middle and high schools, regular and special education, public, private, urban and suburban settings. A leader in the development of International Baccalaureate Programs, she was instrumental in the growth of Ronald Reagan IB High School on Milwaukee's south side. She lead the implementation and authorization processes for both the IB Middle Years Programme and the Career-related Programme at Reagan. Reagan has become recognized as one of the top high schools in both Wisconsin and the nation.

  Carol writes grants, proposals and whitepapers to support worthwhile organizations. She has developed multiple tutoring/mentoring programs for elementary and high schools, founded PATH, a program that focused on peer mentoring for special needs teens and connecting their families to community resources and organized countless events and professional development workshops. Carol is supporting Pathways High School through her educational and writing expertise.

  Carol is on the board of the Southeast WIsconsin Community Advisory Board of the Army Recruiting Battalion as well as Building 2 Learn.
- **Jen Walkowiak, Founding Council Member:** Jen graduated from UW-Whitewater with a Bachelor of Fine Arts in Theatre/Stage Management.

Since that time she has worked in a variety of careers, first teaching computer skills and industry specific software to local real estate agents, and later as an Account Executive and Production Manager for an advertising and direct marketing firm where she created and maintained client marketing budgets, implemented marketing strategies, did demographic and list research, and oversaw production and fulfillment of multi-media campaigns.

Jen is a West Allis-West Milwaukee School District parent of four daughters, two sets of twins, ages 12 and 11: Audrey, Amelia, Abigail, and Alice. In 2010 her girls were part of a personalized next generation learning pilot at Walker Elementary and she witnessed first hand the success of 21st century learning programs. She has since become an organizer and parent activist to continue and expand such next-generation learning in the district beyond elementary school. She has also found a passion for educational technology that supports personalized and PBL in our schools.

Through this work and advocacy she was introduced to the Pathways High project in April 2017 and has become an integral component of its preparation and eventual success.

- **Blair Williams, Urban Planning Resource**: Blair founded WiRED Properties in August, 2005. Blair is a native Milwaukeean and is passionate about Milwaukee. A graduate of the University of Wisconsin – Madison with a B.A. in History, a J.D., an M.B.A. and an M.S. in Real Estate, Blair is also a dedicated Badger.

  WiRED has become the leading mixed-use development firm in Southeastern Wisconsin. Recent developments include the multiple award-winning Cornerstone and Ravenna in Shorewood. Current developments include Mequon Town Center in Mequon, WI, Drexel Town Square in Oak Creek, WI, Lilly Preserve in Brookfield, WI, Ballpark Commons in Franklin, WI and the National Ace Hardware Building in Milwaukee, WI.

  Blair has partnered with Milhaus Development in order to pursue complex master-planned real estate developments such as Stitchweld in Bay View that leverage place-making and active engagement as tools to create profound and enduring communities. Blair and his wife, Stacy, have two children who attend Maryland Montessori.

2.02 Describe how this organization and/or these individuals individually and collectively, embody the characteristics, skills, and experience necessary to establish the school as an effective, stable organization.

The professional skills and experience of the Pathways High Founding Governing Board and Pathways High Council members provide expertise and passionate commitment in a wide variety of professional fields. Expertise spans the areas of K-12 and higher education, engineering, partnership development, intergovernmental relations, school policy, financial management, non-profit governance, marketing, fundraising, community organizing/outreach, and strategic planning. This diverse array of skills and experience ensures Pathways High's plans and partnerships will sustain the school's long-term success.

Pathways High's governance model is influenced by its mission, vision and core values. Specifically, Pathways High's commitment to foster strong business, community and education partnerships and develop the whole student is reflected in our governance model which includes a Governing Board, Pathways High Council and multiple advisory groups -- parents/community, students and educators. Each of these entities will be described in detail in section 2.03.

Figure 2.02a: Founding Governing Board and Specific Skillsets

Members	Specific Skillsets	Group/Committees
Julia Burns Founding Board President	Development, Marketing Community Relations	Development Committee
Chad Bauman Managing Director, Milwaukee Repertory Theater	Development, Finance Operations, Community Relations	Finance Committee
Walter Bond Chief of Staff, Teach For America	Education, Facilities, Community Relations	Student Achievement Committee
Nicole Davis Director of Cultural Diversity, Carroll University	Education, Community Relations	Student Achievement Committee
Jacques du Plessis Associate Professor, School of Information, UW-Milwaukee	Technology State evaluator for schools of character.	Technology Committee
Mary Kellner, Ed.D	Education, Development, Community Relationships	Student Achievement & Development Committees
Elizabeth Meyer Secretary Owner, Fund Development Corp	Development, Community Relations, Governance	Development Committee Governance Committee
Amber Regan Founding Board Vice President	Facilities, Community Relations	Student Achievement Committee
David Schulz Treasurer Partner, Reinhart, Boerner Van Duren	Law, Finance,Community Relations	Finance Committee Chair
Carol Stein Owner, CBStein Consulting	Education, Program Development	Student Achievement Committee

2.03 Describe the board that will be created to lead the school.

Pathways High's governance model includes a Governing Board, Pathways High Council and multiple advisory groups comprised of parents/community, students and educators. Each of these entities will be described in detail below.

A Board of Directors called the Governing Board will govern Pathways High. This Governing Board, which will have no fewer than three (3) and no more than fifteen (15) members, will hold the charter of Pathways High and ensure accountability to its mission, financial viability, and adherence to the terms of the charter. The Board will maintain an odd number for voting purposes.

Upon approval of the charter, the founding Board will hold an organizational meeting and officially transition to a Board of Directors. Following a clear and transparent Board election process, decision-making process and policies for membership terms (described in the Bylaws)[34], Pathways High will elect officers, hire its chief executive, approve key policies, and approve the upcoming calendar of meetings. From that point forward, the Board's work will be led by its officers and executed largely through its committee structure. As a policy-making body, the Board will govern the school and will delegate all day-to-day management decisions to the Director who will be supported by the Pathways High Council.

Each member of the founding Board will commit to a one-, two-, or three-year term to ensure that we have continuity in Board leadership as members may transition on and off of the Board. Each Board member may serve consecutive terms for up to six years of board service. Pathways High will continue to use our planning year strategically to ensure strong policies and to codify our operational structures, both for the Board and for the school operations itself, in order to ensure seamless transitions for onboarding of new staff and Board members.

Officers are elected by the Board and include President, Vice President, Secretary, and Treasurer. New officers may be added and filled at any meeting of the Board. The Board will work efficiently through a committee structure. The initial standing committees include Governance, Student Achievement, Finance, and Development. The Board may establish other committees or task forces as it deems necessary.

A majority vote of those present at a Board meeting will constitute action by the Board. The Board may not act unless a quorum of the Directors is present. In drafting and approving school policies, the Board of Directors will adhere to the following decision-making process: conduct Board level discussion; assign member to draft policy; write first draft of policy; and present policy to Board for approval.

Pathways High will implement financial policies and practices to ensure the long-term viability of the school, including maintaining a balanced budget and conducting an annual audit of financial statements. The Board will create and maintain a comprehensive budgeting process and a system of fiscal checks and balances. As one of the standing committees of the Board, the Finance Committee will work closely with the Director and any external finance back office providers as appropriate to develop and execute responsible fiscal policies and practices. Every month, the Finance Committee will report to the Board on the financial health of the school. The Board will meet at least 6 times each year in full accordance with our approved bylaws.

[34] See Appendix I for a copy of the Pathways High Bylaws.

Officers

The Pathways High Board will include the following officers, responsible for the listed duties.

- The President will preside at all meetings of the Board and exercise general charge and supervision of administration of all affairs and business of the school, as well as any other duties as prescribed by the Board.
- The Vice President will perform all duties and exercise all powers of the President in the absence or disability of the Board President, as well as any other duties as prescribed by the Board or delegated by the Chair.
- The Secretary will ensure accurate records of all of the minutes of all meetings and committees to which the Secretary is appointed. The Secretary will serve or cause to be served all notices of the school and act as the custodian of the school's non-financial records. The Secretary will also perform all duties assigned to the office of the Secretary, as well as any other duties prescribed by the Board.
- The Treasurer will keep complete and accurate accounts of all receipts and disbursements of the school. S/he will also deposit all monies and other valuable effects of the school and to the credit of the school in such banks and depositories as the Board designates. The Treasurer will ensure accurate books and financial transparency for the Board and the public at large. The Treasurer will submit a report of the financial viability of Pathways High annually and as requested. The Board Treasurer will perform all duties assigned to the office of the Treasurer and any other prescribed duties. The Treasurer shall provide security for faithful and accurate performance of his/her duties as required by the Board of Directors.

Governing Board Committees

The Board will form standing committees and assign work as necessary. Each committee will be chaired by a member of the Board and may include other Board members, Council members, community members, interested professionals, and stakeholders. Each committee will have a set meeting schedule and follow all open meeting laws. Standing committees will include, but are not limited to:

- **The Governance Committee** will oversee all recruitment, selection, and onboarding of new Board members, as well as continued professional development for the Board.
- **The Finance Committee** will be chaired by the Board Treasurer and will ensure that the school's mission, vision, and policies are reflected in the annual budget and track all actual versus budgeted expenditures. The Finance Committee will inform the Board about the organization's finances and provide all necessary financial information and training to the Board as necessary. The Finance Committee will ensure fiscal compliance with federal and state regulations, oversee the financial audit, and create any financial policies necessary.
- **The Technology Committee** will be in charge of facilitating our relationship with Project Foundry and other software companies along with staying apprised of the newest technology and educational software for students and teachers. This

committee will manage the initial and on-going set-up our networks while maintaining relationships with contracted vendors.

- **The Development Committee** will be responsible for developing a fundraising plan and meeting all fundraising benchmarks to ensure that the financial needs of the school are met.
- **The Student Achievement Committee** will review all achievement data and assessment policies and report on school's progress to the accountability measures. This committee will also oversee the annual survey of staff and families and report findings to the Board.

School Leadership

The Pathways High Director will implement and execute the policies and procedures issued by the Board of Directors. The Director will be hired, supported, and evaluated by the Board of Directors to whom the Director will report on all elements of the school's academic program and operation.

As the leader of the school, the Director is responsible for:

- Managing all day to day operations for the school and staff.
- Accounting to the Board of Directors on the financial and academic progress of the school.
- Implementing the educational program, ensuring alignment with mission and goals.
- Hiring, supporting, evaluating, and, when necessary, terminating teachers and staff.
- Ensuring effective long-term business and organizational planning.
- Engaging with parents, students and community members.
- Providing information to the Board to ensure they can complete their duties.

Pathways High's organizational chart, located in Section 2.11, describes a relationship wherein both management and governance are accountable to the mission of Pathways High Charter School. No individual besides the Director will report directly to the Board of Directors. Neither the Board nor any of its Committees will formally manage any individual at the school. The Director will be hired immediately upon charter authorization as a part-time consultant until July 2017 when he will be converted to a full time employee of Pathways High. The Director will be formally evaluated annually.

The Board is fully responsible for hiring a Director, and they shall maintain current job descriptions and have succession plans in place in case of transition.

In the case of a vacancy in the Director position for the school, the Board will convene a Search Committee led by, at minimum, the Board President, two Board members, a teacher, a parent, and an additional community member. The Search Committee will utilize the job description and evaluation tool to ensure that each applicant meets the requirements of the position and is committed to the mission and vision of Pathways High. Pathways High's Search Committee will post the position widely through Milwaukee Charter School Advocates, the authorizer website, if permitted, Teach For America, and other professional job sites for

high quality educators. The committee will collect applications including cover letters, resumes, short-answer questions, and references. The committee will continue through a multistage process including a phone interview, in-person interview, teaching and coaching session, and case studies. Finalists will appear before the whole Board as well as at a community event to meet and speak with additional stakeholders. The committee will issue a report to the Board including their recommendation, which will be approved or rejected in a public Board vote. Rejection of the recommendation will result in a new search.

Pathways High Council

Figure 2.02b: Pathways High Council Members and Specific Skillsets

Members	Specific Skillsets	Group/Committee
Julia Burns Founding Board President	Development, Marketing Community Relations	Development Committee
Kim Jenkins Personalized Learning Consultant, Franklin School District	Education	Educator Advisory Group
Amber Regan Founding Board Vice President	Facilities, Community Relations	Student Achievement Committee
Adam Schmidt Talent and Strategy Lead, Seton Catholic Schools	Education Community Relations	Chair, Educator Advisory Group
Tina Schulz Chair, Parent Advisory Group	Community Relations	Chair, Parent/Community Advisory Group (PCAG)
Jen Walkowiak Ed Tech Advisor	Education Technology	Technology Committee

In order to effectively support the Director of Pathways High in fulfilling the mission of the school, including developing the whole student and fostering extensive community and business partnerships a Pathways High Council has been created. The Governing Board President and Vice President are also members of the Council. The other eight Council members include the Director, an outside educator who chairs the EAG (all advisory groups described below), a business partner, a parent who chairs the Parent Advisory Group, an EdTech advisor, an arts partner, a health and wellness advisor and a non-voting student chair of the Student Advisory Group.

The Pathways High Council will meet six times per year (the alternate months of the Governing Board meetings) and is responsible for providing expertise and input to the Director that helps support and continually improve the cornerstones of the school; PBL, IMPACT, Advisory and Personalized Learning.

Pathways High Advisory Groups

Our Advisory Groups meet separately according to varying schedules. The goal is to gather feedback from the specific constituency of the school community about what is working well and where improvements can be made and provide that feedback to the Pathways High Council.

- **The Educator Advisory Group (EAG):** includes school superintendents or their designee from public and private schools in Milwaukee and the surrounding counties. Pathways High will be a learning laboratory for the region benefiting from the expertise and experiences of other schools/school districts while providing these districts with a direct view of our innovative education model in action that in turn can be implemented in their own schools. Several schools and school districts have indicated their interest to be a member of the EAG[35].
- **Parent/Community Advisory Group (PCAG):** When the school opens in August 2017, Pathways High Community Outreach Group will transition to become the PCAG, reporting to the Pathways High Council. The Advisory Group's responsibilities will include:
    - Promoting the school mission
    - Provide communication for all parents of new policy updates and other important news including upcoming events and volunteer opportunities
    - Monitoring and advising school programs and services
    - Inform new parents about Pathways High and assist with the transition through a partner parent program.
    - Inform all parents by sharing news articles on education
    - Participating in strategic planning and updates
    - Building attendance at school exhibitions and gallery walks
    - Advancing the school's public image
    - Serving as ambassadors and spokespersons for the school
    - Contributing to and reviewing parents and student feedback (e.g. surveys) about the school program
    - Assuring and reviewing faculty and staff input into the operation of the school through regular planning meetings, staff development sessions, and regular climate and performance surveys

  The PCAG will facilitate students, families, and partners to become stakeholders committed to the enduring success of the school in a myriad of ways before student enrollment, upon enrollment, before the school year, and on a daily and weekly basis throughout the school year.

[35] See Appendix J

- **Student Advisory Group (SAG):** The SAG will be a youth-led organization that is committed to providing a voice for the students of Pathways High by representing and presenting the interests of the students to the Leadership and Council of Pathways High. The SAG will be made up of 9 students 2 from each grade level and 1 from IMPACT.

2.04 Describe the process to be used for the selection of board members.

The Founding Board Members include the two people, Julia Burns and Amber Regan, who originally conceived, researched, designed and developed Pathways High for the XQ Super School Project. Additionally, David Schulz, Elizabeth Meyer, Chad Bauman, Walter Bond, Nicole Davis, Dr. Jacques Du Plessis and Carol Stein were chosen specifically for their diverse professional skill sets, commitment to Pathways High's mission, and the ability to give significant time to ensuring Pathways High is organized to successfully open in August of 2017. This founding team for Pathways High will comprise the Founding Board of Directors for the school upon charter approval.

The Board will then authorize the draft by-laws that have been submitted with the charter. Collectively, the Board is responsible for all areas of governance for Pathways High. It oversees: (1) mission, policy and strategic planning, (2) financial oversight, (3) legal and regulatory compliance, (4) selection, management, support and evaluation of the School Director, and (5) accountability to the public. To ensure oversight of each area, the Board will elect a President, Vice President, Treasurer, and Secretary, as well as establish standing committees that include, but are not limited to, Governance, Finance, Facility, Academic Achievement, and Development. The Board has the responsibility for hiring, supporting, and evaluating the School Director; the School Director has the responsibility for all day-to-day management and operations of the school.

Board development is facilitated by the President of the Board and Director. The development is tailored to the needs of Board members and includes annual trainings, strategic development, local workshops, online seminars and shared readings and discussions as appropriate. The annual Board retreat in April facilitates reflection on ways the Board was able to support Pathways High's mission over the past year and strategic action planning on ways to increase that positive impact.

The Board of Directors uses the following criteria to identify new board candidates:

- Expertise aligned with needs of the Board (tailored to specific needs given the Board makeup at that time) including: Finance/Accounting, Senior Management, Strategic Planning, Community Outreach, Development, Marketing/PR, Law, Governance, Facilities/Real Estate, Education and Human Resources.

Alignment with Pathways High's mission and educational approach.

- Passion for and commitment to youth in Milwaukee and the surrounding regions, including willingness to be a mentor for one or more Pathways High students.
- Availability/enthusiasm to participate fully in Board meetings, retreats, and school and community events.

- Access to personal networks capable of supporting/assisting with Pathways High's development.
- Ability to work well with others and to put the school's goals before personal agendas.

Once a new candidate is identified, and over the course of several informal meetings as the above criteria is considered satisfied, the candidate will be invited to an upcoming Board meeting and provided with formal literature about the duties and responsibilities of Board membership. A formal interview will then be conducted with the Governance Committee. As appropriate, the Governance Committee will present the candidate for a vote by all sitting members of the Board and invited to the Board only if voted for approval by a 2/3 vote of the Board as outlined in the Bylaws.

Their total experiences and dedication of the governing Board will be instrumental in providing support and guidance to and oversight of the Director in achieving the goal of operating a personalized PBL high school that supports students in developing unique pathways to success in post-secondary education, career and life.

Pathways High currently has a strong core team of Board members and we will be looking to expand our Board by at least four Board members before school opens. We are currently accessing our personal and professional networks, as well as members of the Milwaukee business and nonprofit communities to recruit a pipeline for Board leadership, focused in the areas of fundraising and development, and IT, as these are two areas that could benefit our work moving forward.

Board Training

When operating at the highest possible level, a charter School Board optimizes the school's mission, cultivates organizational sustainability, and achieves outstanding results. High performing Boards operate strategically, have strong working relationships with management, build institutional memory, measure success quantitatively, and align committee work to organizational goals.[36]

Our Board intends to access some of the strong Board training offered by PAVE, a well-respected community organization focusing on providing training and development to School Board members, and should we receive a charter, Pathways High will start the formal process of becoming a member of the PAVE community. Moving forward, we will implement a plan whose strategies require the Board consider:

- **Meeting dates:** review for governmental and religious holidays.
- **Meeting preparation:** time needed for preparation and distribution of materials for consideration at meeting. All materials will be sent two weeks in advance.
- **Agendas:** clearly identify issues on which actions need to be taken – all Board agendas will contain a short-hand column that denotes whether an agenda item has "action needed," what the item is, who proposed it, what materials are required, and the time allotted.

[36] Research on high performing charter school Boards comes from http://www.reachthehighbar.com/images/downloads/ReachingTheHighBar_StepsToExcellence.pdf.

- **Record keeping:** The Secretary will promptly prepare minutes, circulate timely for review among the Board and then post onto the school website.
- **Notice:** Pathways High will post its Board meetings on the school's website, in its monthly newsletters, a bulletin board within the school, and a public advertisement at the start of the fiscal year.
- **Physical Layout:** All Board meetings will contain a physical layout conducive to guests present including guests with disabilities.
- **Voting:** All votes will be open to the public and will comply with state laws regarding quorum and electronic participation.

2.05 State the general duties of board members.

The Pathways High Board of Directors will serve as the governing body of Pathways High. The control and governance of Pathways High is vested in the Board and all management decisions will be delegated to the Director who will be hired by, report to, and evaluated by the Board. The Board and its individual members are charged with upholding and overseeing fulfillment of the mission and purpose of Pathways High. As the critical volunteer leadership of the school, Board members commit to:

- Developing and providing oversight of policies and procedures for the school
- Managing resources effectively
- Monitoring the educational program, ensuring alignment with mission and goals
- Selecting, supporting, and evaluating the School Director
- Ensuring effective long-term business and organizational planning
- Supporting the organization financially
- Taking initiative in connecting the organization with opportunities for funding
- Enhancing the school's image in the community

The founding group has seven members, three of whom intend to serve on the Governing Board, one whom we intend to name as Director, one whom we intend to name as Associate Director and two of whom will serve on the Pathways High Council. This group has reviewed, contributed to, and supported all aspects of the charter application and school design.

The Board continues to develop its membership, and is in productive discussions with additional candidates for both the Governing Board and Pathways High Council.

Our Governing Board and Pathways High Council include a diverse array of Milwaukee's civic leadership. Their skills include school leadership, operations, finance, community relations, law, finance, compliance, marketing, education, and governance.

2.06 Explain how the governance of the school will embody principles of democratic management, including but not limited to parental participation; 118.40(1m)(b)6.

The Board will function according to Wisconsin state law. All Board meetings, including our annual Board meeting each April, will be announced and open to the public. The Board will

meet at least 6 times per year. In November of each year the Board will have a retreat where members will be given training on governance and Board responsibilities including our Conflict of Interest policy, and Wisconsin Open Meeting laws.

Parents will always be welcome to attend Board meetings. The Board will review the feedback from parent and family surveys twice per year. When results of the semi-annual parent and family surveys are shared with the school community at our monthly community meetings, at least one member of the Board will be present to share conclusions drawn from survey data and next steps the school and Board intend to take.

Pathways High will have a Parent Advisory Committee that will report to the Board biannually. This group will engage families in working towards projects that support the mission of Pathways High and seek to continuously improve the school.

If a complaint is made regarding a staff member at Pathways High, it shall first be the responsibility of the Director to address the complaint to the satisfaction of the Board and the Director.

The Board shall serve as the appeals body for any complaints that are not satisfactorily resolved or that involve the Director directly in the complaint. The Board will act on the complaint and provide a final response to the complaint within 30 days of receiving the formal written complaint or by the next regularly scheduled meeting of the Board unless extenuating circumstances outlined in the complaint require an expedited review.

2.07 Explain how the board will establish policy and work with the staff to promote the goals of the program.

The Founding Board of Pathways High will develop policies and guidelines to ensure the viability and productivity of the school. When the Founding Board transitions to the Governing Board upon authorization, it will move forward to adopt proposed Bylaws under which it will operate. From there, the Governing Board will maintain a minimum of three members with no more than fifteen members. The School Director will report and be directly accountable to the Board. A copy of the proposed Bylaws and Conflict of Interest Policy[37], which outlines when Board members should recuse themselves from discussion of topics or votes, can be found in Appendices I and K respectively. The Board has identified a number of policies to be drafted, approved, and implemented including Board specific, ethics related, financial, personnel, and student specific policies. In drafting and approving school policies, the Board of Directors will adhere to a decision-making process according to the Bylaws. Policies will be made available to families and to the general public through our website at www.pathwayshigh.org and copies of all policies will be available in the front office at the school.

2.08 Attach a copy of the by-laws of the board (if available).

See Appendix I

[37] See Appendix K

2.09 Attach a copy of articles of incorporation as defined by Wisconsin law.

See Appendix B

2.10 List the names and occupations of individuals who will serve on the initial school board (if available).

Governance Board (3 members minimum; up to 15 total) [See section 2.01]

- Julia Burns, President
- Chad Bauman, Director at The Milwaukee Repertory
- Walter Bond, Chief of Staff, Teach For America
- Nicole Davis, Director of Cultural Diversity, Carroll University
- Jacques du Plessis, UWM, Associate Professor, School of Information Studies
- Mary Kellner
- Elizabeth Meyer, Secretary
- Amber Regan, Vice President
- David Schulz, Treasurer
- Carol Stein, Educational Consultant
- Marquette (1 seat)*
- Destination Imagination (1 seat)*

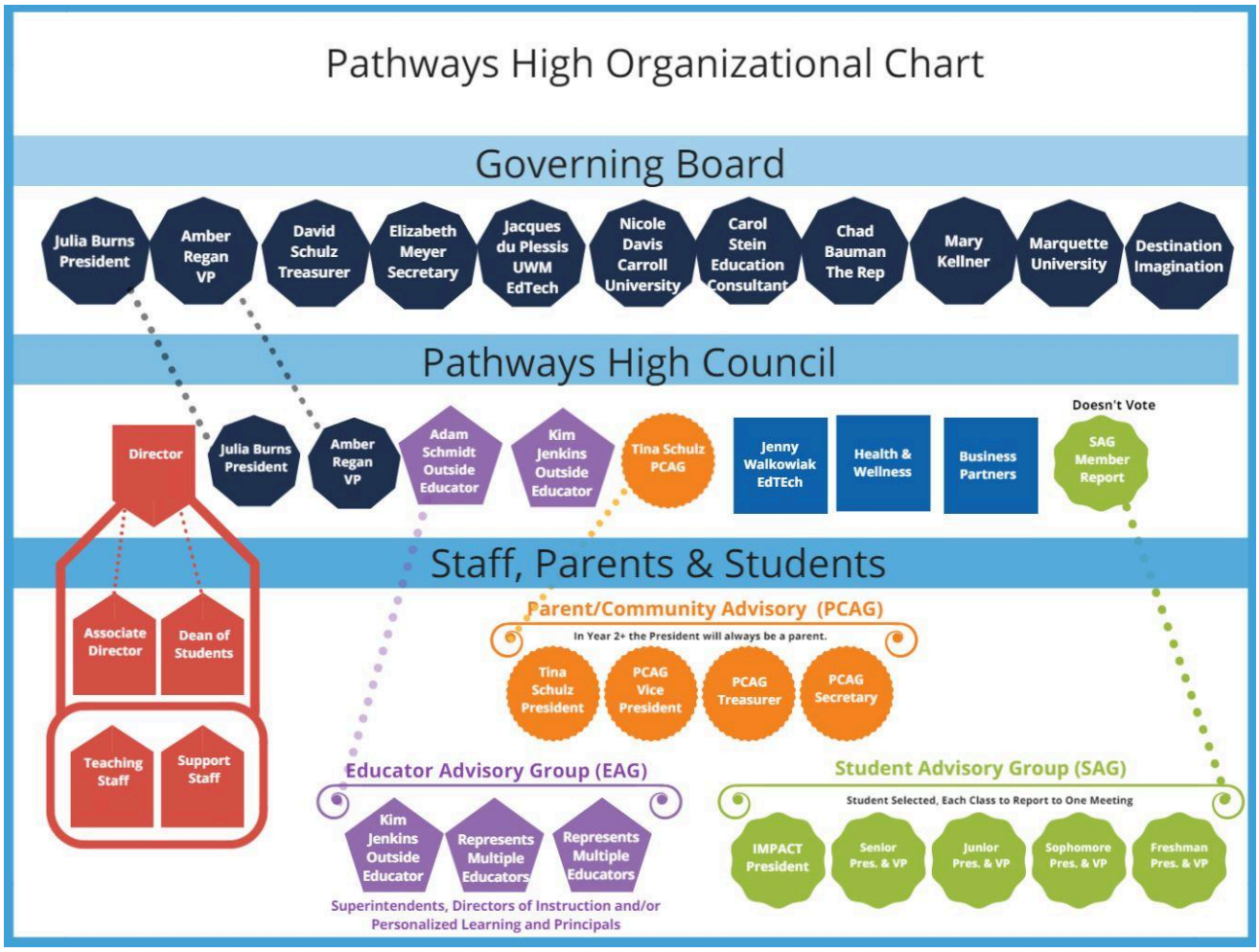
Pathways High Council (9 members) [See section 2.01]

- Julia Burns, Governance Board President
- Kim Jenkins, Outside Pathways High Educational Representative
- Amber Regan, Governance Board Vice President
- Adam Schmidt, Outside Pathways High Educational Representative
- Tina Schulz, Parent Advisory Group
- Jen Walkowiak, IT Representative
- Health/Wellness Representative (1 seat)*
- Business Partner Representative (1 seat)*

*Pending

2.11 Explain how the school will operate in terms of lines of authority and responsibility. Include an organization chart.

Figure 2.11a Organizational Chart of Board, Council, Staff, Parents and Students



Staffing for Year Zero

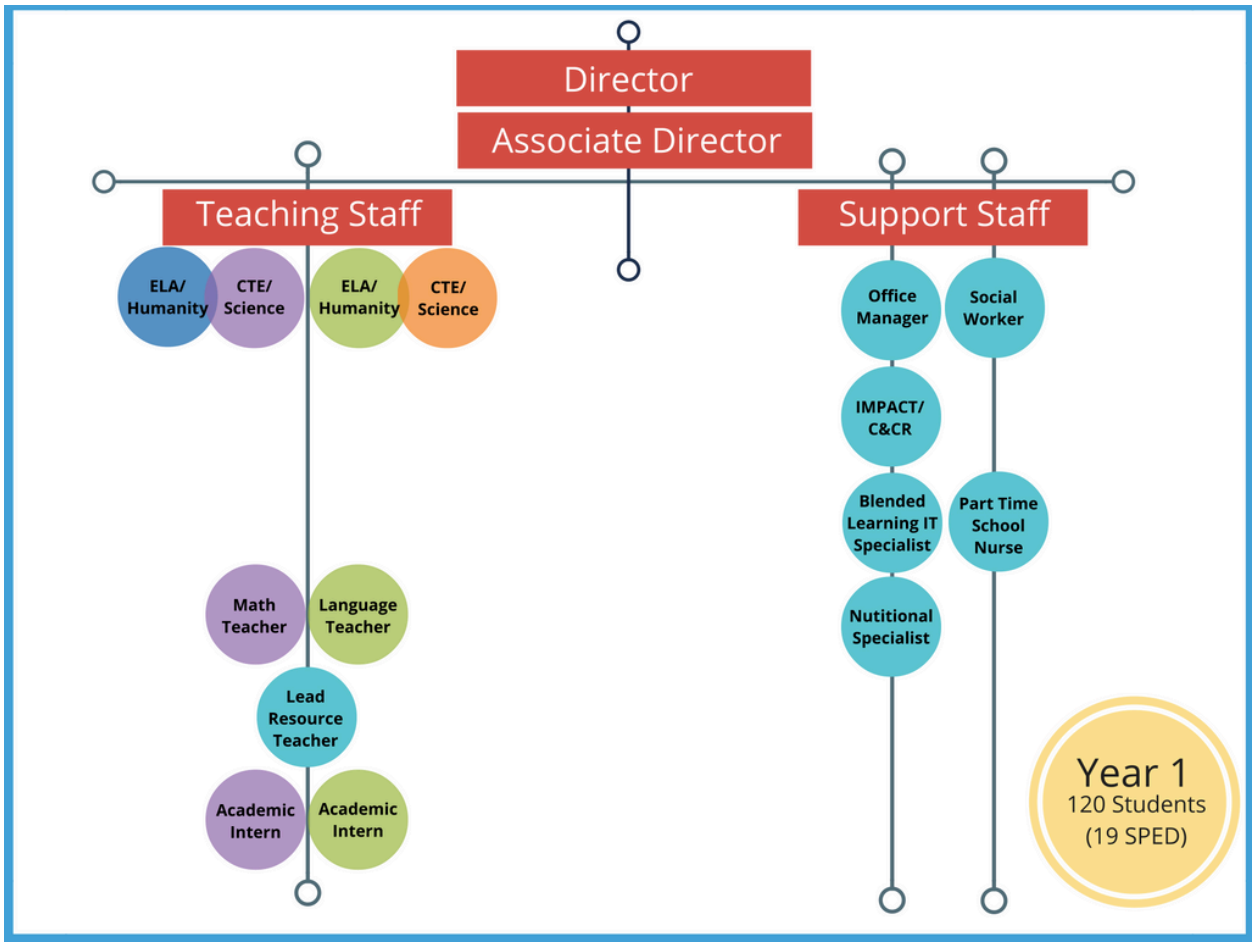
Pathways High will be conducting extensive planning in year zero. The main planning team will be a collective of our Director, Associate Director, our Student Development Group (SDG) and our XQ Leadership Team (2 Members of the Governing Board and 2 Members of our Pathways High Council. Our Educator Advisory Group (EAG) will also start meeting to advise and contribute to the planning process.

Our Director and Associate Director will work as part time consultants and the Pathways High Board commits to work to fill gaps and hire necessary support as the Director and Associate Director require.

Staffing for Year One

Staffing for year one includes the hiring of additional team members bringing our totals to: Director, Associate Director, 2 ELA/Humanities teachers, 2 CTE/Science teachers, 1 Acquired Language teacher, 1 Math teacher, 1 Lead Resource teacher, 1 Office Manager, 1 IMPACT/Career & College Ready, 1 Blending Learning IT Specialist, social worker, part time school nurse, 2 Academic Interns and 1 Nutrition Specialist.

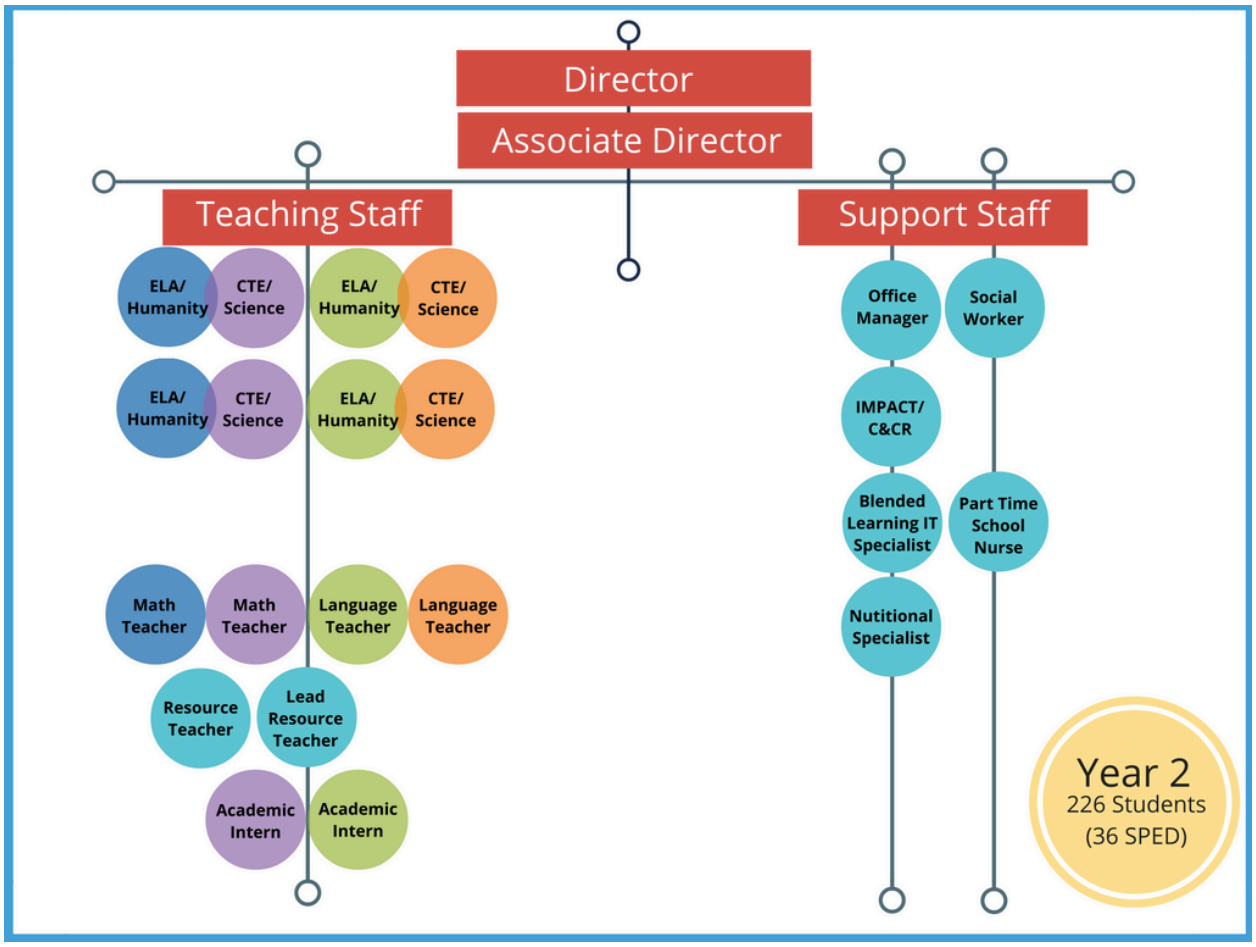
Figure 2.11b Year One Staffing



Staffing for Year Two

Staffing for year two includes the hiring of additional team members bringing our totals to include: Our Director, Associate Director, 4 ELA/Humanity, 4 CTE/Science, 2 Language, 2 Math, 2 Resource, 4 Academic Interns, 1 Office Manager, 1 IMPACT/Career & College Ready, 1 Blending Learning IT Specialist, social worker, part time school nurse, 2 Academic Interns and 1 Nutrition Specialist.

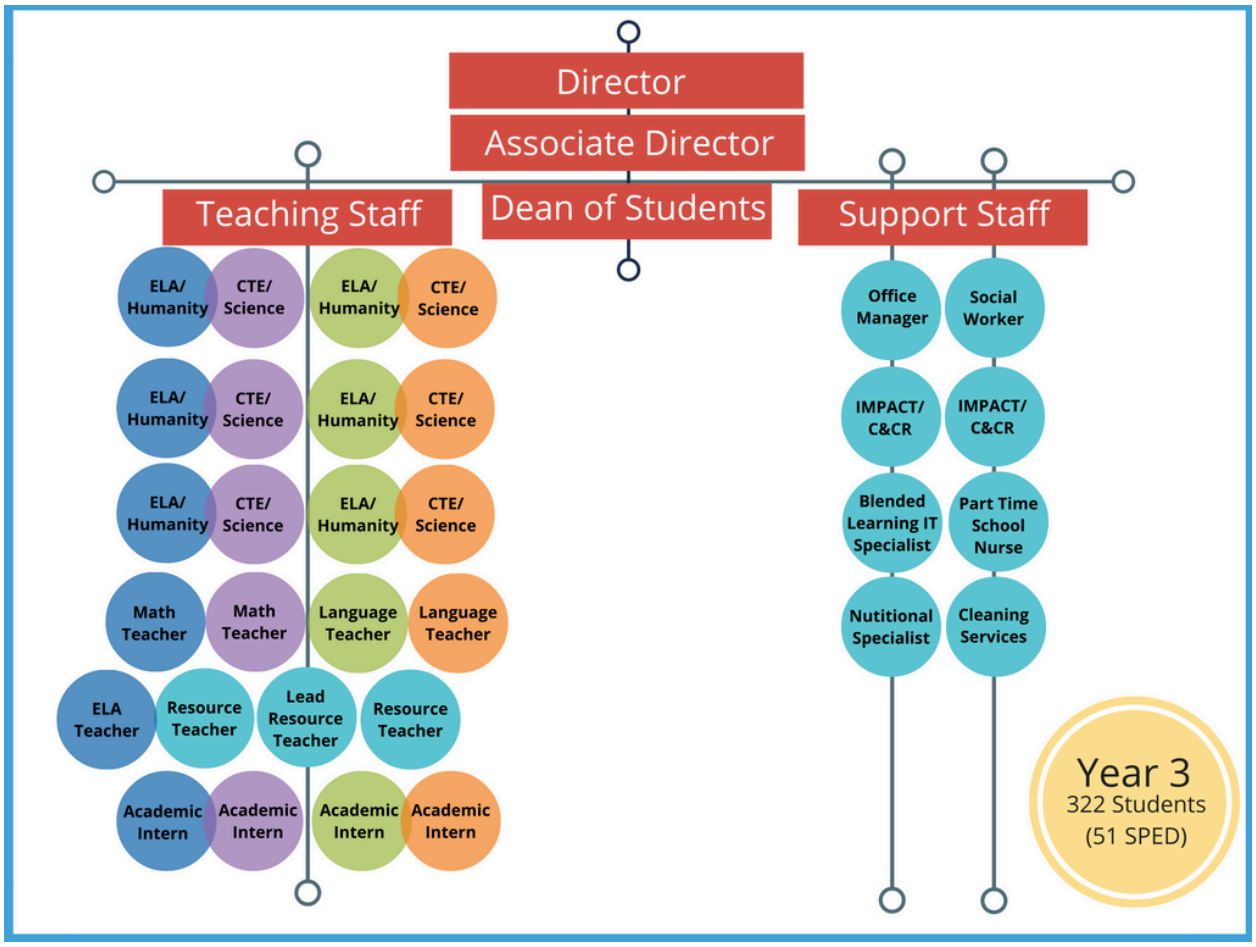
Figure 2.11c Year Two Staffing



Staffing for Year Three

By year three, the team will be comprised of our Director, Associate Director, Dean of Students, 6 ELA/Humanities teachers, 6 CTE/Science teachers, 2 Language teachers, 2 Math teachers, 3 Resource teachers, 1 ELA/IMPACT, 4 Academic Interns, 1 Office Manager, 2 IMPACT/Career & College Ready, 1 Blending Learning IT Specialist, social worker, part time school nurse, cleaning services and 1 Nutrition Specialist.

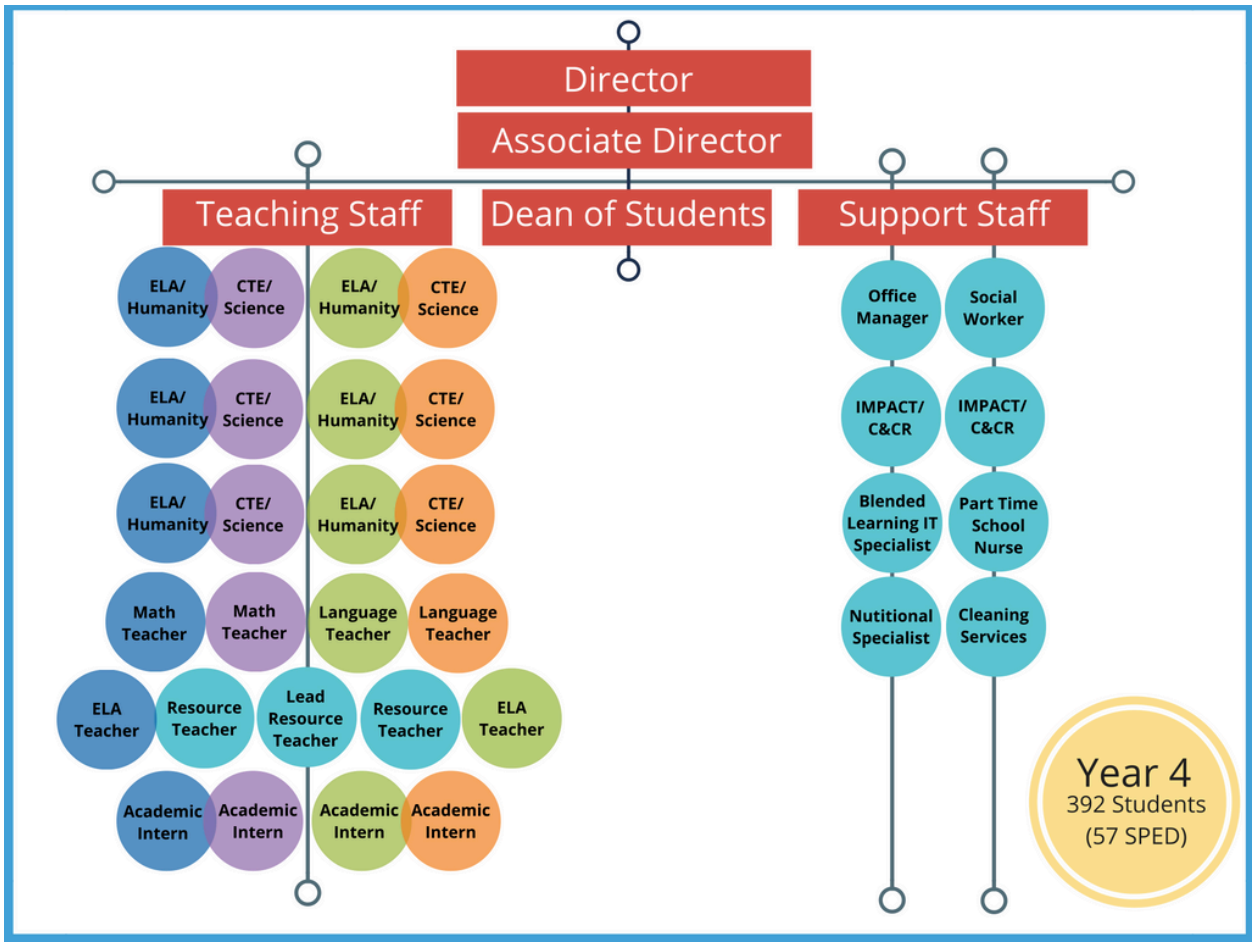
Figure 2.11d Year Three Staffing



Staffing for Year Four

By year four, the team will be comprised of our Director, Associate Director, Dean of Students, 6 ELA/Humanities teachers, 6 CTE/Science teachers, 2 Language teachers, 2 Math teachers, 3 Resource teachers, 2 ELA/IMPACT, 4 Academic Interns, 1 Office Manager, 2 IMPACT/Career & College Ready, 1 Blending Learning IT Specialist, social worker, part time school nurse, cleaning services and 1 Nutrition Specialist.

Figure 2.11e Year Four Staffing



Staffing for Year Five

By year five, the team will be comprised of our Director, Associate Director, Dean of Students, 6 ELA/Humanities teachers, 6 CTE/Science teachers, 2 Language teachers, 2 Math teachers, 3 Resource teachers, 1 ELA/IMPACT, 4 Academic Interns, 1 Office Manager, 2 IMPACT/Career & College Ready, 1 Blending Learning IT Specialist, social worker, part time school nurse, cleaning services and 1 Nutrition Specialist. Before year five we will asses for the need for additional resource teachers.

Figure 2.11f Year Five Staffing

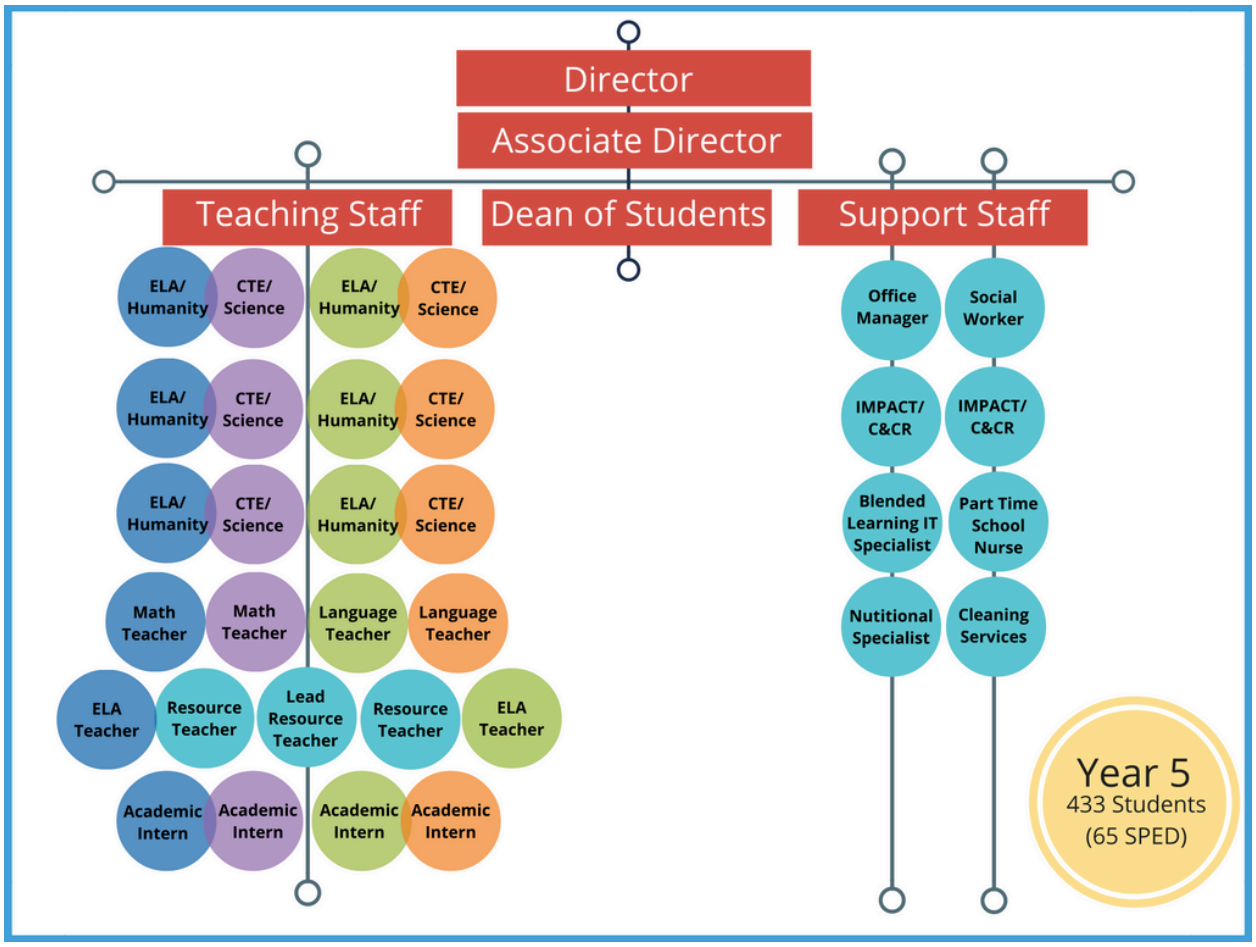


Figure 2.11g Overall Staffing Plan at a Glance

	Years					
	Zero	One	Two	Three	Four	Five
School Leadership	**0.4**	**2**	**2**	**3**	**3**	**3**
Director	.2	1	1	1	1	1
Associate Director	.2	1	1	1	1	1
Dean of Students				1	1	1
Teachers	**0**	**7**	**14**	**20**	**21**	**21**
ELA/Humanities		2	4	6	6	6
Science/a CTE Licensure		2	4	6	6	6
Math Teacher		1	2	2	2	2
Language Teacher		1	2	2	2	2
Senior ELA Teacher/IMPACT				1	2	2
Lead Resource Teacher		1	1	1	1	1
Resource Teacher			1	2	2	2
Support Staff	**0**	**10**	**10**	**16**	**16**	**16**
Blended Learning IT Specialist		1	1	1	1	1
IMPACT/Career & College Ready		1	1	1	1	1
IMPACT/Career & College Ready				1	1	1
Office Manager		1	1	1	1	1
Social Worker		1	1	1	1	1
Nutritional Specialist		1	1	1	1	1
Academic Intern		4	4	8	8	8
Cleaning Services				1	1	1
Part Time School Nurse		1	1	1	1	1
Total Personnel	**0.4**	**19**	**26**	**39**	**40**	**40**

2.12 Identify the position(s) and the level of expertise of the individual(s) responsible for managing the school and the manner in which administrative services will be provided; 118.40(1m)(b)2.

Pathways High will open with a Director and Associate Director.

Director

Position:	Director
	Master's Degree Current certification by the Wisconsin Department of Public Instruction as Principal 9-12 Demonstrated expertise school leadership and learning advancement Previous executive or development experience preferred Governance Board (Partnered with the Pathways High Council)
Position Purpose:	The Director articulates mission, vision, values, and behavioral expectations that define Pathways High to all stakeholders as well as serves as the chief administrative official, providing overall strategic direction and leadership for Pathways High. The director works in conjunction with the Pathways High Council and under the direction of the Governance Board, and in collaboration with all relevant stakeholders.
Experience & Skills:	Demonstrated ability to communicate and collaborate with the Pathways High Council, Board of Directors and Committees. Lead in a collaborative environment.
Responsibilities & Leadership:	• Establishes and leads an effective school leadership team, fostering a culture of empowerment and accountability. • Establishes, promotes and maintains Pathways High reputation, mission, vision and values within the community. • Ensures all school policies and protocols affecting staff and students aligns to Pathways mission and values. • Oversees the development of school curriculum, academic expectations, and training effectiveness for all staff.

	• Connects with students and families in order to facilitate communication and community of trust between school and home. • Leads staff in maintaining a culture of excellence, accountability, and respect. • Directly supervises and manages all building staff personnel. • Establishes quantitative and qualitative measures of success, collects data and feedback, follows relevant research and trends, tracks progress and recommends adjustments based on results.
Strategic and Organizational Planning:	• Collaborates with the Pathways High Council to create and execute strategic plans including succession planning. • Develops, articulates, and maintains policies and procedures that are consistent with the School's mission and vision. • Ensures that people and resources are secured and allocated appropriately to achieve the mission and vision of the school. • Works with Administrative Team and School Staff, Financial Consultant and the Board of Directors to prepare the budget, monitor its progress and initiate changes as appropriate.
Board Partnership:	• Partners with Pathways High Council in identifying and cultivating a diverse Governance Board and Council that links the school to key stakeholders and brings in valuable relationships and resources to the school. • Promotes effective and trusted working relationships between the Board, Council and staff. • Provides direction and communication to the Board and Pathways High Council on all school related matters. • Recommends policy changes and other actions. • Implements policy and procedure changes from the Board, Council or from State and Federal legislation at Pathways High.
Community Relations:	• Oversees and maintains strong relationships within the community, including parents, business partners, community leaders and government leaders.

	• Creates a climate in the school, which fosters learning, high trust, strong student-teacher relationships, engaging school activities for students, and an open channel of communication with teachers and parents. • Maintains a presence at school and important community events.
Administration and Human Resources:	• Works to ensure that best practices and integrity guide all school operations. • Recruits and retains a highly qualified staff with diverse experiences, backgrounds and perspectives that support the Pathways High mission and vision. • Manages hiring/separation of all personnel. • Ensures compliance with all relevant laws, regulations pertaining to the School, including compliance with all terms and conditions of the School's charter. • Ensures that job descriptions are developed and maintained and that regular performance reviews are completed and documented. • Actively participates in recruiting and hiring key staff, and directs placement and training of educators. • Oversee a robust employee development and performance evaluation process with direct involvement observing and coaching for professional growth. • Assist the Associate Director with professional development needs of the staff. • Seek out feedback from faculty and parents in a cooperative and continuous effort to adapt the program to the needs of the pupils and the community served by that school.
Key Skills & Abilities:	• Balanced leadership approach that both inspires and drives accountability • Strategic thinker who can create a long-term vision and effectively work with team to put strategy into action • Strong communicator and listener with high emotional intelligence • Entrepreneurial mindset with demonstrated agility solving problems and making adjustments in real time • Servant leader who believes in the potential of others and removes barriers to success for staff and students

	• Strong business experience and understanding of business functions • High integrity and commitment to the Pathways mission and vision • Ability to create a culture of high achievement and high trust
Terms of Employment:	Twelve month (260 days) with fringe benefits and other conditions of employment established by the Board of Directors.
Evaluation:	Performance of this position will be evaluated annually and in accordance with provisions established by the Governance Board of Pathways High.

Associate Director

Position:	Associate Director
	Master's Degree Proven success in facilitating adult and student learning
Position Purpose:	The Associate Director will facilitate collaborative professional development and innovative curriculum design to constantly enhance student learning at Pathways High. The Associate Director will implement and oversee systems to ensure equitable support for all students. The Associate director will communicate and implement the mission, vision, values, and behavioral expectations that define Pathways High with all stakeholders, but a special focus on teachers, parents, and students.
Experience & Skills:	• Demonstrated skill in collaborating with others. • Developing and demonstrated skills in leading adults • Strength in written and verbal communication as well as relationship building • Proven success in facilitating adult and student learning. • Commitment to providing equitable access to all learners. • Excellent skills in planning engaging, authentic, and transformative learning experiences. • Strong background in social justice and equity. • Dedicated to providing strong communication between the school and the family.

Responsibilities & Leadership:	• Leads by example, modeling compassion, curiosity, innovation, collaboration, deep learning experiences, and communication. • Connects the Pathway High's mission, vision, and values to core practices of adult professional development, student learning, and parent involvement. • Facilitates and co-plans Professional Development, incorporating student and teacher voice. • Builds leadership and collaboration skills amongst staff. • Supports the creation of innovating and engaging projects that allow students to learn deeply. • Supports curriculum development through a constructivist, student-centered approach. • Facilitates teacher collaboration around curriculum and project refinement. • Supports students' social and emotional needs. • Supports restorative justice practices. • Creates and implements accountability systems to ensure teacher and student growth. • Regularly observes classroom practices and debriefs with teachers. • Assesses teacher success and supports them in goal setting.
Strategic and Organizational Planning:	• Collaborates with the Pathways High Director and Dean of Students to maintain student, family, and culture policies and procedures that are consistent with the School's mission and vision.
Community Relations:	• May participate in summer home visits highlighting the responsibilities of parents, teachers, and students. • Visible and communicative with students and families at school, events, and informal settings • Engages in strong relationships within the community, including parents, families, and students • Models behavior that fosters learning, high trust, strong student and teacher relationships, and an open channel of communication with teachers and parents.
Administration and Human Resources:	• Participates in the interviewing process for new school staff and personnel.

	• Collaborates with the Director and Dean of Students with professional development needs of the staff. • Seeks out feedback from Director and parents in a cooperative and continuous effort to adapt the program to the needs of the pupils and the community served by that school.
Key Skills & Abilities:	• Understanding of the nuances of urban school environments and school culture. • Drive to improve the minds and lives of students in and out of the classroom. • Drive to improve the knowledge, skills, and mindsets of teachers for them to be strong culturally relevant, project-based teachers. • Excellent communication skills, both verbal and written, and strong interpersonal skills with staff, students, parents, colleagues, and community members. • Strong communicator and listener with high emotional intelligence. • Servant leader who believes in the potential of others and removes barriers to success for staff and students. • High integrity and commitment to the Pathways mission and vision. • Ability to create a culture of high achievement and high trust amongst staff
Terms of Employment:	Twelve month (260 days) with fringe benefits and other conditions of employment established by the Board of Directors.
Evaluation:	Performance of this position will be evaluated annually and in accordance with provisions established by the Governance Board of Pathways High.

Dean of Students

This position will be hired in year three.

Position:	Dean of Students
	Bachelor's Degree Minimum of two years teaching experience in an urban district or charter school setting.

	Current certification by the Wisconsin Department of Public Instruction as Teacher or Administration
Position Purpose:	The Dean of Students will work with the school's Director and Associate Director to facilitate an environment where students can demonstrate and internalize the Pathways High's mission and values. This individual will also help lead the school's efforts to create a positive, structured, consistent, caring, and disciplined school culture.
Experience & Skills:	Demonstrated ability to communicate and collaborate with the Pathways High leadership, teachers, students, and families. Lead in a collaborative environment.
Responsibilities & Leadership:	• Working closely with Director and Associate Director to establish a positive, structured, achievement-oriented, and creative school culture. • Supporting teachers to hold all students to high and consistent behavioral expectations. • Serving as the point person for classroom culture, management, and individual student behavioral needs. • Acting as a resource to teachers in their instructional practice, especially as it relates to issues of classroom culture, relationships with students, and school culture. • Assisting teachers, students, and parents in the effective creation and implementation of individual behavior plans. • Helping to reinforce and manage the effective use of a school-wide culture plan • Serving as the point person for school and classroom culture issues. • Ensuring that the physical environment of the school reinforces school culture and facilitates student achievement. • Being highly present and visible during school hours, relentlessly ensuring the school has an exceptional school culture. • Proactively circulating throughout classrooms and hallways during the day, to gain valuable context on student personalities and help support positive school culture. • Monitoring student decisions and effects on school climate and culture. • Modeling the school's values and the standard for professional behavior.

	• Supervising breakfast, lunch, in-between class transitions, enrichment, and dismissal, making sure students are always where they are supposed to be and ensuring a professional school culture at these times. • Managing schoolwide culture system. • Keeping accurate student discipline records, documenting all conferences, suspensions, and phone calls for behavior. • Ensure that behavioral expectations and school culture standards are met outside of the classroom as well as inside, including establishing and monitoring bus behavior/culture as well as cafeteria/meal time behavior and culture. • Tracking behavior on the school bus, ensuring students are exemplary bus riders to and from school. • Leading staff efforts to ensure all students have excellent attendance and arrive at school on time, and working aggressively with students and parents to ensure excellent attendance. • Oversee the LEA role on the IEP team
Strategic and Organizational Planning:	• Collaborates with the Pathways High Director and Associate Director to maintain student, family, and culture policies and procedures that are consistent with the School's mission and vision.
Community Relations:	• May participate in summer home visits highlighting the responsibilities of parents, teachers, and students. • Visible and communicative with students and families at school, events, and informal settings • Engages in strong relationships within the community, including parents, families, and students • Facilitates a climate in the school, which fosters learning, high trust, strong student-teacher relationships, engaging school activities for students, and an open channel of communication with teachers and parents.
Administration and Human Resources:	• Participates in the interviewing process for new school staff and personnel. • Assist the Associate Director with professional development needs of the staff. • Seek out feedback from faculty and parents in a cooperative and continuous effort to adapt the program to the needs of the pupils and the community served by that school.

Key Skills & Abilities:	• Understanding of the nuances of urban school environments and school culture. • Drive to improve the minds and lives of students in and out of the classroom. • Excellent communication skills, both verbal and written, and strong interpersonal skills with students, parents, colleagues, and community members. • Strong communicator and listener with high emotional intelligence. • Servant leader who believes in the potential of others and removes barriers to success for staff and students. • High integrity and commitment to the Pathways mission and vision. • Ability to create a culture of high achievement and high trust.
Terms of Employment:	Twelve month (260 days) with fringe benefits and other conditions of employment established by the Board of Directors.
Evaluation:	Performance of this position will be evaluated annually and in accordance with provisions established by the Director of Pathways High.

2.13 Identify the criteria to be employed in hiring the school director/principal.

The characteristics employed in hiring the Director draw from the High Tech High leadership model, and are listed below:

Twenty Leadership Characteristics of the Pathways High Director

1. Hires and encourages fantastic teachers and staff
2. Lives the mission:
    a. Understands and can articulate Pathways High core values, philosophy and education model
    b. Is a “capital L” leader as well as a “small m” manager
3. Pushes on the school regarding:
    a. PBL
    b. Curriculum
    c. Authentic assessment
    d. No ability grouping

    e. Promoting public displays of student work
4. Removes obstacles that get in the way of teaching and learning
    a. Complies creatively with dictates from above
5. Builds the “Laboratory” capacity of the school
    a. Promotes site-based research and training activities with higher education institutions
    b. Executes organizational partnerships and service agreements to bring field experts and collaboration opportunities to the students and staff
6. Advocates for students, families, and staff
7. Ensures compliance with necessary federal, state, and charter authorizer mandates
8. Is solution-oriented when problems arise
9. Finds time to think
10. Has integrity, is honest and admits mistakes
11. Strikes a balance between supporting and evaluating teachers
    a. Supports a model of teacher-to-teacher critique and feedback
    b. Does not micro-manage teachers’ daily activities
    c. Provides clear and direct feedback to teachers on how they are doing
    d. Makes good decisions when a teacher is not working out
12. Makes as few decisions as possible
13. Celebrates excellence within the school community
14. Works well with parents
15. Improves with experience as a reflective practitioner
16. Strives to develop a strong student culture
    a. Encourages teachers to deal with “every-day” discipline issues in the classroom
    b. Takes on challenging student issues
    c. Encourages and models a respectful tone between students, teachers, and staff
17. Connects with all students
    a. Is fair and supportive
    b. Believes all students are contributors to the community
    c. Is honest and sincere with student feedback
18. Strives to develop a strong staff culture
    a. Balances having a “teacher-run school” with the need to make decisions efficiently
    b. Works to create a team culture among staff

19. Maintains a calm presence under pressure
20. Effectively manages the school budget
    a. Is developing or maintaining a prudent reserve
    b. Makes good decisions about purchasing
    c. Minimizes shrinkage of school books and supplies

The Pathways High Founding Team also set the following qualifications for the School Director position:

School Director Qualifications

- BA/BS degree or graduate degree;
- Administrative certification
- Successful demonstration of possession of the Twenty Leadership Characteristics outlined above.
- Demonstrates successful leadership in a senior administrative position in a public or private urban school or education program, preferably but not necessarily as a Head of School and preferably working with a board;
- Exhibits leadership in working with professional staff, students, and the community toward achieving goals;
- Commitment to accountability, including a rigorous student assessment routine and uncompromising commitment to public exhibitions of excellent student work;
- Experience or familiarity with data management and presentation and commitment to achieving for students' academic goals;
- Demonstrates success in encouraging parental involvement

2.14 If the charter school will be managed/operated by a third party, identify the organization and its role in the charter school operation.

Pathways High Charter School will not be managed/operated by a third party.

3.00 COMMUNITY AND PARENT ENGAGEMENT

3.01 Describe the community the school will serve.

The school will be located in or near downtown Milwaukee, yet pull the student body from both urban and suburban environments. By including Milwaukee County and all the adjacent counties in the CESA 1 footprint, Pathways High supports our vision of a regional high school providing a real world integrated and multicultural environment accessible to students of any interest, ability, ethnic and/or socioeconomic background. Innovation, positive risk taking and problem solving thrive in a pluralistic environment. Pathways High students will participate in PBL that mirrors the real world in both content and environment.

Our goal is to recruit a student body that includes approximately 50% of enrolled students who qualify for free and/or reduced lunch. Considering local census data details the Milwaukee area is the most diverse in the state, Pathways High wants to mirror the community from which we draw our students. All state statutes prohibiting charter schools from enrollment discrimination or program participation denial based on person's sex, race, religion, national origin, ancestry, marital or parental status, sexual orientation or physical, mental, emotional or other disabilities will be followed by Pathways High. Cognizant of the requirement that a lottery system determines the final enrollment, a comprehensive recruitment strategy (detailed in section 4) will provide opportunity to achieve the desired balanced diversity.

3.02 Explain how the community has been involved in developing the school.

Before planning to open a school, key members of the team saw the film 'Most Likely to Succeed' directed by Greg Whiteley and conducted a Fireside chat with author and executive producer Ted Dintersmith. Approximately 60 parents, educators and community members attended and participated in an open discussion surrounding changes needed in the current educational system.

In October of 2015, Pathways High began a School Development Committee filled with invested parents, education experts and community members in order to re-imagine education. This team started working through a strategic plan for the development of an innovative project based high school.

Since November of 2015 the founding team members have been actively engaged in identifying and contacting, mostly in person, community partners who can support our efforts in opening Pathways High, for the 2017-2018 school year[38].

In the Appendix G you will find a list that includes all of the organizations and individuals we have met with in order to develop a strong foundation of partnerships with businesses and community organizations.

Leaders from businesses, community organizations and higher educational institutions, as well as parents and students themselves, have voiced great concern over the dismal student

[38] See Appendix G

outcomes. Businesses are frustrated by the lack of viable employees prepared to enter the workforce. Community organizations are frustrated by growing needs and diminishing resources. Parents and students are frustrated with the lack of engagement, innovation and educational results in the Milwaukee area.

Clearly, there is a tremendous desire to change the face of education in the metropolitan Milwaukee area. The task is overwhelming if examined in its entirety, however Pathways High is dedicated to creating one visionary high school that will serve as a model for 21st century student success in Milwaukee that will be replicable by others.

Community outreach continues to be a focus of the ongoing work for the leadership team at Pathways High. We have kept the community informed by regularly updating our Facebook and website pages, www.pathwayshigh.org, sending updates to our followers via Twitter and through continuous face to face meetings with individuals, small and large groups of people. In addition, Pathways High was featured in a Milwaukee Journal Sentinel article, a local interest piece on TMJ4, an article in the Tosa Connect and had an editorial published in the Milwaukee Journal Sentinel[39].

To accomplish the work necessary to launch the school, parents, community members, and educators from the initial planning team formed the Pathways High Community Outreach Work Group. By February of 2016, after extensive research and interviews, the team created action plans to guide the development of a school. This Outreach group hosted a number of community events as a means of informing the public about the benefits of PBL as well as receive feedback from the community. These events also provided a platform to share information about Pathways High. These events included:

- Information Rally and open discussion on March 15 with approximately 100 people in attendance, including Wauwatosa School Board members. Included in this event was a petition signed by 181 people some of their comments are listed below.
    - "We are fortunate that our elementary-level sons love their school and their teachers. However, we do think that they are tested too often. And, especially as they get older, we would welcome more project-based learning opportunities for them in the Wauwatosa public schools." Erica B.
    - "We can do better. Endless testing handicaps skillful teachers and does nothing to build excitement, create new skills, or deepen knowledge for students. Innovation that takes the form of more testing is false innovation." Cristin B.
    - "The time to educate lifelong learners to be creative problem-solving, global citizens is today! Education hasn't evolved much in the last 20 years other than creating more standardization and data. The education I want for my children is so much more than this. Please consider that today's student are our future leaders and caretakers."Denise V.
- Open discussion and parent information night at the administration offices at the Wauwatosa Public Schools- hosted along with the Wauwatosa's Superintendent Dr.

[39] See Appendix L

Phil Ertl on April 7, 2016. This was a standing room only event of about 300 parents and educators.

- Showing of the film "Most Likely to Succeed" along with talk backs at Wauwatosa East High school on December 1, 2015, Wauwatosa West High school in May 4th, 2016 and the Milwaukee Repertory Theater on June 22, 2016. Between the 3 dates, over 300 people from all over southeast Wisconsin and parts of Illinois saw the film.
- A reception was held on July 20th. This event was co-hosted with Pathways High partner the Commons. Speaking at this event were Mike Lovell, President of Marquette University and Chris Abele, Milwaukee County Executive. Both spoke of their excitement and interest in the relationship between Pathways High and the Commons and what this relationship will mean to the youth of Milwaukee. Members of our SDG presented a reading titled "My Milwaukee"[40].

The Outreach Group has been charged with these tasks:

- Aid in the development of the proposal and additional submissions.
- Build excitement about the possibility of Pathways High coming to our community, by attending recruiting/informational events, hosting information dinners with prospective parents. [See sections 3.04 and 4.02.]
- Lend expert advice or support when needed.
- Identify families and build community partnerships to help us launch Pathways High and fulfill the school's mission.
- Recruit students to enroll for the opening year of the school.

This Pathways High Community Outreach Group will be establishing a meeting and event calendar for the planning year that will circulate information about the school to public and community-based venues throughout our target recruitment region, the City of Milwaukee and surrounding communities.

When the school opens in August 2017, Pathways High Community Outreach Group will transition to become the PCAG, reporting to the Pathways High Council. Advisory responsibilities will include:

- Promoting the school mission and assisting in transforming the mission into reality.
- Provide communication for all parents of new policy updates and other important news including upcoming events and volunteer opportunities.
- Monitoring and advising school programs and services.
- Inform new parents about Pathways High and assist with the transition.
- Inform all parents by sharing news articles on education.
- Participating in strategic planning and updates.
- Building attendance at school exhibitions and gallery walks.
- Advancing the school's public image.

[40] See Appendix L

- Serving as ambassadors and spokespersons for the school.
- Contributing to and reviewing parents and student feedback (e.g. surveys) about the school program.
- Assuring and reviewing faculty and staff input into the operation of the school through regular planning meetings, staff development sessions, and regular climate and performance surveys.

The PCAG will facilitate students, families, and partners to become stakeholders committed to the enduring success of the school in a myriad of ways before student enrollment, upon enrollment, before the school year, and on a daily and weekly basis throughout the school year.

Student Development Group (SDG)

From the beginning of Pathways High the leadership team has been committed to including student voice as a critical component of the school's development. This core group of teenagers is made up of students in grades 8-12. Pathways High will continue to include students in the development process through year zero. Students who are not part of the Pathways High student body due to age or other circumstances, may still associate with Pathways High to share their vision with the actual students. They can serve in advisee capacities either in person at certain events or through digital means.

The SDC will transition to the, Student Advisory Group (SAG) during our first year in the fall of 2017-2018. The SAG will be a youth-led organization that is committed to providing a voice for the students of Pathways High by representing and presenting the interests of the students to the Leadership and Council of Pathways High. The SAG will be made up of 9 students 2 from each grade level and 1 from IMPACT. In order to become a member of the SAG the student will have to express interest, apply to be a council member and be vetted by staff. Final decision lies with the faculty advisor. SAG bylaws will be written by the student council in year one.

Once we have successfully secured our charter, as well as solidified the location of the school facility, the Pathways High leadership team along with the Board of Directors and Pathways High Council will begin the process of informing neighbors about Pathways and recruiting students from the neighborhoods surrounding Pathways High and far beyond. We will intensify our efforts in connecting with the local churches, politicians and community members during our year zero in our targeted areas. We anticipate our business and community partners to allow us space for targeted advertising and informational/recruiting events.

3.03 Explain how the community will be involved in the operation of the school.

At Pathways High we are focused on developing community within and beyond the physical location of the school building. As our vision is to "prepare students to use their unique talents to positively impact local and global communities in college, career and beyond", it is imperative to develop the culture that will incubate the development of a multitude of skills.

These skills are embedded into the TIDE, EMPOWER and IMPACT values and traits. They require the support, expertise and influence of the greater community. This will require the involvement of parents, businesses, community organization, educational institutions and individuals.

Projects used as Pathways High Curriculum are based on real world challenges presented by our teachers who will rely on business partners to provide necessary support in terms of specific expertise and guidance, on job site experiences, technical resources, speakers, experiments, etc. Relationships with businesses for PBL as well as IMPACT experiences will be coordinated by the IMPACT/C&CR Coordinator. We anticipate several clearly defined opportunities for our business partners to connect with students.

Mentor Program

The Pathways High IMPACT/C&CR Coordinator will be responsible for volunteer's comprehension of our Mentor program and support them as they interact with Pathways High. In addition to background checks and passing interviews, all Mentors will have access to training. Training for volunteers and Experts in Residence will mirror the culture and personalized values-based professional development that Pathways High provides for students and staff. Volunteers will complete a volunteer application, agree to a background check, go through an orientation[41]. After that they will be available for working within Pathways High. Mentors will be matched with a student or small group of students. The process will be monitored by the Principal or IMPACT/C&CR coordinator, who will also provide ongoing oversight and support to mentors and mentees. The following groups need mentor training before working with students:

- **Business Partner Mentors:** Are employees of our business partners who function as the link from classroom to workroom. Not only will they provide support to teachers as curriculum and experiences are developed, but they will also participate in direct project mentoring of students. Our expectation is for these mentors to actively support the specific interests and talents of Pathways High students. This allows Pathways High to introduce students to non-guardian community stakeholders and further deepen connections to community and career.
- **Experts in Residence:** Will provide unique programs and seminars throughout the school year to provide access to experiences rich in life skills. As PBL projects develop, teachers may need specific skills outside their personal skill set or the business partner mentor's scope of understanding. Experts in Residence will be available to provide these skills and experiences. In addition, Experts in Residence will work with Pathways High students in small or large groups, providing opportunities to deepen learning specific to the needs of a project or personal interest.
- **Community Mentors:** Will provide guidance, knowledge, social capital and support to a Pathways High Student. Community mentors will offer general support for whole student development as well as interact with students and families during Pathways High Community Conversations.

[41] See Appendix M Mentor Handbook

Governing Board and Pathways High Council members are encouraged to visit during lunch or flex hours at the school to provide intermittent support and the opportunity for students to share their learning in informal ways.

In addition, a system will be developed whereby faculty members can request board, council members and community members (including relatives/guardians) to participate in projects in specific ways.

The mentoring program will help to:

- Create a caring climate to support a healthy community.
- Encourage accountability and responsibility through personal reflection within a collaborative environment, tying personalized learning to the requirements of teamwork.
- Integrate the student into the community as a valuable, contributing member.
- Increase exposure to opportunities available for college, career and beyond.
- Practice giving and receiving meaningful compliments.
- Create a student-generated agenda, supporting academic pursuits.
- Foster good communication and social skills.
- Learn, understand, and respect differences.
- Explore reasons for why people do what they do.
- Practice role-playing and brainstorming to solve problems.
- Focus on non-punitive solutions.

Parent Engagement

We value the inclusion of our parents in our community as we believe that parents are the key to supporting their child's learning. As discussed in "Roots of Action", "Parent Engagement: A Paradigm Shift"[42], years of academic studies have shown that parent engagement is linked to children's academic, social and emotional development. This type of engagement involves parents as teachers and learners. This article promotes the idea that "we must go beyond thinking of parents as school volunteers and fundraisers and consider them part of a school's learning community". It means building parent-school partnerships that not only increase student learning but expand learning for everyone in a child's support system. We will work closely with our families to ensure that they have a complete understanding of what it means to be a 21st century learner. As stated in the "Getting Smart"[43] article dated May 8, 2015 titled "5 Ways Parents Can Encourage 21st Century Learning," "The 4Cs, Communication, Collaboration, Critical Thinking and Creativity, are the skills they will need, and are often cited as 21st century skills– but what's new about them is how important they are for all kids, not just those lucky enough to live in the right zip code".

Pathways High intends on collaborating with our families by following the seven steps laid out in "Roots of Action"..."Parent Engagement: A Paradigm Shift"[7]:

1. Engage together in meaningful dialogue.

[42]" Parent Engagement: A Paradigm Shift", Marilyn-Price Mitchell, PhD, www.rootsofaction.com
[43] "5 Ways Parents Can Encourage 21st Century Learning", Guest Author, www.gettingsmart.com

2. Show mutual respect.
3. Actively listen to one another.
4. Collaborate on issues that affect student learning.
5. Empathize with one another.
6. Open themselves to learning from each other.
7. Involve students as responsible collaborators in their own learning.

Community Support

Pathways High's values lead us to foster relationships in the community in order to support student growth. In order to support students from classroom to workroom, we will build supportive relationships with individuals, businesses and organizations in Milwaukee. The IMPACT coordinator and Director will serve as the liaison in recruiting, training, pairing mentors and mentees, monitoring progress and more. Primary goals include:

- Working with businesses and organizations aligned to a wide variety of career pathways to provide introductory, exploratory experiences that will help students understand the many paths available to solid careers, often in currently emerging fields. Our IMPACT program allows students to build relationships with specific mentors but also develop meaningful connections to a variety of fields of industry.
- Developing relationships with University of Wisconsin-Milwaukee and MATC to provide dual credit opportunities for our students.
- Providing access to cultural, political and social events that will build awareness of and skills for interacting with the greater community.
- Providing mentors for individual and small group support of student learning and whole person development.
- Providing service opportunities for Pathways High students.
- Providing Experts in Residence to augment PBL experiences as well as instructional experiences for individual and small group interests and talents.

As reported in "The Atlantic" on 1/13/16 "When it comes to helping young people succeed, education experts and nonprofits are embracing the idea that a broad web of formal and informal role models is key"[44]. This article references "a growing body of research-including a study last year by America's Promise Alliance, which found that students with social support are more likely to re-engage with school in the face of adversity, suggests that the United States should invest broadly in mentorship". Pathways High will be hosting quarterly Community Conversations with mentors from our community who are trained in "Crucial Conversations" through the Boys and Girls Clubs. Pathways High has begun the process of mentor recruitment by initial discussions with programs such as the Milwaukee Brotherhood of Firefighters, the Running Rebels Community Organization, Southwest Key Youth Mentoring Program and with local fraternities such as the Delta Psi Chi fraternity in Milwaukee.

[44] "The Importance of High-School Mentors", Daniel Lombroso, www.theatlantic.com

In collaboration with our community partners, we will create unique programs and seminars throughout the school year to provide access to experiences rich in life skills. Each IMPACT week will reinforce the students' connection to the community beyond the classroom with a service project developed to deepen the partner sponsored enterprise.

Our IMPACT program will also cultivate our students' relationships with our business partners and area experts. As students prepare for their IMPACT year they will determine which partners would be a good match for completing their personalized projects.

Pathways High has designed a fifth year for students to provide a guided release into the next phase of adult life.

The IMPACT/C&CR Facilitator serves as a liaison between business partners, post-secondary institutions, community organizations and Pathways High and maximizes participation of Experts in Residence and business partners in students' PLPs during the IMPACT year. The IMPACT/Career & College Ready (C&CR) Facilitator designs, facilitates and supports the IMPACT year together with each student. This support will be based on student needs; it may be extensive at first and then decrease as students demonstrate competence and confidence in navigating the post-secondary landscape successfully.

Choices for students range in scope. Choices may include but are not limited to the following options: students taking significant coursework on the Pathways High campus for dual enrollment credit, attending classes at a neighboring post-secondary institution, working in an arranged intern/externship, joining a community service program locally, nationally or globally, apprenticeships, and more. This support will be based on student needs; it may be extensive at first and then decrease students will be gradually released into the work environment or post-secondary learning environment as they demonstrate competency and confidence in navigating the environment successfully.

More importantly, the IMPACT year supports students as they transition into full responsibility through coaching and mentoring. The IMPACT/Career & College Ready Facilitator meets regularly with students taking a course at post-secondary institutions to support their ability to navigate the bureaucratic institution, the rigor of learning and manage the expectations of the course with learned study skills and strategies. The C&CR Facilitator regularly visits the students in intern/externships to monitor the needs of the employer and coach or structure the acquisition of skills that the student needs to improve upon.

Pathways High has already begun developing relationships with the University of Wisconsin-Milwaukee and Milwaukee Area Technical College for dual-enrollment opportunities. As discussed in the U.S. News and World Report article dated March 9, 2012 "Some Teens Start College Work Early Via Dual Enrollment" dual enrollment can motivate students who aren't on the college track and advocates of dual enrollment say it exposes students to rigorous classes that prepare them for college success, builds their confidence, and speeds their way to an affordable degree.

3.04 Describe community partnerships the school will have or hopes to have.

It is the deliberate intention of the leaders of Pathways High to locate the school in or near downtown Milwaukee in order to be in geographic proximity to the multitude of resources available in our city. Pathways High's development of corporate sponsors is underway.

Partners like The Medical College of Wisconsin and Milwaukee Repertory Theater, are dedicated to working with area schools in order to develop students capable of critical thought, collaboration and productive communication. They trust in their vision of education founded in relevant project-based education and understand they must connect with future generations in a deeper more direct way. Both have existing outreach programs eligible to expand to include students at Pathways High.

The MCW Drive program[45], currently leveraged by only two high schools in SE Wisconsin, enables the high school students to develop grant proposals to solve real world problems, conduct biomedical science/engineering research and develop solutions collaboratively with diverse team members and then present solutions to a panel of MCW researchers and physicians.

Exposure to more career options presented in challenge form in our makerspaces[46] by local companies or existing curriculum plans like Project Lead the Way, help develop students through unique education opportunities into productive members of the community at large. Milwaukee School of Engineering and First Stage Children's Theater strive to engage area youth in activities designed to promote standards of excellence through existing extracurricular activities. Relationships with these organizations emphasizes STEAM (Science, Technology, Engineering, Arts and Math) education through real-world projects and supports Pathways High's mission of serving a diverse, integrated student body. We believe that all students have strengths and that each child is unique in his or her passions. The presence of team collaboration, a high degree of hands-on work, interactions with diverse adults, frequent learning outside the classroom, and work that has real-world, not hypothetical, community outcomes offers more paths to success and opportunities to engage passions than traditional one-size-fits-all classroom curricula. Many of the leaders of these organizations are already members of our school design.

Pathways High will continue to actively pursue partnerships with education leaders across the country. We are currently partnering with Destination Imagination[47] for curriculum development as well as teacher training in a learning coach methodology. As previously stated, Pathways High is also developing relationships with University of Wisconsin-Milwaukee and Milwaukee Area Technical College for dual-enrollment opportunities. The Girls and Boys Clubs of Greater Milwaukee will train all students, education staff, and volunteers in *Crucial Conversations* with the potential to expand training opportunities as needed. Pathways High will partner with the Milwaukee Urban League by utilizing their Project Ready 2.0[48] Curriculum which prepares students for college through their college readiness workshops. Relationships are being developed with the Running Rebels, Southwest Key, the Delta Psi Chi Fraternity at UW-Milwaukee and the Brotherhood of Firefighters as we continue to design our mentoring program at Pathways.

As part of the IMPACT program, Pathways High continues to compile and actively pursue potential partners that relate to areas of career interest. As outlined in Figure 3.04a, these

[45]http://www.mcw.edu/MCW-and-Milwaukee-Academy-of-Science-and-High-School-of-Health-Sciences-DRIVE-program.htm
[46] See Appendix N- Makerspace Descriptions
[47] See Appendix C Connecting the Standards-DI Mapping
[48] http://iamempowered.com/programs/project-ready/curriculum

organizations have already expressed strong support for our proposal, provided critical insight into our work, and suggested we pursue a more developed partnership upon authorization.

Figure 3.04a: Sampling of Community Organizations and Potential Partners for IMPACT Program

***Committed Partners to date**

Performance Arts • **Theatre** • **Music** • **Dance**	
Organization/Company	
The Milwaukee Rep*	Sophia's Heart
MYSO	Dance Works*
First Stage*	The Milwaukee ballet
Visual/Fine Arts • **Graphic Design** • **Illustrating** • **Painting** • **Ceramics** • **Printing** • **Advertising** • **Photography** • **Film**	
Organization/Company	
ArtWorks for Milwaukee	Milwaukee Art Museum
MIAD*	Redline Museum
Environmental Sciences: • **Botany** • **Agriculture** • **Paleontology** • **Ecology** • **Geology**	
Organization/Company	
Urban Ecology	Boerner Botanical
Water Council*	Schlitz Audubon
Central Greens	Havenwoods Environmental Center
Growing Power	Hawthorne Hollow
Conserve School	Wehr Nature Center
The Student Conservation Association	Conservation Programs Zoological Society

UWM School of Freshwater Science	Dinosaur Discovery Museum
Life Sciences: • **Anatomy** • **Anthropology** • **Biochemistry** • **Zoology** • **Biology** • **Genetics** • **Immunology** • **Aquaponics** • **Marine Biology** • **Neuroscience** • **Physiology**	
Organization/Company	
Milwaukee County Zoo	MCW Drive Program*
Milwaukee Public Museum	Wisconsin Wolf Front
Sweet Water	Urban Anthropology
Clinical Immunology Society	Genetics and Genomics Program-CHW
Physical Sciences: • **Astronomy** • **Astrophysics** • **Chemistry** • **Physics**	
Organization/Company	
MCW Drive Program*	Manfred Olson Planetarium
Milwaukee Astronomical Society	Mad Science
Center for Gravitation, Cosmology & Astrophysics	Atmospheric Science Club
Trade/Careers: • **Construction** • **Auto Maintenance** • **Teaching** • **Entrepreneurship** • **Electronics** • **Culinary** • **Global Business**	
Organization/Company	
Alverno College*	WEC Energy Group*
MATC*	UW-Milwaukee*
Shorewest Realtor*	Crash Course Driving School
The Commons	Culinary School-Braise
Wauwatosa Wallboard	Choose Milwaukee

Skilled Crafting-Engineering:

- Engineering
- CAD/3D Models
- Drafting
- Woodworking
- Hydraulics
- Welding
- Forging
- Sewing

Organization/Company	
MSOE	TKWA-The Kubala Washatko Architects*
Rebuilding Together Greater Milwaukee*	Johnson Controls
KG Stevens*	Rockwell
Briggs and Stratton	Milwaukee Forge

Technology:

- Coding
- Robotics
- Digital Self
- Virtual Reality
- Telepresence
- Wearables
- Tech Free Survival
- Leveraging Tech
- Internet of Things
- Data Analytics
- App Design
- 3D Printing

Organization/Company	
Chicago Institute of Technology	Devcode Camp
3D Creations	Milwaukee Makerspace

Community/World:

- Diversity
- Equality
- Government
- Global Culture
- Advocating
- Citizenship
- Social Justice
- Civilizations
- International Politics
- Languages
- Community Service
- City Development

Organization/Company	
World Affairs Seminar	REDgen*
Milwaukee Community Service Corps	Mute Court

IMPACT:

- Housekeeping
- Time Management
- Career Planning
- Collaboration
- Personality Traits
- Conflict Resolution
- Personal Safety
- Communication
- Survival Skills
- Relationships
- Character
- Decision Making

• CPR • Creativity • Critical Thinking	• Moral Integrity	• Goal Setting

Company	Company
Boys & Girls Clubs of Greater MIlwaukee*	SAFE
Camp Minikani*	FOCUS Training
Essential Skills	The Student Conservation Association
Defense Works*	Make a Difference Wisconsin
Resiliency Training*	Crash Course Driving School

3.05 Describe how relationships to attract and retain students, enhance student learning, and satisfy students and stakeholders will be built.

We plan to attend the Makers Faire Milwaukee in September 2016. Our intention is to lay the groundwork for future recruiting. By exposing visitors to PBL, we plan to expand our contact list for families interested in learning more about 21st century learning models. We will use this list for invitations to future Community Conversations and or partner fairs.

Pathways High has begun the process of developing relationships with schools that we have deemed as potential feeder schools for Pathways High.

Our Pathways High Council members have already met in person or via phone with Highland Community School, Downtown Montessori, Milwaukee College Prep, Bruce Guadalupe, St. Marcus and Woodlands School and gained their support for Pathways High. These are urban schools with diverse populations. We'll continue to build partnerships with these schools and others by engaging in Community Conversations with parents and students and introducing them to Pathways High's personalized, project-based model. Our Pathways High development team who have children attending Milwaukee Public Schools' K-8 Montessori schools like Maryland and Fernwood, will host gatherings at their homes or other venues to introduce their school's families to Pathways High.

Pathways High leadership team and members of the SAG will continue to foster these relationships and will work closely with each school's parenting groups, volunteering at middle school events and hosting nights with project based activities. Some members of our SAG will participate heavily in recruiting new students, developing personal relationships with prospective students. Other members of the SAG will become Pathways High Ambassadors, responsible for supporting Pathways High Business Partner relationships, attending business events and promoting the benefits of Pathways High relationships. The application and vetting process for students interested in the council will be developed by SAG during the planning year. This will function similarly to an honor society.

One way that we will promote Pathways High to our targeted audience during year zero, September 2016-August 2017 is by beginning our Community Conversation events. Community Conversations will include activities such as film viewings, book discussions, education speakers and guided discussions that will be held at Pathways High or a similar venue. Pathways High understands the complicated schedules of many families, therefore the Community Conversations experiences will be available for web viewing either as a live stream or as an archived presentation.

Proposed Calendar for Zero Year is as follows:

- **September:** Partner with Bruce Guadalupe Middle Schools in order to facilitate a Destination Imagination program. We believe that by exposing middle school students, parents and faculty from our potential feeder schools to the mission and vision of Pathways High they will be able to get a greater understanding of all that Pathways High will have to offer. Destination Imagination's vision of teaching students the creative process while empowering them with the skills needed to succeed in an ever-changing world and their mission of developing opportunities that inspire the global community of learners to utilize diverse approaches in applying 21st century skills and creativity directly aligns with the spirit of Pathways High.
- **October: "**Most Likely to Succeed" Film screening with potential talk back with author Ted Dintersmith and discussion of Pathways High. This event is scheduled for Friday 10/7 at 7pm at the Milwaukee Youth Arts Center (MYAC), Debut Hall and Saturday October 8th, 2016 at 230pm at MYAC, Conservatory Hall.
- **November:** In conjunction with our partner Discovery World we will host an evening of exploration for 8th grade students.
- **January:** Why Pathways High? The leadership team along with the Board of Directors and the Governance Council will host informational sessions throughout the city on several days and evenings in January. These meetings will be held at public libraries and at our feeder schools.
- **February,Partnership job fair:** An evening where all of our partners will come and set up booths so that all of our families can explore all of the options that Pathways High has to offer. From carpentry to medical research to zoology. What a vast group of options for our students to choose from. Including a demonstration of iBeacon through our partnership with the Milwaukee Public Museum.
- **March- Makerspaces**: Answer the questions what are they? Hands on exposure to makerspaces[49]. In conjunction with Milwaukee Makerspace.
- **April:** Book discussion and talk back with author
- **May:** Community Service event to be coordinated with our partner agency Rebuilding Together Greater Milwaukee- getting students and families involved from our potential feeder schools.
- **June:** Destination Imagination- what is Destination Imagination? Come and learn more about the Destination Imagination curriculum that is interwoven throughout Pathways

[49] See Appendix N

High. Come and explore instant challenges and all of the skills you learn by participating in Destination Imagination.

- **July:** Open House: sneak peak with a seminar on PBL. As discussed in the article from Edutopia dated July 27, 2016, PBL can be a fantastic way for kids to get engaged in hands-on, active learning. We will be answering the questions: What is PBL? What does it mean when a teacher's says that they teach with projects? As stated in this article, "This research-based method of teaching and learning is quickly gaining popularity in that schools that are focused on preparing students for future challenges." We will use the resources listed in this article to help our families to better understand why "PBL is gaining momentum as a way to keep students interested and engaged in school while also helping them develop a deeper understanding of important content, along with essential 21st century skills like critical thinking, communication and collaboration."
- **July Family Welcome BBQ:** This will be our opportunity to welcome new families. We will encourage our families to join our team as we put the finishing touches on our school building. Ideas we will explore are painting a mural, making garden stones, designing our spiritwear.
- **August:** Family Dinner and information session regarding our first two weeks of IMPACT Camp

3.06 Describe how requirements, expectations, and preferences of students, parents, and other stakeholders will be determined.

Essential to maintaining fidelity to the Vision, Mission, Core Values and Beliefs of Pathways High is the development of trust and interconnectedness with Pathways High parents, students and community members through continuous feedback and open communication. We believe in gaining insight from all stakeholders in the design, development, implementation and evaluation of our progress. Both formal and informal methods for this to occur will be put in place. We will engage input from stakeholders in the following manner:

- School Board meetings will be open to the public and include time for public comment.
- All students and parents will be invited to respond to semi-annual school climate surveys that solicit feedback which will be shared with our school community in our school newsletter.
- School leadership will be positioned at the door of the school as students arrive and as they leave, getting informal feedback from students on a regular basis.
- Through our quarterly events and interactions with our partners during both our IMPACT weeks and annual projects we will encourage community members to take an active role in Pathways High.
- During all school events, our families will be encouraged to ask questions, share concerns and provide feedback through exit surveys using Survey Monkey. We will ask visitors to include their personal contact information to add to our database.
- Families will have access to staff via telephone, email and in-person at school events.

By adding our Community Conversations to the above actions, Pathways High takes Parents from merely being participants in school activities to partners in the in engaged community of stakeholders.

4.00 MARKETING, RECRUITMENT, AND ADMISSIONS

4.01 Describe the marketing program that will be used to inform the community about the school.

The marketing program for Pathways High began in April 2016, when our design team learned that Pathways High was named a semifinalist in the XQ Super School Project. We were one of 348 semifinalists selected from a group of 1600 applicants and the only parent-led semifinalist in Wisconsin.

The plan displayed below lays out steps to establish and execute communications with the media and public to create greater awareness and support for Pathways High. It was designed to establish a communications infrastructure and outreach plan to support awareness building and fundraising. It also provides a model for the student recruitment that will proceed during the months between October 2016 and August 2017.

Key Messages:

- Brand and message as a regional public charter school; focusing on personalization, PBL, connection to careers, and giving back to the community.
- Collaboration and long term co-location with The Commons, the nation's first innovation hub combining high school, college and career

Figure 4.01a Ongoing and Future Marketing Strategies

Task	Description	Target Date
News Article/ Editorial	• Announced Pathways High as XQ semifinalist in Journal Sentinel • Pathways High editorial regarding PBL ran in Journal Sentinel[50]	Completed April 2016 August 2016
Engaged Milwaukee business and community leaders	• Conducted meetings[51] • Garnered letters of support	January 2016 ongoing
Engaged student council (urban and suburban teens)	• School design • Research • Event participation/presentations	January 2016 Ongoing
Marketing materials	Designed and printed marketing materials (pitchbook, data sheets, student photos etc.) about Pathways High and the XQ Super School Project	Completed May 2016

[50] Tosa moms' proposal competes for the slice of XQ: Super Schools Project, Annysa Johnson, Milwaukee Journal Sentinel- See Appendix L
[51] See Appendix G- Log of Contacts

Pathways High community Event at The Commons	● Teen presentation ● Mike Lovell and Chris Abele presentations ● Invited community leaders and families ● Posted photos to website	Completed July 20, 2016
Website	Improve website layout, awareness and navigation; such as highlighting an easy to access “donate here” page; Created place to post releases, network and blog.	Completed On-going
Social Media	Set up effective social media accounts about the project (Twitter, Facebook, etc.) to increase word about project ● Teen designed contests via social media to attract attention and innovative photo filters on Instagram and Snapchat	Completed May 2016 On-going posts
Education/ Outreach events	● MLTS film screenings ● Community Conversation seminars (see year zero schedule below)	Began in May 2016
Community fundraisers	Host J. McLaughlin shopping parties in suburban communities for awareness building and fundraising	June and October 2016
Pitch Stories	● Tell the history of the Commons	October 2016

Going forward in October 2016, marketing activities will focus on increasing awareness through publicity distributed in public and private schools, and information communicated through our partners to parents, counselors, community leaders, clergy, and professional associations. These activities include but are not limited to:

- Advertising in community newspapers;
- Promoting the school through social media;
- Using all media formats to inform parents and students throughout the region;
- Delivering targeted messages to parents of children attending K-8 schools in the region;
- Post flyers at local community organizations, libraries, churches and business partners;
- Inviting parents, students, and the community to visit the Pathways High web site;
- Attending community events to promote the school; and,

- Affiliating with The Commons and their events, including inviting families to the students' final presentations/pitch sessions in December 2106 and May 2017 to demonstrate PBL in action.

The marketing plan we create to prioritize and manage these activities will:

- Establish and message an advertising calendar to ensure community awareness of milestones and achievements during the planning year;
- Reference and build on the positive reputations of our partners;
- Maintain a database of families who learn about and take an interest in our success; and,
- Ensure regular contact with community agencies that work with families and youth to publicize the unique opportunities Pathways High offers.

4.02 Explain how students will be recruited for the program.

We recognize the challenge of recruiting a first class of students for Pathways High, given the innovative nature of the school and the high stakes associated with high school. Having a comprehensive approach that is data-driven and informed by the experiences of charter schools who have opened recently such as Stellar Collegiate and Milwaukee Academy of Excellence will allow us to meet our enrollment goals.

Our work in the last six months has been focused on establishing relationships with the leaders of Milwaukee K-8 charter and choice schools (Figure 4.02a) and community organizations (Figure 4.02b.) We knew that until we secured a charter and had a stronger sense of where our school would be located, there would be minimal family interest.

We believe that, overall, student recruitment is about building trust with families in the philosophy and curriculum of Pathways High. We recognize that personalized, PBL may be a new concept to most and we need to invest the time to educate families about the benefits and research supporting the Pathways High education model. In order to do so effectively, we must be in front of a family and make a connection between the future they imagine for their own child and that of Pathways High.

4.02a Greater Milwaukee Targeted K-8 Charter Schools

Schools	Schools
Central City Cyberschool www.cyberschool-milwaukee.org	**Darrell Lynn Hines (DLH) Academy** http://www.dlhacademy.org/
Downtown Montessori Academy http://downtownmontessori.com/	**King's Academy** http://www.kacsmilw.org/
Milwaukee Math and Science Academy www.mmsacademy.org	**Bruce Guadalupe Community School** http://www.bgcsedu.org/BGCS.htm

Capitol West Academy http://www.cwacademy.org/	Acosta Middle School (the new UCC middle school starting with 6th grade this year)
Milwaukee College Preparatory School – 36th Street http://milwaukeecollegeprep.com/	**Milwaukee College Preparatory School – North Campus** http://milwaukeecollegeprep.com/
Milwaukee Scholars https://www.nhaschools.com	**Highland Community School** http://www.highlandcommunityschool.org/
Woodlands School – Bluemound Campus http://www.woodlands-school.org/	**Woodlands School East – State Street Campus** http://www.woodlands-school.org/

Upon authorization of our charter and finalization of our school's first year location, we will focus on active recruitment and employ a variety of strategies aimed at building trust with families in the local neighborhood. Specifically, Pathways High will continue to develop strong relationships with diverse, high-performing independent K-8 charter schools in the greater Milwaukee area, including Highland Community School, Woodlands East and West, Downtown Montessori, Milwaukee College Prep, St. Marcus and Bruce Guadalupe. Members of our founding team have met with the leaders of these schools and secured letters of support for Pathways High[52].

Additionally, the Montessori schools, Fernwood and Maryland, within Milwaukee Public Schools are targeted feeder schools for Pathways High due to the similar educational philosophies and project based curriculum offered at these schools. As there is no high performing Montessori or project based high school option within MPS, we believe Pathways High will be an attractive option for students in these K-8 Montessori schools. Engaging the hearts and minds of both parents and students at these schools is critical for successful recruitment. We realize we'll receive no recruitment support from MPS and will need to rely on personal connections with parents within Fernwood and Maryland. Members of our founding team have friends whose children attend both schools and we'll work with these personal contacts to inform parents about Pathways High.

Figure 4.02b Recruitment Strategies

Strategy	Actions
Presentations at Feeder Schools	Highland Community School, Woodlands East and West, Downtown Montessori and Bruce Guadalupe.
Destination Imagination Mentoring	Pathways High Leaders are developing mentoring relationships at Bruce Guadalupe and Acosta Middle School to build Destination Imagination programs

[52] See Appendix J Letters of Support

Presentations to MPS Montessori Families	Pathways High will facilitate community conversations
Presentations at Churches	Local churches have been targeted for presentations after services to interested family members.
Field Trips at Discovery World & **Workshops for Prospective Students**	Students will participate in a Destination Imagination challenge[53] as well as have a hands on lesson in the makerspaces available at Discovery World.
Parent Information Nights - Suburban and Urban	Public evenings at community centers presenting general information on Pathways High. Dinners at invested families homes for prospective families.
Local Festivals, Fairs and Events	Example: Exhibiting at Maker Faire Milwaukee at State Fair in September 2016 and will create an interactive game of Operation™ based on a Destination Imagination Instant Challenge

We will also reach out to community organizations and business partners that are committed to supporting Pathways High. It is our hope that these organizations will be sharing information about Pathways High and hosting upcoming Community Conversation events.

Figure 4.02c: Potential Organizations to Support Recruitment Efforts

Community Organizations and Business Partners	
Urban Ecology Center	Milwaukee Public Museum
Discovery World	Pearls for Teen Girls
Milwaukee Repertory Theater	Silver Spring Community Center
First Stage	Victory Gardens
Boys and Girls Clubs of MKE	United Community Center

As detailed above, Pathways High plans to offer multiple events for prospective students to learn about, as well as try, PBL. By building relationships with prospective students before they enter Pathways High, we believe we will slow attrition rates. For Pathways High Recruitment does not end at admission.

We also believe that retention will be supported by including parents as partners in the mission of Pathways High. Relationships with students' families will be developed through culture building activities held in order to share educational information and experiences.

[53] See Appendix O Sample Instant Challenges

Throughout the calendar year, Pathways High will hold Community Conversations in order to share the Pathways High experience with families and our community. Community Conversations are planned educational evenings for the Pathways High community. Students, families, faculty and community members gather for film viewings, book discussions, education speakers and guided discussions on a pre-determined topic. These community building evenings, held quarterly, will include a meal prepared by the students and have facilitated dinner conversations on the presented topic.

A mentor program will be put in place to expand support for student success and increase student retention. Pathways High mentors will be recruited from business and community partners who have the desire to provide guidance, knowledge, social capital and support to a Pathways High Student. Community mentors will offer general support for whole student development. Our Business Partner mentors provide support for specific interests and talents of students and develop student skills needed for projects. Mentor training will mirror the culture and personalized values-based professional development Pathways High provides for students and staff. Mentors will complete a volunteer application, agree to a background check, go through an orientation and then be paired with a Pathways High student or small group of students. Mentors will be scheduled to meet with students before or after school or during a specifically designated time during the day. The process will be monitored by the Director or IMPACT coordinator, who will also provide ongoing oversight and support to mentors and mentees.

Annual exhibitions and intermittent showcases, that will be scheduled according to project suitability, will provide additional occasions to invite parents into the school to increase their understanding and appreciation of the work their children are accomplishing.

4.03 Describe the means by which the school will achieve a racial and ethnic balance among its pupils that is reflective of the school district population; 118.40(1m)(b)9.

It is the intent of Pathways High to have a racially, ethnically and socioeconomically diverse student body indicative of the greater Milwaukee Metro area, as close to a 50/50 majority/minority split. We can influence, but not control, the diversity of Pathways High by recruiting from schools with diverse student populations. We will use our networks to connect with people of influence in racially, ethnically, socioeconomically varied communities to assist with recruitment. [See 4.02 for details.] Communities within the City of Milwaukee boundaries as well as the surrounding counties will be targeted. The greater Milwaukee Independent K-8 Charter Schools will offer a great starting point for targeting relationships with schools of varying racial, ethnic and socioeconomic groups.

4.03a Greater Milwaukee Independent K-8 Charter Schools Demographics

Name	School Size	Grade Size		Proficiency %		FRL%	Student Diversity		
		7th	8th	M	R		B	W	H
Central City Cyberschool	422	46	40	29	13	99.3	97	0	1
Darrell Lynn Hines College Preparatory	272	38	26	17	7.5	90.8	87	0	5
Downtown Montessori School	213	13	4	42	47	32.9	14	16	59
King's Academy	193	17	19	12	17	81.9	97	0	1
Milwaukee Math & Science Academy	307	23	0	7.5	5	99	93	2	2
Bruce-Guadalupe Community School	1,027	83	82	54	22	76.8	0	2	97
Capitol West Academy	296	20	23	27	12	82.4	86	4	4
Milwaukee College Preparatory 36th St.	499	51	49	52	30	69.7	97	0	0
YMCA Young Leaders Academy	453	40	37	33	16	72.6	97	0	1
Milwaukee Scholars Charter School	577	50	45	14	9	88.3	96	0	1
Urban Day School	510	24	24	14	9	90.6	95	0	0
Woodlands School	335	32	33	47	47	17.6	25	46	17
Totals/Averages	**5,104**	**437**	**382**	**29%**	**20%**	**75%**	**74%**	**6%**	**16%**

If the lottery process provides Pathways High with a cohort that is not reflective of the Metro-Milwaukee area, Pathways High plans to implement our diversity protocol. During our planning year we will develop relationships with school leaders on our Educator Advisory group. If our initial cohort is too focused on one demographic, we will invite students from the schools represented in our EAG to participate in IMPACT experiences leading up to joint IMPACT weeks. These students would participate in Community Conversations, Exhibitions and IMPACT curriculum before the IMPACT week to ensure all parties are fully invested in the experience.

4.04 Describe admission policies and practices to be used to enroll students the first year and succeeding years; 118.40(1m)(b)10.

Pathways High will abide by all legal admission policies outlined in Wisconsin Statutes 118.40(4)(A)(B). The school will be nonsectarian in its programs, admissions policies, employment practices and all other operations, will not charge tuition, and will not

discriminate in admission or deny participation in any program or activity on the basis of a person's sex, race, religion, national origin, ancestry, pregnancy, marital or parental status, sexual orientation or physical, mental, emotional or learning disability.

Applications will be accepted during the open enrollment period. Should we have more applicants than seats available, during the month of February, we will hold a random public lottery process to place students within the school. Once students are enrolled into the school, the following processes will occur:

- Individual Meet & Greets with students and their parents/guardians.
- Students and their parents/guardians will be requested to attend a school orientation. At the orientation, we will explicitly discuss the school culture, instructional model, expectations for timeliness, homework, etc. and give families a realistic sense of what it will be like for their child to attend Pathways High. In addition, the orientation will serve as an opportunity for parents to address any questions or concerns they may have.

  This orientation will also include the collection of enrollment forms that will be sent out within two days of the enrollment lottery being held. All forms must be completed in order for a student to be considered fully enrolled at Pathways High. The enrollment packet will include the school calendar, a records release form, medical forms, media waiver, general field trip permission slip, home language survey, emergency contact card, and an application for federal free and reduced lunch.

  As enrollment packets are collected, student cumulative files will be created, and any necessary follow up with families will happen within one week of receiving the completed packet.

In order to ensure students receiving the Pathways High diploma are representative of the Pathways High experience, there are limits set on acceptance numbers. For year two and subsequent years, Pathways High will publically announce the number of open seats for each grade level, accepting no more than 120 in grade 9, and filling seats in grade 10 to a maximum of 100. For grade 11, Pathways High requires a commitment from incoming students to participate in the grade 13 IMPACT Year and will accept no more than 100 students. Grade 12 will only accept applicants committed to an IMPACT Year and applying under extreme circumstances. By requiring the additional year, Pathways High has time to provide the student with sufficient experiences to adapt to the Pathways High model of education.

As defined by the Department of Public Instruction rules for Exceptions to the Application Period.

- The resident School Board has determined that the student has been the victim of a violent criminal offense, as determined by the department by rule (Wis. Adm. Code § PI 23). The application must be made within 30 days of the School Board's determination.
- The student is or has been a homeless student in the current or immediately preceding school year. "Homeless" means a student who is included in the category of homeless children and youth under the McKinney-Vento program.
- The student has been the victim of repeated bullying and harassment.

Parent must have reported the bullying or harassment to the resident School Board and in spite of action taken by the resident School Board, the repeated bullying and harassment continues.

- The student and parent's residence has changed as a result of military orders.

  The application must be made within 30 days of the date on which the military orders changing the place of residence were issued.

- The student has moved into the state. The application must be made within 30 days after moving into the state.
- The student's residence has changed as a result of a court order or custody agreement or because the student was placed in or removed from a foster home or with a person other than the student's parent.

  The application must be made within 30 days after the student's change in residence.

4.05 Describe strategies to be employed when, and if, more students apply for admission than there are seats available.

If the number of applications exceeds the number of available seats, a public lottery will determine who is enrolled into the school.

In the first year of operation, 120 students (60 Freshman and 60 Sophomores) whose names are drawn in the lottery will be offered a seat; in all additional years, 120 Freshman students will be offered a seat to account for a potential 17% attrition rate from year 9 to 10.

"**Charter school admissions:** Under Act 55, all charter schools entering into or renewing a contract after July 13, 2015, must specify in their contract that if the capacity of the charter school is insufficient to accept all pupils who apply, the charter school must accept pupils at random, with the following exceptions:

1. Schools would be required to give preference to pupils enrolled in the charter school in the prior year and their siblings.
2. Schools may give preference to children of the school's founders, governing board members, and full-time employees, but must limit the number of such children to no more than 10% of the charter school's total enrollment."[54]

Each student not enrolled during the first lottery will be put on a waiting list in the order that their name was called, and following that waiting list, will be offered a seat should one become available. Waiting lists will be refreshed from year to year, and a new lottery will be held for each grade in which seats are available creating a new waiting list annually.

[54] Evers, Tony PhD. Charter Law Changes Effective July 13, 2015.

5.00 FACULTY AND STAFF

5.01 Identify how administration, faculty and staff will be recruited and how the school will ensure the quality of the workforce.

Organizational culture is created and nurtured by people. Therefore, recruiting, hiring and developing people—administration, faculty and staff—who embrace the Pathways High culture and model our core values every day is critical to our long term success. Everyone from the office manager greeting people at the front door to the teaching staff to the support services personnel to the school leadership team must be unwavering in their belief, support and modeling of the Pathways High mission and vision. To that end, our founding team has developed purposeful and comprehensive recruitment and professional development processes for faculty, staff and administration.

Specifically, teacher candidates will participate in a rigorous multi-step interview process that includes all personnel and many students. By giving many people a voice in the hiring decision and interacting with candidates in varied settings we believe we will find the best teachers for Pathways High. Our criteria for the best teachers are detailed by Gloria Ladson-Billings in her description of culturally relevant teachers (please see table below from The Dreamkeepers.)

1. Teacher candidates can be put forward by anyone in the school, respondents to WECAN (Wisconsin Education Career Access Network) job postings or may be academic interns already working in the school. Resumes are vetted to ensure the candidates meet the criteria for certification by DPI according to the state charter law § 118.40(2r)(d)1.
2. The Director and the Associate Director will select 4 to 6 candidates that will come to Pathways High and participate in a hiring 'bonanza'. This is a draft of the teacher hiring process:
    a. Selected candidates will start the day with an informal staff and student interview breakfast which provides a view of candidates in a social setting. The students involved in this breakfast will be representatives of the school diversity and have a strong grounding in the Pathways High culture. After the breakfast, students will rate the candidate by holding up 1(poor), 2, 3 or 4 (fantastic) fingers. Those who rated the candidate either a 1 or a 4 will explain their rating.
    b. Candidates will individually teach a lesson, in their area of study, to a group of students for about 60 minutes. Some of the key elements evaluated during the lesson include:
        i. Student engagement
        ii. Personalized learning
        iii. Complexity of the lesson
        iv. Compassion demonstrated by the candidate

c. After the lesson, students and observing teachers rate the candidate by holding up 1 (poor), 2, 3 or 4 (fantastic) fingers. Those who rated the candidate either a 1 or a 4 will explain their rating.

d. While lessons are being taught, the other candidates will read a controversial article and provide a written response regarding their interpretation of the text. They may respond to a statement such as, "Describe a situation when you saw an inequity in your classroom and how you handled it."

e. Candidates will be interviewed by a panel of teachers, with parent or community representative, a student and an administrator

f. Candidates meet individually with the Director who reviews the writing sample and utilizes the response as a springboard for discussion.

g. The Director and Associate Director hold a post-bonanza debrief to receive and discuss the rating input from the students and teachers and make the final hiring decision.

Figure 5.01a Culturally Relevant Chart from The Dreamkeepers[55]

Culturally Relevant	Assimilationist
Conceptions of Self and Others	
• Teacher sees herself as an artist, teaching as an art. • Teacher sees herself as part of the community and teaching as giving something back to the community, encourages students to do the same. • Teacher believes all students can succeed. • Teacher helps students make connections between their community, national and global identities. • Teacher sees teaching as "pulling knowledge out" -- like "mining."	• Teacher sees herself as a technician, teaching as a technical task. • Teacher sees herself as an individual who may or may not be part of the community; she encourages achievement as a means to escape community. • Teacher believes failure is inevitable for some. • Teacher homogenizes students into one "American" identity. • Teacher sees teaching as "putting knowledge into" -- like "banking."
Social Relations	
• Teacher-student relationship is fluid, humanely equitable, extends to interactions beyond the classroom and into the community. • Teacher demonstrates a connectedness with all students.	• Teacher-student relationship is fixed, tends to be hierarchical and limited to formal classroom roles. • Teacher demonstrates connectedness with individual students.

[55] Ladson-Billings, Gloria. *The Dreamkeepers*. March 23, 2009.

• Teacher encourages a "community of learners." • Teacher encourages students to learn collaboratively. Students are expected to teach each other and be responsible for each other.	• Teacher encourages competitive achievement. • Teacher encourages students to learn individually, in isolation.
Conceptions of Knowledge	
• Knowledge is continuously recreated, recycled, and shared by teachers and students. It is not static or unchanging. • Knowledge is viewed critically. • Teacher is passionate about content. • Teacher helps students develop necessary skills. • Teacher sees excellence as a complex standard that may involve some postulates but takes student diversity and individual differences into account.	• Knowledge is static and is passed in one direction, from teacher to student. • Knowledge is viewed as infallible. • Teacher is detached, neutral about content. • Teacher expects students to demonstrate prerequisite skills. • Teacher sees excellence as a postulate that exists independently from student diversity or individual differences.

Professional Development is extremely important whether a teacher is a recent college graduate or a veteran. We are creating lifelong learners and our teachers will model this behavior. As many teachers have not worked in a PBL school, developing confidence in creating rigorous and engaging projects is essential. At Pathways High, professional development will often occur through collaboration. Most teachers will be paired with a teaching partner and our intent is to pair veteran teachers with newer teachers to foster mentor relationships. Additionally, we will bring in experts such as Gloria Ladson-Billings and Scott Solberg to lead professional development programs with our teachers and staff.

5.02 Describe how job requirements, compensation, career progression workforce practices, and work environment will motivate faculty and staff to achieve high performance.

Job Requirements[56]

Through a rigorous set of job requirements and a comprehensive set of academic and professional expectations, staff will have a clear understanding of their roles and responsibilities in meeting the mission, vision, and goals of the school. We believe that having quality educators, who feel valued, in every position at Pathways High is the core of our success. Job descriptions will be revisited annually as part of the performance review process to assure that everyone is working to achieve the goals and mission of the school.

Job requirements are written to attract highly qualified, motivated teachers who want to further strengthen their skills and make a dramatic impact on the educational trajectory of

[56] See Appendix P Employee Handbook

our students. We will be looking for those individuals who are inspired by the challenge of building a great school from the ground up and possess a 'whatever it takes' attitude. The school will work to attract innovative, collaborative, mission driven, faculty and staff members; individuals who hold and enforce the highest of behavioral and academic expectations and see student achievement as the ultimate reward. Our job requirements will be demanding and we understand that working at Pathways High School will not be attractive to every teacher because of high expectations, and demands of collaborative leadership and curriculum design. Although teachers will have multiple demands placed on them they will be supported through multiple internal structures and a visionary and supportive leadership team that supports not only the growth of the student but the growth of the educators as well. Through open and honest relationships among administration, faculty and staff, we will have a model in place where people will be comfortable asking for additional resources (from within or outside) to be procured to meet goals.

Compensation

Our teachers will be compensated at a rate that is competitive with high performing charter schools in the region. We will also provide competitive health, life, dental, and retirement benefits to our faculty and staff. These benefits will include the option of having our employees student loans paid off in lieu of a 401(k)s contribution for a set amount of time.

Career Progression Workforce Practices (Leadership, Growth, Professional Development)

We believe that every teacher and leader is also a learner and therefore will benefit by the process of setting goals, collecting evidence that will monitor progress towards goals and in collaboration with peers and leaders, determine if attainment has occurred. It is the responsibility of the School's Leadership Team to mentor and support teachers' continual growth:

- Faculty and staff will receive timely feedback on all work submitted to the School Leadership Team such as lesson plans, student assessments, student projects, report cards, and any other material submitted for review.
- Teachers will meet often with the Director and Assistant Director regarding their own professional development. At this time, teachers will have the opportunity to identify both areas of growth and potential areas for additional training. This type of constant reflection will keep teacher investment high.
- Teachers will be formally evaluated three times per year. They will be evaluated on their planning, execution, student outcomes, teamwork, leadership and professional growth.
- All new teachers will develop, with guidance from the School Leadership Team, a PI.34 plan.
- All teachers will maintain personal professional development plans and web pages.

- When positions open within Pathways High, we will support career advancement by first looking internally for strong candidates.
- We are also considering encouraging our teachers to continue their own education by providing tuition reimbursement for classes that directly address their in-school responsibilities.
- Faculty and staff will have the opportunity to showcase their expertise by becoming an internal trainer on specific topic areas of interest, and by obtaining training opportunities with partnering schools and enrichment programs.

Professional Learning Communities

One priority for staff development will be to facilitate professional development workshops to enhance teachers competence, confidence, and effectiveness as culturally relevant project based teachers, leaders of a diverse set of young adults and collaborative colleagues sharing the Pathways High mission.

At this moment, the proposal is to have these professional development opportunities offered (bi)weekly across a scope and sequence arc over the academic year. The school leaders would initially determine the necessary knowledge, skills and mindsets teachers will need developed to meet the needs of students as the year progresses.

These after school professional developments will:

- **Enhance staff culture:** The staff would come together to reflect upon the week and share a communal space. Oftentimes, it is difficult for an entire staff to congregate and collaborate throughout the year without set times for shared development. We will critically reflect as well as celebrate as a team.
- **Increase teacher effectiveness:** Professionally, these workshops will serve as a means of developing teachers' knowledge, skills, and mindsets towards becoming more effective and culturally relevant project based teachers. Additionally, being a school that offers a safe environment for students of all backgrounds, workshops will also focus on personal identity reflection for teachers.
- **Student-focused:** Our staff culture has to serve as a model of collaboration, joy, and focus for students. We have to model what we hope our students demonstrate in appreciation for and learning from each other. The basis of becoming a more effective teacher is towards the means of being better culturally relevant educators and project based instructors for the students.

Professional development will, by definition, require modifications throughout the year. School leaders will continue to research effective strategies to implement professional learning communities at Pathways High. At the moment, Pathways High will reflect upon the following to help modify the professional development process of our teachers:

- Student achievement data
- Student survey data on culture and climate
- Qualitative anecdotes in interactions with students and their needs

- Staff culture and needs

As a professional learning committee, teachers will be responsible for discerning the data together, determining next steps towards an improved or sustained outcome, and executing the means towards the ends. In this collaborative model, teachers and leaders will share investment and action in improving the school culture and instruction effectiveness.

Work Environment

Just as Pathways High School expects a high level of creativity and professionalism from students, Pathways High will also expect a high level of professionalism from staff. The culture of the school will provide an open and collaborative atmosphere between all staff including school leaders. A collegial atmosphere will be fostered through clear, respectful communication, support for innovative ideas and, freedom to take risks on new and innovative ideas. School leadership will support teachers to constantly improve their skills in multiple areas through a personalized professional development plan.

To meet the demands of a professional, creative workplace, Pathways High will provide the professional resources necessary to do the job:

- Working in pairs, ELA/Humanities and Science/CTE teachers will have dual work space in full view of their main classrooms, with space around it for small group work, professional dialogue, and curriculum/project preparation.
- Math teachers and Language teachers will also maintain a dual workspace that is in full view of their main classrooms, where most of their work will take place.
- Teachers will also share a professional development and planning space that is discrete from the other learning spaces in the facility. Teacher will have personal iPad Pros to interact with students in their classrooms using Apple TV carts in each classroom.
- We anticipate having company sponsored makerspaces[57] when we are settled into our permanent location with The Commons. These workspaces include a science lab, art studio, multi-media studio, professional kitchen, skilled craft space, technology lab, and quiet zones. It is also our intent to have gardens scattered throughout the building and hope to eventually support hydroponic gardening as well.
- Teachers will have a minimum of 90 minutes of planning per a day built into their schedules. Science/Humanities will have joint planning time for larger project work.
- On a daily basis all staff will meet for a morning meeting.
- Teachers will have complete access to copiers, professional books, as well as other necessary supplies.

[57] See Appendix N

5.03 Describe how the faculty and staff education and training programs will support the achievement of overall objectives.

Goals of Professional Development

- Pathways High with be personalized to the needs and interests of the staff, while emphasizing a constant focus on increasing innovative and equitable practices.
- Will support staff on project development, IMPACT planning, Advisory planning, and personalized learning practices.
- Will be collaborative in nature to help build and refine ideas, as well as practice and model "working together".
- Will seek to promote teacher leadership and nurture teachers' dreams and vision.
- Will involve student voice and feedback as often as possible.
- Will provide space for new proposals to be aired, focus groups to be formed, and pilots to be built and tested.
- Will include examination of data collected and collaboration on the implications for the Pathways High program.

Strategies to Accomplish Our Professional Development Goals

- Open Invitation for all staff to participate in Monthly Professional Development Planning Meetings.
- Director and Associate Director will survey staff on Professional Development and create semester-long themes based on popular requests.
- Allow Professional Development Planning Committee to Pitch Ideas for PD to staff and get feedback.
- Intensive PD to take place two weeks before school starts, on Staff-Days, and on half-days.
- Types of PD to be used: Open, All-Staff Bi-Monthly, Grade-Level, Discipline, Team, Advisory, All-Staff Collaboration, Small Group Protocol, Community Networking.

Figure 5.03a Professional Development by Day

Day	Potential Tasks-
Monday	**Open** ● Purpose and tasks will rotate based on needs and time of year and will include but not be limited to: parent meetings, student meetings, grading, feedback, project foundry updating, or an open work time.
Tuesday	**Team** ● Purpose is for teamwork as needed.
Wednesday	**All Staff Bi-Monthly** ● Rotate who facilitates and who takes notes on all-staff meetings. ● Always begin bi-monthly all staff meetings with appreciations. ● Facilitate rotational sharing of teacher genius- two minutes where teachers share a little bit of genius, whether it be project structures, table management strategies, or other classroom rhythms. **Grade Level** ● Purpose is to meet as grade level and create authentic agendas that might include planning for grade-level activities,IMPACT planning, collaboration around new ideas, and/or various dilemmas that come to the table. **Subject Area** ● Purpose is to collaborate across discipline to enhance practice: activities will focus on alignment, sharing resources, creating strategies, collaborative project planning, and more. ● Teachers will be open about their own strengths and stretches and form goals based on where the group most wants and needs support. **Advisory** ● Purpose is to plan advisory activities and curriculum. ● Advisory will share resources and ideas.
Thursday & Friday	**All Staff Collaboration** ● Purpose is to have all staff engage in an activity or workshop based on survey feedback. ● Can include: vision building, project unpacking, exploring awesome projects, data analysis, creating a vision for what great teachers look like and self-assessing, etc. **Small Group Protocol** ● Protocols will be used to facilitate Project Tunings (staff examines and refines proposed projects), Dilemma Consultancies (staff explores and build solutions to dilemmas), and Equitable Student Support Plans (staff uses students' strengths and stretches to form support plans for them to succeed) (See Appendix). ● Create intentional PD groups for protocols or other collaborative work based needs that sometimes cross grade

	level, sometimes combine by discipline, and sometimes mix completely. **Community Networking** ● Purpose is to invite members of the community to collaborate on possible project plans or IMPACT weeks with staff.

Figure 5.03a Sample PD Week with Project Tuning Theme

Monday	Tuesday	Wednesday	Thursday	Friday
Open	Team	Advisory	Project Tuning	Project Tuning

External PD will be planned through personalization of PD for faculty members. These experiences will include but not be limited to: attending seminars, conferences, workshops, visiting other schools.[58]

5.04 Describe how the work environment will foster learning and continuous improvement for both staff and students.

Pathways High work environment will foster learning and continuous improvement for both staff and students through:

- **Trust** developed among all stakeholders in the Pathways High community.
- **Interconnectedness** including collaboration for programming, project development school culture development and the use of school and community resources
- **Development** of the whole person, whether student, faculty or staff member.
- Establishing a culture of **Excellence**.

This will be achieved through:

- Direct access to the school Director and other professionals for individual professional development
- Transparent and open communication
- Promotion of a healthy work-life balance
- Timely support and feedback from the school leadership team for all parent, staff and student concerns and issues
- Frequent goal setting to improve student achievement
- Data analysis retreats
- The school Director will maintain an “open door” policy

[58] Research from Power of Protocols (http://store.tcpress.com/0807747696.shtml) and National School Reform Faculty- Protocols (http://www.nsrfharmony.org/free-resources/protocols/a-z)

- Opportunities for individualized continuing education experiences based on the teacher's interests
- Training and development focused
- Strong sense of team spirit and unity
- Celebration of hard work and efforts
- Planning time for teachers during our IMPACT weeks
- Providing natural light in a setting that lacks a traditional institutional definition but speaks to individuality, diversity and innovation
- Being decorated with student and staff art and affirmations
- Having a relaxation/meditation space
- Fostering collaboration
- Focusing on wellness, both physically and mentally

Workplace competencies for administration, faculty and staff will be developed and put in place during the year zero and examined for refinement on an annual basis.

5.05 Describe how the school will meet the requirement that all instructional staff hold a license or permit to teach issued by the Department of Public Instruction; 118.40(1m)(b)7.

In order to ensure a successful completion of all requirements, Pathways High will work closely with DPI and teacher candidates to ensure an understanding of the process and what is necessary to hold an instructional license or permit in the State of Wisconsin. From the first consideration of the applicant as a candidate for a position within Pathways High we will monitor each candidate’s progress towards proper credentialing through WAMS (Wisconsin’s Web Access Management System) to ensure completion. Support will be provided with partnering institutions of higher education to obtain needed credits for initial and further Wisconsin Department of Public Instruction licenses.

6.00 CURRICULUM AND INSTRUCTION

6.01 Describe the educational program of the school; 118.40(1m)(b)3.

Pathways High will prepare students for success in college, career and life. Pathways High will focus on building students as whole people through PBL meeting Common Core State Standards and Next Generation Science Standards, immersive career and adult-world experiences, personalized blended learning and an emphasis on health and wellness,. Our educational program will include interleaved and varied access points for students to explore many facets of the community and themselves, inspiring students to find relevancy and ownership in their work. Pathways High's educational program supports our core values: Trust, Interconnectedness, Development of the whole student, and Excellence driven culture. EMPOWER Traits enable academic, social, emotional, and character development critical for success. Pathways High will accomplish our educational program through the intentional development of EMPOWER traits using our cornerstones, PBL, IMPACT, advisory and personalized learning. Reference the TIDE chart in 1.10a, the EMPOWER chart in 1.10b, and the IMPACT chart in 1.08b.

Rubrics for instruction[59] and monitoring growth in EMPOWER traits will be developed during our planning year and managed in Project Foundry.

PBL

Project Based Learning (PBL) is an approach to learning, largely based off of Adria Steinberg's "6 A's of Project Based Learning[60]" where students engage in projects that are linked to core academic skills and content. Authenticity, academic rigor, applied learning , active exploration, adult relationships and assessment are essential components in the design of projects. These teacher created interdisciplinary projects guided by student and/or teacher interest and business partner real world needs connect learning to students in a relevant way. In order to complete a project and create a product, students must learn core content and skills. Structured and scaffolded instruction facilitated by teachers teaching the necessary content and skills and further deepened by student led research ensure rigor and the needed skills to complete tasks. One of the distinctive features of PBL is the intentional development of relationships with adults through mentorship as well as through public exhibitions and assessments of completed works. EMPOWER traits will be targeted and supported for the development of each student as well as the whole group based on individual student's PLPs and overall project design. All projects reinforce traits through applied use. Major components of PBL as it will be implemented within the Pathways High model are explained below and support our culture of Trust, Interconnectedness, Development of the whole student and Excellence.

[59] See Appendix F

[60] http://www.gsn.org/web/pbl/sixa.htm

- **Exhibitions:** Exhibitions are public displays of work that serve as the culmination and celebration of projects. Real audiences should be in attendance. Exhibitions are a great form of both teacher and student assessment. Directors can debrief and unpack the project work after seeing and experiencing it live and teachers can do the same with students.
- **Models:** Students use existing models to get ideas for their own projects. If students are writing poems, they should look at other poems; if they are creating a documentary, they should become experts in analyzing documentaries. Models can be analyzed and unpacked and used to make student-created rubrics for their own work.
- **Multiple Drafts:** Students should submit multiple drafts of project work and products to receive feedback and critique so that they can refine and create high quality project work.
- **Critique:** Teachers should give critique, but students should also be trained as critique-givers. This process should be engaged in often so that students can continually learn from their peers' work and improve upon their own, while helping others improve their work. Students must be trained in how to give kind, helpful and specific critiques, and critiques should be scaffolded and focused with specific purposes each time. Many critique cycles should take place before the completion of a project.
- **Performance-Based Assessment:** Teachers assess students on the quality of their work and their growth in skills and behaviors. Students display their evidence of learning to be assessed on their digital portfolios (final work), project foundry (drafts and process) and in presentations of learning (performances and reflections).

IMPACT

During IMPACT experiences students are utilizing and developing their interests and strengths in order to make an impact on their own needs, those of the school and those of the community through service projects. These experiences allow students to connect to material and EMPOWER traits in varied environments creating deeper connections to material as well as peers and adult mentors.

- **Adult World Connection:** Students interact with the adult world outside of the classroom and their own neighborhoods in a variety of ways. All three types of IMPACT experiences are opportunities where students can immerse themselves in professional, adult-world settings. Adults from the community come into the school as volunteers, mentors, Artists in Residence to expand the knowledge and experiences of Pathways High students. Career Readiness and Community Service activities are additional ways that Adult World Connections are included at Pathways High.
- **Service Learning:** During Impact week, Impact class, and Impact year, students are mixing their interests with community and school needs so they can make an impact and provide service toward them, while playing off their own strengths and interests.

Advisory

Pathways High believes the heart and mind are closely connected. Habits formed over a lifetime may not be the best skills to handle many of life's situations. Pathways High will directly teach life skills, yet give many opportunities to hone them in unique environments. Peer to peer support and influence is a vital component of adolescent development. Advisory has been intentionally structured as a multi-aged group that will remain static over the duration of the student at Pathways High, allowing for the addition of new students and loss of graduates. This will allow students time to build community, interact in support of each other and positively influence each other's lives. Pathways High Advisory program emphasizes student support, community building, personalization, college & career readiness, and health and wellness.

- **Student Support:** Advisors know all students well and support them on their PLPs, their Impact paths, their career goals, and their academic goals. Examples of this type of support includes conducting weekly grade checks, creating vision boards and helping students update Project Foundry.
- **College Awareness:** Advisors help facilitate college awareness through research, college trips, supporting the personal statement process, assistance with financial aid and scholarship applications and connecting students to extracurricular activities.
- **Community Building:** Advisors create a safe space for students to share and support one another through team building activities, challenges and lessons. With the help of students, they design fun games, traditions and rhythms for community building.
- **Health and Wellness:** Advisors develop a curriculum based off of state standards for health and concepts surrounding wellness from mindfulness practices, yoga practices, sports and physical training practices and more.

Personalized Learning

In order to support the student's PLP, all of the above practices allow for personalization. Pathways High has built in additional opportunities to ensure deep and meaningful enrichment and intervention of both academic interests and EMPOWER traits.

- **Genius Hour:** Originally based on Search Engine Google, Genius Hour is a structure for students to pursue personalized learning, research, projects and interests. Differentiation of Genius Hour could include participation of team based challenges using Destination Imagination curriculum[61]. We are connected to the continuous work of A.J. Juliani and the 'Genius' or '20%' collaborative community of worldwide educators that he has built to guide Genius hour as it develops. Facilitated by teachers who give guided support in project planning, students are free to explore their own passions and interests and develop projects around them.

[61] See Appendix C. Connecting The Standards-DI Mapping

- **Choice and Inquiry-Based Learning:** Learning preceded by passion and interest development that aims to answer a student's own inquiries about that interest, subject, topic or passion.
- **Culturally Relevant Teaching Practices:** Teachers relate teaching to the cultural backgrounds of their students to promote knowledge, engagement and meaning within the context of learning.
- **Social Justice Curriculum:** This practice includes the development of a classroom community whereby all members are committed to supporting each other. Learning is real world, relating to the lives and concerns of students. It considers situations from multiple perspectives. A social justice curriculum blurs the inside school/outside school paradigm, providing a holistic approach to education.
- **PLPs**: A plan based around students' strengths and stretches, standards, EMPOWER traits and IMPACT passions that is aimed to help students set and meet goals.
- **Project Foundry:** A database that records, tracks and measures growth in students' strengths and stretches, standards, EMPOWER traits and IMPACT passions. This is a dynamic, innovative program that we and our students will collaborate on to continually improve to reflect student progress.

The Pathways High schedule with longer class periods, alternating days schedule and Flex time gives students and teacher the structure to attack challenging and varied material. As part of our design to personalize education and teach EMPOWER Skills, our school day is structured to allow students to set personal goals and manage some of their own time and interests. A total of 5 hours per week outside of standard school hours (which are 8:30 am to 3:30 pm) must be logged for monitoring. This will be known as FLEX time. Goals are set during Advisory and monitored for quality use of time and meeting goals.

Figure 6.01a Draft of Daily Schedule A Day

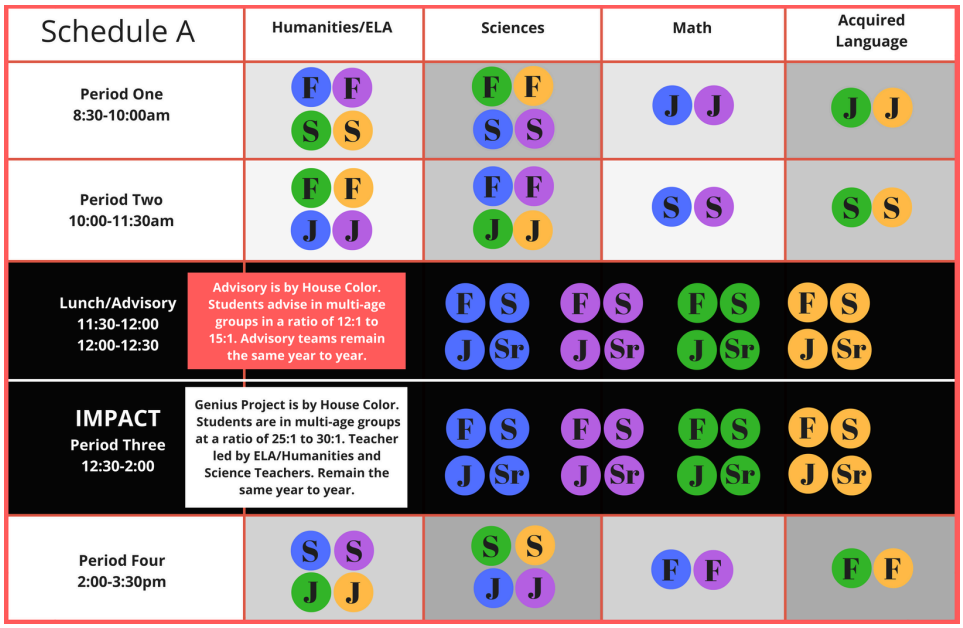


Figure 6.01b Draft of Daily Schedule B Day

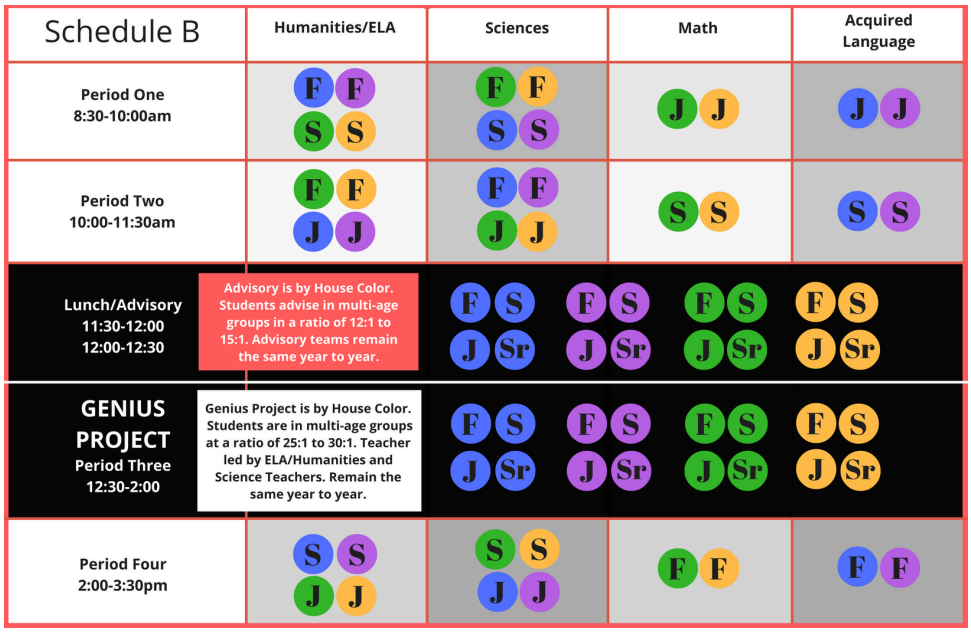


Figure 6.01c Vignette of a Day at Pathways High

Hey! I'm Kristy a student at Pathways High. Let me walk you through my day. Most days I get to school about 7:30am. I don't have to be here for formal meetings until 8:30 am, but I come in at 7:30 because my mom drops me off on her way to work. Most of my friends come in much later but I like to be here that early because one of my favorite teachers is in at that time. He usually sits with me before his staff meeting and eats breakfast. He is really into wood carving and he tells me about the stuff he is working on. His class last year actually built the benches we are sitting on.

When I am done eating, I head over to the agriculture room. I am running an experiment on genetic variations of kale for my Genius Hour botany/biology project and I am using one of the vertical gardens to grow my plants. It usually takes me about twenty minutes to tend to the plants and collect my data. My plan for my experiment makes me do this every school day and I log my time into Project Foundry for my Flex Time requirements. Because I drive with my mom to work, I use the morning for my Flex Hour but most of my friends use the after school time. You can do your hour in the morning or the afternoon depending on what fits your schedule or even all on one day.

Some days I get here early to participate in the yoga class at 7:15 in order to meet my wellness requirements and because my best friend is into yoga. The 45 min class is open to students as well as the retirement community down the street and led by an Expert In Residence.

For period one I am in Humanities and I am working on a project focused on the fall of government. In this eight week session we are learning about government, healthcare and

entrepreneurship. Sometimes we have a seminar where an expert comes in to discuss their job or area of expertise. Sharing specific content from their field of study helps us gain the detailed information we need to really build a cool project. These seminars usually start with an informative lesson or speech or demonstration given by the expert and then a Q&A session. A really cool one this session was about bioethics. The guy had totally cool stories of ethics gone wrong. It was such a cool connection to our Zombie Apocalypse planning.

I try to sit alone at seminars. When I first started I sat with my friends. My Advisory teacher wondered why I never used the learning in seminars effectively in my projects. I had to confess that I was not listening well or taking notes because I was usually goofing around with my friends. So now I sit alone.

In period two, Science, we started with project time. We are making trebuchets as props for the film. Last week, we started making them out of classroom supplies we could find in the room. Now we have refined our designs for the movie and are making larger models.

In Advisory, we usually start with a teacher or student led mindfulness activity. My Advisory Family is made up of the same group of students and Advisor for my entire time at Pathways High. We always meet daily around lunch time. We get together to make sure each student and Advisor knows how projects are progressing. I love hearing how the Seniors are doing planning their IMPACT year. I can't wait to do mine, I have so many ideas already and I am only a Sophomore! We also learn about life skills not covered in our projects. So, today we are going to learn some new stress management techniques. One of us is really having a hard time at home, so we are all working on our stress levels.

My Advisory teacher and I scheduled an additional few minutes at the end of our session. We reviewed the three different projects I am working on and the standards for mastery. I showed her my work on the kale genetics project. She gave me feedback and coached me on how I would make my self-imposed project deadline. I told her I was having trouble deciding the best method to analyze the data in relation to my hypothesis. She set up a meeting with our team Biology teacher for the next day for me. I got the notification on my device via Project Foundry.

In IMPACT Class we are still working on our Zombie Movie Project. I love fashion and I am so excited to work on the costumes. Two days a week we have this totally awesome lady, Miss June, that comes in to teach us how to modify patterns and sew. Right now I am sewing my dress for the Pathways High Prom coming up in a few weeks. While I'm sewing she tells me about growing up in Milwaukee during the 1950's It is certainly not what they made it look like on Happy Days. Miss June just got a new iPad a month ago so I am teaching her how to use it. I told her I could stay after school so I can show her how to use FaceTime to talk to her grandkids who live in Texas. She was so happy!

Normally I go home at the end of the day, but tonight is different because there is a CPAG meeting as well as a Community Conversation and dinner. For tonight's Community Conversation we will be connecting with a group of parents in Ohio via teleconference to discuss Pathways High from a parent and student perspective. This school in Ohio has toured our school a few times and decided to build a school similar to ours. Its cool to meet other people via teleconference and get to help them.

During dinners I get to introduce my mom to Mr. Biffel, a community mentor at our table. Connecting with our senior community is so awesome and he always makes us laugh! He always has great advice to offer for my project and I love having another adult I can to turn to when I need help.

6.02 Identify the content of the instructional program.

Program implementation will include compliance with the graduation requirements of the Wisconsin Department of Public Instruction. An optional IMPACT Diploma will be available, which represents an additional year of studies in a personalized experience that will IMPACT the student, school and or community. The IMPACT experience will be developed by the student in collaboration with the IMPACT Coordinator.

The instructional program at Pathways High will be built using the Backwards Design Model.[62]

Pathways High curriculum and instruction will be developed by determining the desired end results, determining what types of evidence will be required to assess whether the desired results have been achieved and then designing the content of the instructional program appropriately. Specific focus on the cultural diversity of our students and the personalization of learning will be key to project design. This will take form in many ways, including an interdisciplinary and project-based approach which will require students to connect subject specific content in personal, practical ways while solving real world problems through the use of all of the EMPOWER skills including critical thinking and collaboration.

Wisconsin was an early adopter of the Common Core State Standards, and one of 26 states that worked together to write the Next Generation Science Standards. Our curriculum is designed around these two sets of standards at every grade level. Desired results will be aligned to the Wisconsin Common Core English Language Arts and Mathematics standards, the Wisconsin Common Core Literacy in all Subjects standards and the Next Generation Science Standards. In addition, we have developed EMPOWER traits that will be teachable and assessable according to rubrics we have begun developing and will complete during our year zero. EMPOWER traits are the Pathways High version of 21st century skills. In order for students to be successful in and beyond high school, they will need strongly developed academic, social, emotional, and character traits and skills. Expected results will include the creation of high quality projects that require students to learn deeply about content and engage in skills for successful completion.

Subject specific grades and credits will be earned based on evidence of students' proficiency related to standards as demonstrated through a variety of authentic assessments, including but not limited to projects, presentations, performances and papers.

6.03 Characterize the instructional methodology to be utilized by the faculty; 118.40(1m)(b)4.

Using the Backward Design model, faculty members will collaborate to determine desired outcomes regarding academic content and whole person skills aligned to the EMPOWER

[62] Wiggins, Grant and McTighe, Jay. Understanding by Design. ASCD 2005.

traits. The constructivist or PBL model will be the primary method of delivery. All other methods described below will fit together into project designs and the school culture to provide

See Appendix D, Work That Matters: The Teacher's Guide to PBL.

To develop our curriculum, we have drawn heavily on the best practices of High Tech High's four high schools in San Diego, CA.

- **PBL:** This theory acknowledges that through inquiry, people construct their own understanding and knowledge of the world through experiencing things and reflecting on those experiences. Collaboration is key to PBL, paralleling the reality of how society functions best. PBL focuses on students becoming proficient in the process skills required to become knowledgeable in addition to the mastery of academic content. This method is based on the Constructivist Theory developed by John Dewey [63]and provides a pedagogical foundation for Pathways High.
- **Mindset Development:** Teachers will facilitate instruction and create an environment that encourages growth and belongingness mindsets to help students achieve excellence in their academics, encourage them to take risks and help develop as whole people by making them feel like a part of the community[64].
- **Culturally Responsive Teaching:** Education Professor Gloria Ladson-Billings, of University of Wisconsin, Madison coined the term and defined it as: "A pedagogy that empowers students intellectually, socially, emotionally, and politically by using cultural referents to impart knowledge, skills, and attitudes."[65] Students understand why what they are learning matters because the material they are exploring is relevant to their lives and the world around them; the link should be made apparent through intentional planning.
- **Critical Theory:** Developed by Paulo Freire, Critical Theory stresses the reflective assessments and critique of society and culture by applying knowledge from the social sciences and the humanities.[66] This is important to the implementation of social justice education.
- **Social Justice:** Social justice provides a growth mindset in situations that call for attention to inappropriate actions. Rather than utilizing a confrontational, punitive stance, schools empower students to be decision-makers in their own lives and to become active participants in our society by employing principles of Personalized Learning and Social Justice.
- **Teaching Teams:** Two teachers, each responsible for two subject areas (one ELA/Social Studies and the other Science/Career and Technical Education) will share a cohort of students and co-plan projects during a daily planning period. This will

[63] Dewey, John. Experience and Education. Kappa Delta Pi. 1938.

[64] Farrington, Camille. Academic Mindsets as a Critical Component of Deeper Learning. University of Chicago. 2013.

[65] Ladson-Billings, Gloria. Toward a Theory of Culturally Relevant Pedagogy. American Educational Research Journal. 1995.

[66] Freire, Paulo. Pedagogy of the Oppressed. Bloomsbury Publishing. 1968.

provide greater interdisciplinary integration, increase alignment of goals to standards and provide a more engaging educational experience to the students.

- **Real World Experts:** Partners representing many facets of the community at large will be active advisors/collaborators to the faculty in order to infuse expertise and resources to enhance classroom learning.

The overall vision and mission of Pathways High will be met through the intentional use of instructional methodology targeting the development of the whole person. By creating learning experiences that prepare students to effectively take responsibility within the world they live in, engagement will increase as will the ability to excel in all aspects of high school, college, career and beyond.

6.04 Explain how chosen instructional content and methodology will achieve the school's objectives.

Within a project-based framework, daily learning experiences will take place in each subject using a constructivist and inquiry-based approach. Daily Learning Experiences will support project work, community immersion and other school work. The intended objectives of each Daily Learning Experience are content mastery, skill acquisition, growth in EMPOWER Traits and project progression. In addition, each Daily Learning Experience will be an opportunity for teachers to facilitate the completion of work that demonstrates the objectives, which will then be curated in their personal online Digital Portfolio and on Project Foundry so students and teachers can track students' growth. Teachers and peers will contribute feedback, critique, improvement plans and comment on growth.

Figure 6.04a Vignette: The Life of Project, from Development to Assessment

A 9th grade humanities teacher at Pathways High is developing a new project for the Spring Semester. The teacher is using standards, themes and their own academic passions to create something that will be engaging and meaningful for students. Because of the Pathway High's emphasis on **interconnectedness**, the Director of the school has supplied each teacher with a full day PD opportunity to take on a "teacher internship" in which the teacher can pick out a business, organization, professional or performance to shadow, work in and gain inspiration from to help conceptualize an upcoming project. Knowing that her students have been enamored with film making in the past, the teacher visits a movie production studio, where she learns a bit about the lingo and processes that take place on set. She helps hold the microphone for the sound technician during the filming of a new post-apocalyptic movie and her gears start spinning. The 9th grade social science standards revolve around learning about different world cultures: what if her students studied civilizations around the world that have fallen and create a movie about our own potential downfall, and how to avoid it using the lessons of history?

The teacher is excited to take the project idea to her team physics teacher and her other colleagues, who she collaborates with often. She knows the project is only in developmental stages, but because of the atmosphere of **trust** that has been thoughtfully built amongst

the staff, she can't wait to get their feedback. During weekly staff-led professional development the teacher uses a "project tuning protocol" to elicit kind, specific and helpful critique from the other teachers. They help her flesh out her ideas for grouping, standards alignment, community connections, model books and movies, possible activities and topics to cover and pacing. Older students sit in on the tuning to offer feedback from their perspective. The IMPACT/C&CR coordinator encourages her to reach out to Pathways High business partner Discovery World. The coordinator recalls that when touring partner Discovery World's underutilized lab spaces, the museum has a fully equipped television sound stage with green screen and was considering closing the exhibit due to lack of interest.

The teacher, more confident about launching the project after the help from her colleagues, designs an "essential question" that will drive students' inquiry in the project. She comes up with: Why do civilizations fall and what could we do to prevent a fall? Her physics teaching partner has decided he will have students make working sustainable energy sources and build special effects, sets and props based on physics concepts for use in the movie, while she focuses on helping her students learn about the history of the Maya, Aztecs, Romans and Huns to develop their own theory of collapse and then write a script and film a movie about it.

Considering the **development of the whole person**, she wants all students to have equitable access and challenge to this project and make it relevant for a variety of learning styles. She comes up with multiple roles, deliverables and methods to engage learners across the gamut. She designs some roles that are more kinesthetic, such as cinematographer, while others focus on interpersonal learning, such as director.

Finally, she and her team teacher meet with the Director to get feedback on their project plans, content, assessment, handouts, pacing and deliverables. The Director uses a staff-generated document that outlines "elements of excellent projects" (including pride, complexity, craftsmanship and authenticity) to have a constructive conversation about how to make sure the project will allow students to achieve **excellence** through high quality work, deeper learning and the building of 21st century skills and EMPOWER. Together they identify "bright spots" in the work and "stretch areas" that can be improved. The Director provides the teachers with new questions to consider and resources for support.

Implementation

To excite students and generate buy-in, the team teachers have created an exciting launch in which they will simulate a zombie apocalypse and then have students work in teams to develop ways to survive and a theory for what went wrong to allow it to occur. Students share out their survival plans and collapse theories in a big group and then the teachers distribute a "project hand out" to outline an overview of the project along with the skills, content, milestones and activities students will experience and learn along the way. Because they are dedicated to promoting "student voice and choice" the teachers elicit feedback from the students immediately, asking them to share their hopes and fears about the project in an exit card. The teachers receive feedback about hopes for content, fears of

group work, ideas for awesome activities and questions about assessment, and use that to guide their next steps.

Using Project Foundry both sets of team teachers enter a variety of standards-based outcomes and have students look at the road ahead of them; in addition, students receive an "evidence of learning" sheet that outlines the artifacts that must be collected during the project for assessment through "presentations of learning," "digital portfolio" curation and Project Foundry collection at the end of the project. Because the teachers' are focused on the **development of the whole person**, they have decided on EMPOWER outcomes. For the **IMPACT** week that happens during this project, the team teachers have chosen four different professional destinations where students can learn more about the film industry: a special effects studio, a screen writers' guild, a movie set and a theatre that specializes in training young actors for the screen. All of the TIDE core values come into play during this special week where students are **trusted** to act as professionals while they become more **interconnected** with the adult world. They find deeper meaning in their work and inspiration to strive for **excellence**. They **develop themselves as people** by stepping into the real world and envisioning themselves in a professional setting they may not have considered before.

Each day, a learning experience takes place; at the start of the project, the learning is geared toward exploring historical and literary content in humanities and science and energy concepts in physics and constructing meaning from it. Students inquire about the essential question and engage in equitable discussions to learn from one another's perspectives. Students learn how to ask good questions based on primary documents and create theories of collapse using historian's research. They learn how to design using a framework for design. Slowly, the learning transitions into the analysis of models by students; because teachers trust students, they include their voices in the formation of rubrics for the final product, the film and the sustainable energy sources, special effects, sets and props. The teachers ask students to critique model dystopian and apocalyptic films, as well as sustainable energy sources and create goals for the products they themselves plan to build. Then group work gets underway, as students are intentionally placed into groups based on desired topics and their own skills and behaviors. Structured lessons are planned to give students the required tools to begin developing their own film and energy sources. Through hands-on lessons, students learn how to write scripts, use cameras, draw to-scale models, code and use 3D print capabilities.

Once the teacher feels confident in students content and skills, they begin the brainstorming process in groups. Because of a dedication to **excellence** the teachers are constantly facilitating brainstorming, design and drafting lessons that are collaborative, filled with constructive critique and making use of the student-generated rubric as an anchor document and evaluation tool. Not only are students engaged in giving one another critique, but they are also instructed about how to give kind, specific and helpful critique through demonstrations, role-play and reflection. A positive and collaborative culture is built so that students can **trust** one another, form an **interconnectedness,** work on **developing their whole person**, and strive for **excellence** in their work and themselves. Critique is where the class becomes a team, where the works soars to new heights and where students' growth is

nurtured. Each critique focuses on a different element of the project, whether it be the dialogue or the historical accuracy.

In later drafts and rounds of critique, a professional filmmaker is invited into the classroom to watch footage and give feedback. The students are excited to show off their work to a professional and the interconnectedness they develop with her inspires them to refine their work to a greater level of excellence. Using Discovery World's soundstage, students edit and reshoot scenes of their movie to make it as high quality as possible for exhibition which, as their professional contact has just informed them, will be debuted in a real movie theatre!

Assessment

Students work tirelessly to finish production on their film, supported by their teachers through thorough feedback, their Director, who coordinates after school snacks and parents who get involved in volunteer roles. Ready for "exhibition", the teachers make sure to carve out a moment for the students to celebrate one another and their hard work, circling up and letting students give one another appreciations and shout-outs and embrace their growing **interconnectedness**. Exhibition is the ultimate assessment, in the sense that students' work speaks for itself. These students are excited to share their work with their parents, friends, their professional partners, and even, members of the public who they've invited to attend their movie theatre premiere of their film. The Director, and even other teachers attend the show! At the exhibition a student panel answers questions about the process of making a film, a student presentation team runs a short PowerPoint on the different content, skills and standards that were attained. Behind-the-scenes student liaisons take the audience through a room with all of the props, sustainable energy sources and drafts of work that were created. Students are professional and completely run the show, as they have been guided through an exhibition rehearsal by their teachers. The students must **trust** each other, the teachers must **trust** the students and the Director must **trust** all of them to show off work in a professional, public setting. The **trust** is there because it has been built through collaboration that has been embedded as foundational to the development and implementation of the project.

After a successful exhibition, students are given time to reflect on their performance and learning throughout the project. Considering the **development of the whole person,** teachers make sure to prompt students to reflect on many different elements of the project, asking questions like, "What are you most proud of?" "When did you fail and how did you overcome?" "Who surprised you during group work?" "What new strengths did you discover in yourself?" Students use the "evidence of learning" they have been compiling to curate their work on their online digital portfolios, update Project Foundry and prepare for their year-end presentations of learning (POL). During presentations of learning, students will prepare a 10 minute presentation that addresses key elements, as decided upon by teachers, but usually surrounding growth and learning in content, skills and behaviors. Students get one-on-one time with their teacher to conduct their presentation using evidence from all of their projects and schoolwork, including this most recent one. POLs are

rigorous and sometimes students will have to retake them if teachers feel they don't provide enough evidence or demonstrate enough reflectiveness or professionalism.

Teachers, Directors and students all work to unpack and evaluate the project itself and their performance together through surveys (including community participants), professional development and structured feedback sessions so that they can strive for **excellence** continuously. One of the most vital parts of evaluating a project happens between teachers who work together to make plans for future growth and improvement. In addition, students support each other's growth by adding new goals to their PLPs which only enhances their collaboration, and thus, their interconnectedness. Students' props, costumes and green screen programs become part of the permanent exhibit at Discovery World. Community members can use the students work to film their own zombie movies and add value to an underutilized local resource.

Figure 6.04b PBL Framework: Teacher, Student and Administrative Roles

Phase 1: Development		
Teacher	**Student**	**Administrator**
• Explore grade/subject standards, themes, and topics. • Make connections between standards, themes, and topics and products or problems in the real world. Conduct project charette, a protocol of brainstorming projects. • Meet with members of the community to explore possible projects based on need. • Pick a product or problem to be created and explored by students. • Collaborate with a team teacher from another discipline around integrating.	• Sit in on project tunings and prove feedback to teachers on their project ideas. • Submit requests on project ideas. • Participate in student focus groups to help develop projects. • Brainstorm problems in the world and possible ways to get involved. • Meet with community partners during IMPACT weeks to explore possible project openings.	• Make Community Connections to explore possible project ideas for teachers. • Make a list of dream projects and provide to teachers for inspiration. • With teachers, lead PD to develop common vision around "What Makes a Successful Project?" • Provide staff with models of projects. • Create a document that outlines the "Elements of a Successful Project" with staff. • Meet with teachers to help develop project ideas. • Sit in on project tunings.

• Identify models of the product students will create. • Develop outcomes and align with standards using Project Foundry. • Development of essential questions. • Plan backward: anticipate what lessons, resources, skills, content, time, and support students will need to create high quality work. • Project tuning with colleagues. • Connect with community partners and real world experiences that students can use as resources to create high quality products. • Identify project audience.		• Support staff in making community connections for projects by carving out PD time to introduce staff to community: ie. networking lunch. • Build in PD time to collaboratively charette, tune, and refine projects. • Build in PD time for teachers to share their genius around what has worked in their projects. • Provide project planning guides for teachers. • Decide on all-school exhibition dates. • Record list of projects to ensure diversity and alignment amongst grades, subjects and standards.
<u>Phase 2: Implementation</u>		
Teacher	**Student**	**Administrator**
• Launch project in a fun and interactive way to generate student buy-in. • Bring experts to class or students into the adult world to show them the real-world application of the project they will be doing. • Provide students with models of the product they will create.	• Support student around how to be a strong group-member. • Provide students with project expectations. • Provide opportunities for student voice, choice, and ownership. • Provide opportunities and structures for students to give on-going feedback about the project.	• Conduct classroom observations to help support teachers' vision for projects. • Discuss classroom visit on a predetermined set of elements- based on Constructivist/ PBL/Personalized Learning goals. • Provide office hours for teachers to talk out dilemmas.

● Facilitate student generation of a rubric based on models of high quality work. ● Plan hands-on, engaging lessons that will give students access to the content, context, and skills they will need. ● Group students thoughtfully and intentionally- allow students to choose topics, not Partners. ● Support students in time management, task delegation, and role delegation. ● Encourage many rounds of creative brainstorming. ● Support students in several drafts. ● Ask students to collect evidence for assessment. ● Teach students how to give kind, helpful, and specific feedback and engage them in several rounds of critique, each with a different focus. ● Plan learning experiences that will deepen students' understanding of the content, product, and/or problem they are working with. ● Invite experts, audience, and adults to be a part of	● Provide opportunities and structures for students to address concerns about group work. ● Allow opportunities for leadership or challenge work, such as training other students or planning exhibition.	● Provide support or mediation for Crucial Conversations. ● Ensure that staff PD and meetings are collaboratively and authentically supporting teachers with projects.

critique & instruction process. • Plan an engaging exhibition that will engage all students and incorporate them all in equal roles.		
Phase 3: Assessment		
Teacher	**Student**	**Administrator**
• Formative assessment should be ongoing throughout the project and should continue into the next project by giving students goals. • Summarize assessment should always be individual; group grades are unfair. • Have students present required evidence to demonstrate their learning through the project, whether it be through a presentation, a reflective paper, a meeting, or a survey. • Provide students with in-class time to update Project Foundry. • Update Project Foundry based on standards assessment. • Allow students opportunities to improve through growth-based assessment.	• Allow opportunities for students to give feedback about project. • Allow students to suggest changes for next time. • Allow students to self-assess and peer-assess. • Build in time for students to celebrate and appreciate their work.	• Unpack project based on predetermined set of elements that make a successful project. • Facilitate PD in which teachers can appreciate and celebrate exhibition. • Facilitate PD in which teachers can collaboratively and individually assess their projects and set goals for next time. • Build in debrief time for teachers to meet with administrators about their project reflections.

6.05 Describe the research that supports this approach to educating children.

PBL

John Dewey's constructivist approach has shown that students learn by doing[67]. Project-based learning grew out of this pedagogy, in an attempt to engage learners in meaningful, real-world work that would transform their knowledge and skills. Studies prove the efficacy of well-implemented project-based learning (PBL) and that it can increase students' long-term retention of content, performance on high-stakes tests, problem-solving and collaborative skills, as well as their attitudes toward school[68].

Project-based learning means that students' curriculum is built around experiencing and solving real-world problems[69]. Learning is based around a driving question that asks students to explore the connection between central activities, knowledge and the project goal[70]. Teachers are not directing learning, but facilitating experiences in which students can transform and construct knowledge, create realistic products and ideas, build skills and improve learning attitudes and be assessed in multiple, authentic ways[71]. Additionally, students are engaging in cooperative learning, inquiry and reflection, and incorporation of adult skills (Diehl, Grobe, Lopez, Cabral, 1999).

Best Practices for project-based learning include creating projects that: involve community service elements, improve the school community, integrate across disciplines, are scaffolded around clear standards and expectations, take place within group-work that is structured through roles and multiple access points and holds individual members accountable by measuring individual growth. Successful implementation of PBL draws on culturally-relevant teaching practices; students should build a cultural competence to explore and solve real-world problems, students should share control and ownership of the project with teachers, students should work within the community, using it and their positionality within it as a resource, and students should critique and improve the status quo[7273].

The implementation of project-based learning has resulted in gains in student academic achievement as measured by high stakes testing and rubrics. Expeditionary Learning and Co-Next, school organizations that use PBL, were included in a school reform study that tested the efficacy and outcomes of PBL in contrast to non-PBL schools. 9/10 PBL schools had higher test scores than the control schools.

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[67] Dewey, John. Experience and Education. 1968.
[68] Strobel, J., & van Barneveld, A. (2009). When is PBL more effective? A meta-synthesis of meta-analyses comparing PBL to conventional classrooms (Abstract).
[69] Barron, B., & Darling-Hammond, L. (2008). *Teaching for meaningful learning: A review of research on inquiry-based and cooperative learning (PDF)*. Powerful Learning: What We Know About Teaching for Understanding.
[70] Cognition and Technology Group at Vanderbilt (1992). The Jasper series as an example of anchored instruction: Theory, program description and assessment data (PDF). *Educational Psychologist, 27*(3), 291-315.
[71] Thomas, J. W. (2000). A review of research on project-based learning (PDF).
[72] Freire, Paulo. Pedagogy of the Oppressed.
[73] Ladson-Billings, Gloria. Dreamkeepers.

Research

Although there is a small body of research examining students with disabilities learning within a PBL environment, there are a few studies from which we have gathered insight. Samantha Kincaid and Susan Jackson teach middle school special education students in Crawfordsville, Indiana. They found that in PBL, students with special needs were highly engaged and showed significant growth in both academic and behavior goals. In PBL, "students became more independent in their academic endeavors, completed all academic tasks with competence, took leadership roles within the learning context whereas they had previously remained passive and those with histories of problem behaviors and hostile personalities became caring and compassionate"[74].[75]

A charter high school in Davis, California has seen tremendous results in the PBL environment with their special needs students. "PBL lends itself to meaningful inclusion on a secondary level because it is so easy to adapt to any students' needs. You can modify the access point, you can modify the process and you can modify the product... This past year the school's API for students with disabilities subgroup was 713--significantly higher than a statewide average (584 for grades 7-8 and 515 for grades 9-11). In English Language Arts, almost 78% (compared to 35.7% statewide) of students with disabilities scored proficient or advanced on the CST."[76]

Research in Support of Educating to Pathways High TIDE Values

- **Trust:** Anthony S. Bryk and Barbara Schneider's study of 400 Chicago schools, "Trust in Schools: A Core Resource for School Reform. illustrates the need for a culture of trust in schools. "A school with a low score on relational trust at the end of our study had only a one-in-seven chance of demonstrating improved academic productivity. In contrast, half of the schools that scored high on relational trust were in the improved group. On average, these improving schools recorded increases in student learning of 8 percent in reading and 20 percent in mathematics in a five-year period.[77]"
- **Interconnectedness:** Stephanie Jones of Harvard University, as reported in the Science of Adolescent Risk Taking: Workshop Report, states "School is typically the largest and most important institution with which young people are involved, and it is a primary context for their development.[78]" Connecting to a school, belief in their safety and forming quality relationships influence risk taking.

  The Science of Adolescent Risk Taking: Workshop Report explains that although census report data limits the depth of understanding we have linking neighborhood influences

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[74] Empowering Students with Special Needs to Help Others: How Problem Based Learning Made it Possible, Samantha S. Kincaid, Sue E. Jackson
[75] A Case Study Published in TEACHING Exceptional Children Plus, Volume 2, Issue 3,. January 2006
[76] Da Vinci Charter Academy - reaching students with special needs through project-based learning, CCSA California Charter Schools Association April 2, 2013
[77] Bryk, Anthony S. and Schneider, Barbara. "*Trust in Schools: A Core Resource for School Reform*." March 2003.

[78] "The Science of Adolescent Risk-Taking: Workshop Report." Institute of Medicine (US) and National Research Council (US) Committee on the Science of Adolescence. Washington (DC): National Academies Press (US); 2011.

and risk behaviors, "The most compelling evidence currently available is for the social norms and collective efficacy model…The strength of that evidence, she suggested, highlights the value of community-level supervision and monitoring of youth.[79]"

- **Development of the Whole Student:** Success and development of the whole person are outlined by several factors starting with agency, described as, "the ability to make choices about and take an active role in one's life path, rather than solely being the product of one's circumstances." Ideology in this manner can be explained by research conducted by the University of Chicago Consortium on School Research[80]. To allow the free exploration of opportunity will lead students away from the circumstances that they may be facing; to broaden their view and nurture success, a core belief at Pathways. "Competencies are the abilities that enable people to effectively perform roles, complete complex tasks, or achieve specific objectives." This, in addition to agency, allows for the development of objective skills to complete specific tasks which is an aspect of whole person development.
- **Excellence Driven Culture:** Peter C. Brown, Henry L. Roediger III and Mark A. Daniels, in Make It Stick[81] follow the work of Robert J Sternberg surrounding our understanding of intelligence. The book tells of studies of street children in Brazil, who, in order to survive, run businesses requiring accurate math. These same children are incapable of completing the same math when asked to perform hypothetical pencil and paper problems. Their circumstances requires practical knowledge and undermines the value of academic applications. The environment a student is immersed in will influence achievement.

  When discussing the formation of identity, Clea McNeeley, MA, DrPH and Jayne Blanchard, from the Center For Adolescent Health at Johns Hopkins Bloomberg School of Public Health produced The Teen Years Explained: a Guide to Healthy Adolescent Development. "Competence is the capacity to master something that others value….A wide-ranging body of research indicates that adolescents who score high on measures of perceived competence are less susceptible to negative feelings and depression. Adolescents who have a sense of competence generally cope better when they are under stress.[82] "

  Building a culture that celebrates success is paramount to Pathways High. "I believe that work of excellence is transformational. Once a student sees that he or she is capable of excellence, that student is never quite the same.[83]"

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[79] "The Science of Adolescent Risk-Taking: Workshop Report." Institute of Medicine (US) and National Research Council (US) Committee on the Science of Adolescence. Washington (DC): National Academies Press (US); 2011.

[80] The University of Chicago Consortium on Chicago School Research. "Foundations for Young Adult Success, A Development Framework." June 2015.

[81] http://makeitstick.net/

[82] McNeely, Clea, MA,DrPH and Blanchard, Jayne. "The Teen Years Explained." 2009.

[83] Berger, Ron. "An Ethic of Excellence: Building a Culture of Craftsmanship with Students." July 2003.

IMPACT YEAR

Our year 13, or IMPACT year is modeled after a Gap year experience. Pathways High plans to formalize and tie experiences to assessable standards and create a bridge year from high school to college or career. By designing the entire year as a supported transition to responsibility, we ask students to identify a personal IMPACT they would like to make on the world and assist them in their journey to making it a reality. By helping them understand goals for growth and change, the processes necessary to be successful (things like finances, communication plans, unforeseen event plans, permits, or time management), how to reflect on experiences, and what they hope to IMPACT, Pathways High works with the student to create clear opportunities for the school to become the foundation for a truly transformational experience. A Boston College study, Stepping Off the Conveyor Belt: Gap Year Effects on The First-Year College Experience by Lori I. Tenser[84] shows that when students are involved in the design and implementation of the experience, students take ownership of their education.

"This study demonstrates that to be truly transformational, a gap year must include a stimulus or catalyst that provides meaningful challenge and concomitant support. The transformation is based on a combination of developing self-reliance, with reduced reliance on existing support structures, and on interactions within a new cultural environment of some kind."

As the young brain develops,organization, and multitasking skills improve with brain connectivity to the frontal lobe. This area, responsible for judgement and perspective, becomes more available as students age. When we consider what we know about the changes occurring in the brain during this time, Frances E. Jensen, MD and Amy Ellis Nutt explain in The Teenage Brain A Neuroscientist's Survival Guide to Raising Adolescents and Young Adults[85], how it makes sense to offer an additional year for the brain to develop.

In The Gap-Year Advantage Helping Your Child Benefit from Time Off Before or During College [86], authors Karl Haigler and Rae Nelson surveyed 300 gap year alumni and found that when asked about career paths 60% of respondents said either "set me on my current career path/academic major" or "confirmed my choice of career/academic major". The Pathways High IMPACT Year is designed to give the students the means to deeply explore career paths before the expense of life or college.

Bob Clagett, former dean at *Middlebury College with 30 years of admissions work at Harvard and Middlebury, states that* "At *Middlebury College* in Vermont and the *University of North Carolina Chapel Hill*, for example, undergraduates who had taken a gap year before enrolling in college had, on average, a GPA .1-.4 higher than would have been expected."

[84] *Stepping Off the Conveyor Belt*, Tenser, Lori Illene, eScholarship@BC
[85] "The Teenage Brain: A Neuroscientist's Survival Guide to Raising Adolescents and Young Adults", Francis E. Jensen, Amy Ellis Nutt
[86]Karl Haigler and Rae Nelson ."The Gap-Year Advantage Helping Your Child Benefit from Time Off Before or During College"

6.06 Describe the program design, methods and strategies for serving students with disabilities and for complying with all related federal laws and regulations.

The Special Education Program at Pathways High will provide school-wide leadership, advocacy, technical assistance and promote collaboration among parents, educators and staff members to ensure that all students with disabilities have a free and appropriate education[87]. The vision of the Special Education Program at Pathways High is to provide these resources in the least restrictive environment ensuring the highest levels of student success. Pathways High is committed to a fully inclusive model of special education.

The Special Education team, in conjunction with the faculty, staff and parents of Pathways High, is responsible for developing and implementing methods to ensure our compliance with the requirements of the Individuals with Disabilities Education Act (IDEA) 2004 and Subchapter V, Chapter 115 Wis. Stats. All individual accommodations will be provided for pupils with exceptional needs in order to meet high school graduation requirements per the Wisconsin Department of Public Instruction rules regarding High School Graduation Standards (PI 18.04)[88].

In order to be compliant, policies and procedures will be in place and adhered to by all members of the Pathways High faculty.

Pathways High will strive to be a full inclusion school, meeting Least Restrictive Environment (LRE) guidelines. Full inclusion will be defined as a program whereby students with identified special needs spend the entire school day with their peers and their teachers in the regular education classroom. Modifications to full inclusion will be made as deemed appropriate by the Special Education Collaborative IEP team. This team will function under the coordination of the Resource teacher who will have a valid State of Wisconsin Cross Categorical Special Education license (1801 or similar). The team will be comprised of the Resource Teacher, Director and/or the Associate Director (LEA), at least one classroom teacher, the student, and a parent or guardian (until the student reaches age 18). Additional IEP team members will be included as needed. Potential additional service providers might include but are not limited to Speech and Language, Psychology, Occupational Therapy and ADOA.

Following the development and agreement upon the legal IEP, the Resource Teacher will be the person primarily responsible for delivering the necessary services to the student within the regular education environment as described below. This process is facilitated through collaboration, co-planning and co- teaching. Inclusion will be supported by the school-wide use of strategies that support differentiated instruction, including Site-Centered Project-Based Learning, Multiple Assessments, Cooperative Team Learning, Teacher Teams and Interpretation. Based on the decisions of the IEP team, additional services that are required in order to achieve student success will be provided per the descriptions below.

Delivery of Special Education and Related Services

[87] See Appendix Q

[88] http://dpi.wi.gov/graduation/requirements

The Resource Teacher's responsibilities will primarily involve working with students and teachers to modify and/or provide accommodations within the regular educational setting according to the needs of each student. These needs may be delineated in a student's IEP, or in a student's PLP (which will be developed, monitored and maintained by every student at Pathways). The Resource Teacher will collaborate with team members and others on an ongoing basis in order to provide success in the least restrictive environment appropriate for the student. The Resource Teacher may co-teach with the classroom teachers in some circumstances in order to pre-teach, review, modify or break down assignments into smaller chunks in order to increase student success. Strategies that may be used as part of the inclusion experience include but are not limited to: intentional grouping, extra time on assignments, preferential seating, peer or adult mentors.

For students who are identified by the IEP team as requiring services outside of or in addition to learning within the inclusive PBL classroom, the Resource Teacher will work with the Pathways Director and Associate Director to implement additional services. These may be procured from the Resource Teacher, Pathways partners or other community organizations. Scheduling of these services will be coordinated by the Resource Teacher.

Students who require additional services or learning opportunities in order to be successful will receive them, per Response to Intervention (RtI) guidelines, their IEP and/or PLP. A collaborative team will design services. The team will include the school Director or Associate Director, the student, a classroom teacher, the Resource teacher, parent or guardian and others as deemed appropriate. In Year three, the Dean of Students will become part of the faculty and will oversee the LEA role on the IEP team. Regularly scheduled monitoring conferences (at least quarterly) as well as informal interactions will occur to evaluate intervention success.

Options include but are not limited to:

- Time within or outside of the classroom with the Resource Teacher, primary instructor, peer collaborator (tutor) and/or educational intern may be deemed appropriate and necessary.
- Under the guidance of a teacher in collaboration with the Resource Teacher, students may be placed in a blended learning experience for a portion of their school day. The appropriate online learning experiences will be designed to meet the student's needs using a program such as Open Education, Khan Academy and Edgenuity. Small group or one on one instruction will occur to reinforce and anecdotally evaluate online learning and tie the online studies back to relevance within school projects. Progress in the online environment will be monitored by the Resource Teacher and an additional member of the collaborative team.
- Therapy (Speech and Language, Occupational, other) or counseling (Psychologist, ADOA, other) will be procured through partnerships and community agencies on an as needed basis and coordinated through the Resource Teacher.

6.07 Describe the program design, methods, and strategies for serving students who are English language learners and for complying with all related federal laws and regulations.

All policies and practices at Pathways High regarding the recruitment, education and assessment of students with identified English Language Learner needs will comply with State of Wisconsin and Federal laws, including s.115.96 (1), Wis. Stats. This will include the annual administration of ACCESS testing for appropriate students.

In addition, proven strategies will be implemented that will support both development of the mother tongue and acquisition of English proficiency skills. These strategies include but are not limited to the following:

- Administration of a Home Language Survey.
- Determination of the LEP (Limited English Proficiency) levels and communication with student's family/guardian.
- Translation of materials for student and their family/guardian in the mother language.
- Conversation partner to practice conversational English skills in an informal setting.
- Front loading vocabulary for projects and discussions. This will include translation tools and background knowledge building activities such as videos (perhaps in the mother language).
- Peer and/or community mentors.
- Provided notes from class peer, translated into the mother language.
- Practice of presentations before delivered in class.
- Online, blended learning to build language skills including vocabulary, contextual passages, writing.
- Culturally relevant instruction related to student's language and culture of origin.

7.00 STANDARDS, ASSESSMENT, AND ACCOUNTABILITY

7.01 Describe the standards on which the educational program will be based.

Wisconsin was an early adopter of the Common Core State Standards, and one of 26 states that worked together to write the Next Generation Science Standards. Our curriculum is designed around these two sets of standards at every grade level 9-12.

Project Foundry will play an important role with taking these standards and inputting them into their software for Pathways High. When teachers, or students, are planning their projects they will select standards covered in the project. This will allow for real time tracking of where each student is at on their pathway towards graduation.
In addition to these academic standards, Pathways High will have additional standards that are unique to our school. These include the EMPOWER traits and whole person skills. We want to ensure that each student gains the skills necessary to be career or college ready. To guide students and teachers in the development of EMPOWER traits and whole person skills, rubrics will be created to assess and track growth. While these rubrics can be used as final assessment tools, the EMPOWER rubric in Project Foundry (see figure 7.01a) will be also be a guiding reference that will reflect Pathways High's student-centered mission and expectations.

Figure 7.01a EMPOWER rubric in Project Foundry



7.02 Describe how pupil progress to attain the educational goals and expectations of the State of Wisconsin will be determined; 118.40(1m)(b)5.

The Pathways High educational program described earlier is designed to help each one of our students attain their chosen personal goals while maintaining academic rigor, meeting academic proficiency according to CCSS, NGS standards and credit attainment.

Student progress toward the educational goals and expectations of the State of Wisconsin will be captured through our learning management system, Project Foundry. As projects are designed by our staff, they will assign academic standards to each. As students move through the project, their interactions with Project Foundry under the guidance of Pathways High faculty members will track their progress as they move towards the final product. This includes:

- Curriculum and instructional practices planning;
- Special needs and interests of students;
- Feedback to students regarding their individual progress;
- Students as self-assessors of their own work;
- Communication to parents and the larger community; and,
- Project evaluation and accountability.

Pathways High will implement a wide variety of ongoing assessments to measure and support student progress. The emphasis will be to help students demonstrate mastery of Common Core State Standards and other content area standards within the context of projects and blended instruction. This mix of assessments reflects our belief that student success requires producing real work products and projects, solving real problems and making effective oral and written presentations to a variety of audiences.

Pathways High will use PLPs, digital portfolios, interdisciplinary projects, exhibitions, presentations, IMPACT projects, internships, classroom assessments, computerized NWEA Measure of Academic Performance (MAP) testing and State of Wisconsin-required standardized tests to assess and monitor student progress. Three of the major assessments are described in more detail below:

Digital Portfolio

Pathways High students will have two digital portfolios. The first portfolio is the one that Project Foundry builds as projects are completed and will be able to stay with them post-graduation. These will be accessible to the student and their teachers. The accessibility and creation of the second portfolio will be through an online cloud system. The purpose for this second portfolio is to make student work accessible to anyone to whom the student gives permission for access. Pathways will investigate the feasibility of maintaining it on Project Foundry or Google's Drive and/or Classroom systems. Although students may take creative license in the design of their portfolio, each portfolio must contain the following:

- Articulation of future/educational objectives – these goals are constantly updated as students are encouraged to continue refining their plans for the future;
- Maintenance of an updated resume in HTML and printable format;
- Projects – samples of the student's best work; and,
- Reflections – student observations about his/her progress and future learning needs.

Exhibit of Learning

Annual formal presentations known as the Exhibition will be given by all students to a panel of peers, community members, administration, teachers, and parents. Before the Exhibition, students practice their presentations in Advisory. During these advisory sessions the teacher and peers will focus on presentation skills and provide feedback to each student for revising and improving their Exhibition before the final presentation. Exhibitions will be presented in various forms and may be implemented at varying times throughout the year.

Community members will also be invited to the exhibitions. Students will have the opportunity to receive feedback from individuals other than their teachers to learn more perspectives. Dependent on the projects students choose, particular nonprofits, businesses and organizations could be invited to give targeted feedback to students whose products reflect their field. This would create a more intentional connection to the community and tailor individualized and powerful feedback for students.

As these exhibitions will be open to the community, a stronger connection between community members, students and Pathways High would be forged. These relationships would bolster Pathways' students' networks to potential opportunities and highlight their successes as individuals and as a class.

Additional Showcases will occur throughout the year, as deemed appropriate for each individual project culmination. Examples might be the premier of a movie developed by students as a product to demonstrate their learning about a certain topic or a coffee house performance of a project that resulted in a musical, poetic or dramatic product to convey findings.

IMPACT Experience Exhibition

Students have the opportunity to design a fifth year that will be known as the IMPACT year. During their fourth year, working with the IMPACT Coordinator and other faculty as deemed appropriate, the student will choose experiences unique to their interests and talents that will IMPACT themselves and their community in order to complete graduation requirements during their fifth year. Goals developed for this experience in collaboration with the IMPACT Coordinator, will be built into our project management system, Project Foundry, to ensure experiences have measurable learning goals, like all projects at Pathways High. Frequent required written reflections, Project Foundry progress, regular meetings between the IMPACT Coordinator and students, (video conferenced if the student is travelling) will provide multiple opportunities for Pathways High to ensure growth and learning is continuing in any environment. In addition, IMPACT Coordinators and Mentors will support students as they

develop their IMPACT Exhibition. Sessions will be scheduled with their IMPACT class (video conference if necessary) for teacher and peers to focus on presentation skills and provide feedback to students for revising and improving their Exhibition before the final presentation.

At the end of this IMPACT Year, students present work representing their IMPACT experience to the Pathways High Community. This will include an overview of why the pathway was decided upon, how it was designed, what occurred through the implementation, reflections on results and next steps. The final form of these presentations could occur in a multitude of ways, based on student choice. Evidence from the experience(s) should be included. This final exhibition will be assessed on the following criteria, planning, research, EMPOWER traits, presentation, reflection, skill or artistry. Coordination of the community presentation will be under the guidance of the IMPACT Coordinator.

7.03 Describe the requirements for high school graduation (if applicable).

As noted on the Wisconsin Department of Instruction website:

"Our challenge is not to educate the children we used to have or want to have, but to educate the children who come to the schoolhouse door." This quote by H. G. Wells, highlights the challenges faced by schools and communities. Because the large and/or traditional school environment does not meet the needs of all students, especially those students who are at-risk, vulnerable and disengaged, alternatives must be developed.

In that spirit of H.G. Wells we have embraced this concept in offering two types of diplomas when graduating from Pathways High. The Standard Diploma is given to students that have chosen to finish their time at Pathways in 4 years and not completing an IMPACT year. Students choosing to stay for an IMPACT year will complete an IMPACT experience exhibition in their desired field of study prior to graduation.

Figure 7.03a Comparison of Pathways High Graduation Requirements

IMPACT Diploma** **38.5 credits plus** **9.5 credit IMPACT Capstone Project**	**Basic Diploma** **34 credits plus** **1 Community Service Project**
4 English/Language Arts • 1 credit from 4 years of writing lab	4 English/Language Arts • 1 credit from 4 years of writing lab
5 Social Studies • To include civics requirement. • Micro/Macro Economics.	5 Social Studies • To include civics requirement. • Micro/Macro Economics
4 Science • Physics, Biology, Chemistry, Freshwater & Geographic Information Systems (GIS)	4 Science • Physics, Biology, Chemistry, Freshwater & Geographic Information Systems (GIS)
4.5 CTE Credits • Engineering & Technology, Agriculture, Food & Natural Resources, Family & Consumer Sciences, Website & Game Design and Basic Coding, Public Speaking/Debate Interviewing, Marketing, Management & Entrepreneurship	6.5 CTE Credits • Engineering & Technology, Agriculture, Food & Natural Resources, Family & Consumer Sciences, Health Sciences, Computer Coding, Business & IT, Government & Politics, Website & Game Design and Basic Coding, Public Speaking/Debate Interviewing, Marketing, Management & Entrepreneurship
4 Math (includes Stats)	4 Math (includes Stats)
3 Language	3 Language
4 IMPACT Class & Week Credits	4 IMPACT Class & Week Credits
3 Genius Project	.5 Genius Project
4 Flex Time	4 Flex Time
2 Dual Enrollment Elective Courses • Start dual enrollment opportunities in **Sophomore** year.	1 Dual Enrollment Elective Courses • Start dual enrollment opportunities in **Senior** year.
1 IMPACT Diploma Courses • IMPACT Plan & Career Explore	1 Basic Diploma Courses • 1 LAUNCH
9.5 IMPACT Capstone Project • Dual Enrollment Credit, Community Service Project, Internships or Apprenticeships, Travel abroad with purpose	1 Community Service Project

**Students that choose to leave the IMPACT program will have to take the following courses to graduate with a Basic Diploma.

- After Sophomore year IMPACT students will need the following for one semester each: Health Sciences and Computer Coding to be able to graduate with a basic diploma.

- After Junior year IMPACT students will need the following for one semester each: Health Sciences, Computer Coding, Business & IT and Government & Politics to be able to graduate with a basic diploma.

- After Senior year IMPACT students will need the following for one semester each: Health Sciences, Computer Coding, Business & IT, Government & Politics to be able to graduate with a basic diploma.

7.04 Define how the results of the educational program will be assessed.

Assessment at Pathways High will be conducted in many ways and at many points in the learning process. Teachers will put authentic assessments into place in order to focus on how much students can do and understand. In addition, teachers will seek to provide students' assessment regarding their growth in the EMPOWER Traits. The ultimate goal for assessment at Pathways High will for it to help students and teachers determine their strengths and stretches, set goals and create plans to meet those goals.

Pathways High aims to be a high performing school that thoughtfully uses CCSS-aligned Northwest Education Association Measures of Academic Progress (NWEA-MAP) assessments to measure student progress and mastery in order to inform instructional planning and execution to meet individualized needs. In doing so, Pathways teacher instruction will address the skill gaps identified in the assessments and provide students the teaching and support needed to continue growth in these areas. Through this practice, success will be measured through the growth of student skill mastery, as demonstrated through the interim assessments. Instruction may include the use of an online program, used under the guidance and monitoring of a classroom or Blended Learning IT Specialist.

For students with special needs, the assessments provide detailed and clear areas of growth and allow teachers and students to hone into areas of development as aligned to their IEPs. Leveraging the data will help target students that need more urgent support, tailor lessons towards their needs and ensure differentiation occurs to meet their needs. In addition to what students with special needs define as their personal success, the development of skills and mindsets as outlined in their IEPs will also be a benchmark of success.

For students who are English Language Learners, the ACCESS exam will provide Pathways with insight on the students' English language mastery and areas for growth. As described

above, the necessary areas for growth will inform teacher planning and instruction as well as targeted support for students with ELL needs.

The purpose of these assessments will be to inform teachers and leaders of the skill gaps students possess in order to inform instruction, target individualized needs and help students identify their areas for improvement. While this data will inform classroom instruction, it will also support students in identifying their skills to practice within their personal projects. Thus, students own their own learning and can practice developing these skills in areas outside the content classrooms.

Family involvement will also be necessary and vital. Student data and goals will be shared with families to support the communication between school and home. Pathways High intends to invest and involve families in their students' educational experience; this must include knowing how their children are succeeding and progressing as well as what skills and gaps are being practiced.

Figure 7.04a Draft of assessments to be utilized and investigated to measure student growth and inform instruction.

Name	Testing	Grade Level(s)
Wisconsin Forward Exam (or other state defined test)	Social Studies	10
ACT Aspire	English, reading, math, science and writing	9, 10, 11
ACT Plus Writing	English, reading, math, science and writing	11
ACT WorkKeys	Applied Math, Locating Information and Reading for Information: to understand and guide career readiness skills	11
ACCESS	English Language Proficiency	9-12
NWEA-MAP	fall, winter, spring,	9-12

In addition to skill development centered around the CCSS and NGS, Pathways High will have students engage in projects to measure their development in reflection and EMPOWER traits.

Performance-Based Assessment will be used whenever possible; students will present or perform evidence of the knowledge and skills they have learned in a project in a public exhibition. Pathways High will use the assessment motto, 'Know, Do, Reflect' to describe a practice in which students use their learning to do something and then reflect on the experience afterwards. Pathways High will embody this motto when assessing students on projects.

Rubrics will be used to assess students' individual work and growth. Pathways High will model the use of rubrics after New Tech Schools and High Tech High; both school organizations use rubrics that set goals for student outcomes and allow students to assess themselves in addition to receiving teacher assessment. Rubrics can be co-created by students; teachers facilitate the critique and analysis of project product models so that students can decide what elements they value, want to incorporate into their own work and will hold themselves accountable for.

EMPOWER traits will serve as an impetus for discussing and assessing student growth. Students will be asked to prepare annual culminating presentations of learning, where they present evidence and work that demonstrates strengths and stretches based on the EMPOWER traits. These presentations of learning will allow for each student, and their teachers, to focus on their development as a whole person, connecting the quality of their work and participation in class and during projects to the EMPOWER traits.

Project Foundry will serve as a portfolio of student work and growth, as well as a way for teachers and students to track student growth on standards. The standards assessed in Project Foundry will be connected to project outcomes. Teachers will align the goals of the project to standards in Project Foundry and assess students respectively. The Hewlett Foundation and the Deeper Learning Network have found that the smarter balanced tests actually do a strong job of assessing content, critical thinking, and communication. Teachers will not teach to the test, but they will be asked to assess students based on common core standards that fit into the testing framework.

Ultimately, assessment at Pathways High will encourage student growth within the school culture that builds all students to want to do well. It will be mostly formative, constantly urging students to redo work. For example, grading systems will penalize late work in minor ways that discourage habitual tardiness but encourage growth mindset and refinement. Assessment will be based on clearly set expectations that are authentically tied to projects and learning.

Assessing our School's Performance

We want to know how the learning outcomes of our project-based curriculum measures up to the best-performing schools and education systems both nationally and internationally. We want to know whether our school's ability to equip students with the skills needed in today's globalized world is improving over time. As of 2012 these insights are now possible with the OECD[89] Test for Schools (PISA). By annually testing a statistically significant sample size of 15-year old students in the OECD Test for Schools and receiving a comprehensive 150 page report on student outcomes, Pathways High will have visibility into the success of our school relative to schools globally.

[89] See Appendix R.

7.05 Describe the student achievement goals that will be met during the first five years of operation.

As part of State Superintendent Tony Evers' Agenda 2017, he states "For Wisconsin to be innovative in the 21st century, and for communities to remain strong, all students must graduate college and career ready. As Wisconsin's student population becomes increasingly diverse, the persistence of racial disparities in the educational system poses real challenges to opportunity and economic progress. These gaps are persistent — but not insurmountable.[90]"

Achievement goals for Pathways High students are aligned with our mission and vision as well as our curriculum plan. Students will be expected to:

- Successfully complete PLP, that focus on the development of skills and knowledge that will lead them to meeting their own goals related to success in college, career and life.
- Maintain accurate records of their learning using Project Foundry for students, their parents/guardians and teachers.
- Create and maintain Digital Portfolios on their personal webpage to be shared with anyone that the student gives access to on the internet.
- Present their learning through exhibitions.
- At minimum, meet proficiency in core academic knowledge and skills.
- Participate in IMPACT weeks and planning courses mirroring real life situations and problems.
- Engage in at least one of the following: an academic internship, apprenticeship or dual credit course(s).
- Graduate prepared with essential life skills for their future pathways; college or career, and citizenship.
- Graduate after year 12 or 13 with firm plans in place for post-secondary pursuits.
- Graduation rates that exceed MPS and approach the State of Wisconsin rates based on their 4 year cohorts as compared to our 5 year cohorts.
- ACT performance measures.

7.06 Describe how the school will ensure the quality and availability of needed data and information.

Pathways High will research various Student Information Systems (SIS) to determine the best resource to house personal student information, student achievement data and other information pertinent to day-to-day work[91]. Currently, Pathways is investigating PowerSchool as it is offers programming that securely collects student information.

[90] http://dpi.wi.gov/sites/default/files/imce/statesupt/pdf/agenda2017.pdf

[91] See Appendix S Student Records Policy

Within the SIS, students' legal guardians' names, phone numbers, addresses, ando places of work will be housed. This information will ensure the safety of the child and immediate contacts to reach in case of emergencies.

Additionally, the SIS will contain information on students' health and dietary needs and restrictions. This information will ensure Pathways provides the settings and foods conducive to each child's learning.

Student attendance patterns will also be collected. This information will inform Pathways of individual student attendance as well as patterns that may arise in correlation to days of the week and seasons. This information will support our strategies in cultivating student investment in attendance.

The SIS selected will have been vetted as a secure online program. Pathways takes the privacy and security of its students and families seriously and will do due diligence in selecting the appropriate program.

7.07 Describe how standards, assessment, and accountability will be integrated into a coordinated system.

We believe that PBL will be a means towards unleashing and developing the critical and creative thinking our students will possess when they enter Pathways High. Our model will offer students the ability to practice skills and standards in an application based learning environment.

For projects, teachers will create assignments and align Common Core State Standards (CCSS) and Next Generation Science Standards (NGS) skills to ensure student learning and practice of these skills and mindsets in their research. As teachers support students in their research and execution, the identified group wide and student-focused skills will be salient in their practice. By applying practice of the skills in their projects, the students will have relevant means of further strengthening their skills and addressing their gaps.

Project Foundry will serve as a tool towards helping CCSS and NGS alignment. The program supports teachers in finding the appropriate standards and skills to install in projects to ensure students are aware of the learning and reflection taking place as well as the expectations towards proficiency.

Through the projects, teachers will receive aligned and data from a setting that has students practicing the skills in a relevant and applicable setting. This data will give quantitative measures while also providing strong evidence and qualitative anecdotes to further measure students' mastery.

In addition, we will ensure that our content curriculum teaches students the knowledge, skills and mindsets presented in CCSS and NGS.

To ensure alignment, we utilize the Understanding By Design model. We will utilize interim assessments as a method of measuring student mastery throughout the academic year. The scope and sequence will outline the CCSS and NGS to be taught and spiraled throughout the academic year. For CCSS, Pathways will utilize MAP; Pathways leaders will research and/or

develop an assessment that equally informs students and teachers of students' mastery of NGS.

The interim assessment schedule will serve the students' needs and teachers' planning throughout the year:

- **Fall testing:** Informs students and teachers of the strengths and gaps in student understanding. Students are aware of focus areas, and teachers utilize the data to plan assessments, projects, units and lessons. Parents and families will know their students' strengths and areas of improvement.
- **Winter testing:** Provides a midyear measure to inform areas of growth and continued gaps. Information helps students, families and teachers recalibrate learning and planning.
- **Spring testing:** Measures year's overall growth. As a school, we are discussing the possibility of comparing Spring to Spring results as a way to determine student growth over the course of a year.

As teachers and leaders, we will utilize the interim assessment data as a strategy to assess overall, cohort and individual student mastery. This information will help teachers determine what standards and skills to install in lessons and projects. This intentional planning will provide teachers a shared focus in instruction, a way to collaborate on projects and critical partners in analyzing student mastery. Teachers will also be able to identify students who need targeted support.

Special Education teachers will also know specific strengths to celebrate with students as well as improvements and gaps relative to students IEPs. This information will also provide evidence and documentation for student growth and more accurate recommendations for future years. For all students, they will know how particular lessons and projects are helping them strengthen and reinforce skills and gaps they possess.

The data will be tracked through reports provided by NWEA-MAP and through our own SIS. This data will be protected but also available to teachers, students, and families. We want to provide an environment where students are given the opportunity to be accountable and invested in their personal learning. Sharing the data and having conversations around learning and mastery puts the control and influence into the students as much as their teachers.

In addition to informing instruction and reflection for students and teachers, the data will be shared with the Board to elicit questions, recommendations and provide strategic direction about how Pathways could be more effective at supporting student growth and development.

7.08 Describe how effective performance management systems will be provided to improve student and organizational performance.

<u>Student Achievement</u>

1. Interim assessments will be provided three times per year to measure student mastery across CCSS and NGS. Project outcomes will also provide a measure of student application of skills and critical thinking.

2. School leadership, in collaboration with the Board, will review interim student achievement data and performance on projects to examine the needs of individual students and overall trends in subpopulations, specific classrooms, cohorts, by grade, school wide and by teachers.
3. Targeted support will be given to students who have greater gaps than their peers. Special education teachers will also continually review and revise existing and potentially new IEPs for students.
4. School leadership will determine additional supports needed for teacher training, instructional staff support and/or additional resources. Those resources will then be implemented.
5. Teachers will receive training and modify instruction to meet the needs of individual, cohort and grade level needs.
6. Reassessment of student achievement to determine improvement and continued implementations of additional interventions as necessary.

Organizational Performance: Financial and Fiduciary Responsibility

1. The school will meet or exceed professional accounting standards by hiring a certified public accountant and having budget reviews.
2. Budgets for each academic year demonstrate effective allocation of resources as reviewed by the Board.

Student Enrollment, Attendance, and Re-Enrollment

1. The school will enroll and maintain a class of students equal to projected enrollment (with attrition) every year.
2. 90% of students who begin the school year remain throughout the year.
3. 90% of students completing the school year will re-enroll the following year.
4. School averages 94% attendance annually

Parent and Student Satisfaction with Program and Communication

1. Parent satisfaction with clear, open communication by staff, as measured by annual UWM survey at end of school year, on average exceeds 85% with a minimum of 80% of families responding.
2. Parent satisfaction with academic program, as measured by annual UWM survey conducted at end of school year, on average exceeds 85% with a minimum of 80% of families responding.

7.09 Describe the school calendar for the first year of operation, the number of days of instruction to be provided during that year, the length of the school day, and the number of minutes of instruction per week for each subject.

Pathways High students will have 1,357 hours of direct instruction yearly. Beyond the daily 8:30 am to 3:30 pm, students will need to fulfill 5 hours of flex time weekly. These 5 hours can be completed during 7:00 am-8:30 am and/or 3:30-6:30 pm and must be logged for

meaningful use of time. Goals are set during Advisory and monitored for quality of the use of time. Time could be used for any of the following as well as more:

- Service to the school, flyer creation, bulletin board management
- Student Ambassador to Community
- New student recruitment or support
- Teaching Assistant
- Assistant Manage a Elementary Destination Imagination team
- Independent Study
- Project Completion
- GOTO Expert: All students will work toward becoming certified as an expert in a chosen field. GOTO Experts are encouraged to assist other students during their flex time. (Application and Vetting process will be developed by Student Governing Council during the planning year.)

In the case of inclement weather additional days will be added in June should instruction hours decrease below 1,200. See Appendix T for the school calendar.

Figure 7.09b Instructional Time for 2017-2018

Month	Days
September	19
October	22
November	17
December	16
January	16
February	20
March	22
April	21
May	22
June	6
Total Days	**181**

DPI Requirement Statement	Calculations
Number of days in school calendar.	181
Days used for parent-teacher conference days or for inclement weather days. No instructional hours are accrued on these days.	June if need be
Number of days on which actual face to face instruction takes place.	181
Start to close of instructional day in minute (Includes 5 hours weekly flex time at 60 minutes a day.)	480
Lunch Time	30
Number of minutes of instruction per day	450
Total instructional minutes per year	81,450
Number of Hours of Instruction (Required 1,137)	**1,357**

Pathways High will operate on an AB Schedule with four 90 minute periods daily. Lunch and Advisory will take place mid-day on a rotational basis, to accommodate students during lunch period. Advisory and lunch are each allotted 30 minutes.

For the first three years students will be working on the majority of their credit work towards graduation. This includes Math (90 minutes every other day), Science/CTE course certified,

which may include Engineering, Nutrition, Agricultural (90 minutes daily), Acquired Language (90 minutes every other day), Humanities and Literacy (90 minutes daily).

During their senior year, students will have flexibility for more independent work. Seniors will also need to complete 1 English credit. Which will be provided either at Pathways High, at a local university or college for dual enrollment or in an online environment. Senior schedules will be determined based on the individual interests and needs of each student. Seniors will be on school grounds and participate in advisory and IMPACT/Genius Project unless they are participating in a program that requires them to be on location.

8.00 EDUCATIONAL SUPPORT PROCESSES

8.01 Describe how key processes for design and delivery of the educational program will be managed.

Rigor Through Project Based Learned and Backwards Planning

We believe that PBL will be a means towards unleashing and developing the critical and creative thinking our students will possess when they enter Pathways High. Our model will offer students the ability to practice skills and standards in an application based learning environment.

- For projects, teachers will create assignments and align CCSS and NGS skills to ensure student learning and practice of these skills and mindsets in their research. As teachers support students in their research and execution, the identified group wide and student-focused skills will be salient in their practice. By applying practice of the skills in their projects, the students will have relevant means of further strengthening their skills and addressing their gaps.
- To ensure alignment, we utilize the Understanding By Design model. We will utilize interim assessments as a method of measuring student mastery throughout the academic year. The scope and sequence will outline the CCSS and NGS to be taught and spiraled throughout the academic year. For CCSS, Pathways will utilize MAP; Pathways leaders will research and/or develop an assessment that equally informs students and teachers of students' mastery of NGS.
- As teachers and leaders, we will utilize the interim assessment data as a strategy to assess overall, cohort and individual student mastery. This information will help teachers determine what standards and skills to install in lessons and projects. This intentional planning will provide teachers a shared focus in instruction, a way to collaborate on projects and critical partners in analyzing student mastery. Teachers will also be able to identify students who need targeted support.
- Special Education teachers will also know specific strengths to celebrate with students as well as improvements and gaps relative to students IEPs. This information will also provide evidence and documentation for student growth and more accurate recommendations for future years. For all students, they will know how particular lessons and projects are helping them strengthen and reinforce skills and gaps they possess.

Student Community and Trust Building

Pathways believes it will be important to have students reflect upon their identities and how they intersect with one another at the school. We believe it is valuable to create a school that recognizes and also attempts to desegregate our community from lines of difference around socio economic status, race, ethnicity and geographical residence. We intend to build community around:

- Applying our work through a culturally relevant lens that recognizes the gifts and differences that our students' bring based on their realities and experiences.
    - The staff will have Culturally Relevant Practices training that will focus on individual identity reflection and how that affects staff and student interactions.
    - Teachers will be trained on how to create lessons and experiences for students that values their lives and realities and how that affects their learning.
- Creating a school culture where students are comfortable talking about race and their individual identity.
    - Students may be entering an environment that is unlike most of their schools growing up in terms of differences in peer demographic, learning style and expectations, etc.
    - Pathways High will cultivate a culture that makes it more comfortable for all individuals to talk about race, identity and experiences.
- Facilitating learning experiences where students are able to learn more from each other and build trust.
    - The first days of school are predicated on students learning more about each other, the school and staff.
    - Activities will encourage trust building, communication and community building.
- Students believe staff trust and believe in them.
    - All students and families will be onboarded by meeting with school leaders and teachers.
    - Students will learn about the structure and purpose of PBL and why this structure is an investment in them.
    - Students will learn and gain understanding of why the school will be a culturally relevant setting that relies on their identities, experiences and intersectionalities.
    - Staff will have an open door policy to student concerns and feedback.
- Student Committee
    - Students will be able to form a committee that solicits thoughts and feedback from the student population.
    - This committee will provide feedback to the Pathways Council for improvements and change.
- Student Surveys
    - Students will provide survey responses asking for feedback on individual student and school culture and climate.
    - Student Committee and staff will review results to inform practices and next steps.

Teacher Support

Part of the foundation of teacher development and investment at Pathways will be through the professional support they will receive. Pathways High will invest in their teachers' growth and pride in Pathways High as a means of increasing effectiveness for students and retention in teachers.

- Teachers will participate in workshops that will develop the skills, knowledge, and mindsets that they will require to be more effective in meeting the diverse needs of their students.
- Teachers will be able to utilize data and outcomes from students' projects and interim assessments to support their informed opinions and determine next steps.
- Teachers will receive coaching and feedback on a (bi)weekly basis to consistently improve their instruction and effectiveness for students.
- Teachers will be a part of a community that cultivates collaboration and support.

8.02 Describe how instructional content and methodology will be continuously improved.

Pathways High will cultivate a staff and learning culture that focuses on reflection, analysis and shared ownership.

Teacher effectiveness will continually grow through a multitude of practices and strategies.

<u>Teacher Support for Growth</u>

- Teacher observations and coaching
    - Teachers will be observed at least quarterly and provided positive and constructive feedback to inform planning and instruction.
    - Teachers will practice reflection on their own practices and grow personal ownership and accountable for their own development.
    - This collaborative and reflective environment will be based on the continual strengthening of trust between the teacher and leader.
- Professional development workshops
    - Teachers will share best individual practices with colleagues within the school.
    - Pathways High will have all faculty reads/discussions of articles and books that are recommended by stakeholders and relate to the development aligned to the Pathways High culture and promote meeting the vision and mission.
    - Teachers will attend professional development workshops hosted by the school leaders and identified community partners and experts.
    - These workshops will focus on continual improvement on PBL, data analysis, team collaboration, identity and mindset development, pedagogical theory, building student relationships and best instructional practices.

    - These strategies will cultivate a culture of trust and community. All individuals will participate in a collaborative manner to improve collective practices.
- Student Formative Data Analysis
    - As previously noted, students will take interim assessments to measure individual and cohort mastery of particular CCSS and NGS and skills.
    - This information will inform teacher planning to ensure students' gaps are addressed and developed in the classroom and personal projects.
    - Teachers will work collaboratively with each other and leaders to identify student needs and strategize how to individually and collectively respond to what the data informs.
    - Snapshots of this data will also be shared with students as they need to know their strengths and gaps to possess full investment and ownership over their personal development.

School Culture Surveys

- Staff culture
    - Staff culture will be a high priority for Pathways leaders. Having strong morale and relationships amongst staff will model the family atmosphere that Pathways hopes develops within the student population.
    - Periodic surveys will inform leaders and staff on areas for reflection and growth as individuals on how each are accountable to the school, one another and students.
    - Leaders will be responsible for reviewing survey data and strategizing on improvements to increase staff culture and collaboration.
    - Workshops and reflections will cultivate an environment where teachers feel safe to provide feedback to one another and leaders to increase the effectiveness of the school.
    - This aspect is important in regards to instructional content and methodology as it will create a culture where individuals will be open to giving and receiving feedback on route to continual improvement individually and as a collective staff.
- Student culture
    - Student Committee
        - The student committee will represent the pulse of the school and will be a voice for student ideas and concerns.
        - The student committee will consult with staff and leaders on ways to improve student culture and learning environments.

        - A student committee representative will also serve on the Pathways Council to provide feedback and recommendations from the student population perspective.
    - Student culture surveys
        - Like the staff survey, student culture surveys will also be given in order to gain insights on environment, morale and learning experience.
        - Analyzing the survey data will help teachers and students improve the overall school culture as well as student and teacher relationships.
        - Students will also be asked to lead strategies and efforts they recommend to improve the culture.

8.03 Explain the procedures for ensuring the health and safety of students; 118.40(1M)(B)8.

While we are driven by a mission that compels us to focus on student achievement, we realize that student safety and well-being is the foundation upon which achievement can be realized [92]. Prior to the start of the school year, we will ensure we have up to date medical information on every student, including any allergies. Emergency contact forms will be completed at the intake meeting providing Pathways High with the contact information regarding the person or persons that are eligible to pick up the student (until the age 18) if the need arises. Pathways High will strive to plan for every possible emergency situation and train staff on these procedures prior to the first day of school. We will hold emergency drills during our initial IMPACT weeks and on a regular basis as required by law to ensure every member of our community knows what to do in case of an emergency; fire, tornado, intruder, etc.

All members of the Pathways community, including part time employees, business partners, experts in residence, mentors and school volunteers must have a completed background check prior to being allowed admittance to our building. Pathways High will explore the RAPTOR system for assisting us in securing our students. Raptor is the nation's leading provider of integrated school safety technologies. The Raptor system helps schools screen out registered sex offenders, manage custody issues, coordinate volunteers and respond to emergencies. We will have a buzz in system in place to ensure that only individuals we are aware of can enter the building. Individuals entering the building will be required to check in at the office and log their building entrance and exit times as well as the purpose of their visit including the students and/or teachers they are requesting to see. Policies and procedures will be shared and reviewed semi annually with students so they are aware of and understand why these policies and procedures are in place.

Every member of the school leadership team will be trained in first aid and CPR. The office and every classroom will have a fully stocked first aid kit and walkie-talkie for communication in the case of a school lockdown or other security communication needs. We will build a close working relationship with the Milwaukee Police Department liaison to ensure an open line of communication. For students who take medication during the school day, their families will be notified of our medication policy and all prescription medications will be kept in a locked

[92] See Appendix U Safety and Crisis Handbook Table of Contents

drawer in the office at all times with the exception of self carry items such as inhalers and epipens.

We have a strict code of conduct that makes it clear to students, families and staff that physical and other types of violence and drugs are unacceptable for any reason. Any incident of violence will be addressed immediately as outlined in the Pathways High Student and Family Handbook.

Pathways High staff will receive training annually on mandatory reporter obligations under Wis. Stat. §48.981. Suspected cases of abuse or neglect will be reported to the Bureau of Milwaukee Child Welfare.

Online Safety

Online safety is taken very seriously at Pathways High and examples of misuses will be listed in the Student and Family handbook. Students will be trained on the appropriate uses of technology and the internet. If students improperly use computer equipment either physically or by searching for inappropriate content, they will lose their technology privileges for a period of time as determined by school leadership.

The following are considered misuses:

- Sending or displaying hateful or pornographic messages or pictures
- Using abusive, threatening or inappropriate language
- Harassing, insulting or attacking others
- Engaging in or promoting violence
- Engaging in racial, gender or other slurs
- Receiving or transmitting information pertaining to weapons, such as bombs, automatic weapons, illicit firearms or explosive devices
- Damaging technology equipment (computer systems, computer networks, TVs, digital cameras or scanners)
- Violating copyright laws (copy internet or other materials without permission)
- Using others' passwords
- Trespassing in other students and/or teachers' folders, work or files
- Intentionally wasting limited resources
- Employing the computer network for commercial purposes
- Transmitting personal information without written parental consent
- Hacking (attempt to gain unauthorized access to files, folders and/or other systems)

School health and safety plans will be updated each year to reflect the growth of our school population, any necessary changes to improve procedures and potential site changes. Ensuring that the entire staff is fully trained on all health and safety procedures will be a priority during professional development. The Pathways High leadership team will make sure

that safety supplies are inspected on a monthly basis to ensure first aid kits are well stocked, epi-pens have not expired etc.

Any site maintenance that is required to ensure the health and safety of our students and staff will take priority over additional maintenance issues.

8.04 Identify the procedures for school discipline, suspension, and potential removal of a child from the program; 118.40(1M)(B)12.

Pathways High will operate in full compliance with state statutes regulating student discipline, suspension and expulsion. These policies will be included in the Student and Family Handbook[93].

Pathways High's core beliefs inform the school discipline policies; trust, interconnectedness, development of the whole person and excellence-driven culture will each play a role in ensuring the fair treatment of each child as well and maintaining the safety of the school community. Respect, or the basic recognition of someone's humanity, will be paramount in the discipline protocol. According to a Stanford University study, when students who would regularly be treated with dismissive or punitive measures such as suspension, were instead treated with respect, fairness, positive reinforcement and restorative justice practices, they were less likely to become repeat offenders and more likely to treat their teachers with respect[94].

Teachers and administrators will demonstrate trust in their discipline policies by making sure to follow a protocol that ensures all stories are heard and all involved parties have a chance to share and reflect on the incident that occurred. Students will be trusted to engage in dialogue with one another to work out problems and come to solutions.

8.05 Describe the methodology for maintaining pupil records and ensuring accurate record keeping in regard to student attendance, achievement, health, activities and emergency contacts. Attach the student record plan and related policies and practices.

Pathways High is exploring Student Information System (SIS) options. We will continue to work with Powerschool to determine if this is the right program for Pathways High. This SIS will ensure that information is kept secure and confidential, and made available to faculty through approvals from the school administration. Individual student information will be shared only with teachers, parents and students. Data files will be locked in secure locations within the main school building.

Student files will be created prior to the beginning of the school year, and populated with forms including the records release form that will be sent to the student's previous school immediately to ensure our access to pre-existing cumulative files prior to the first day of school.

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[93] See Appendix V.

[94]Okonofua,Paunesku,Walton;http://www.edweek.org/ew/articles/2016/07/13/one-key-to-reducing-school-suspension-a.html?cmp=SOC-SHR-FB).

The following information will be maintained in the system: attendance, transcripts, retention, health immunization, school lunch, extra-curricular activities, emergency contacts, disciplinary incidents, credits, student activities, transfers, schedules, name, address date of birth, parents or guardians and test scores. Pathways High will also purchase and utilize a program to maintain all information on students with special needs. This information will be kept on the separate system and maintained by the Special Education teacher.

Student attendance will be taken and recorded in our SIS by 8:30 am each morning. The Office Manager will run attendance reports and any classrooms that have not entered attendance by 8:30am will receive a reminder to enter this information immediately. Monthly, the Office Manager will review attendance data and ensure that each student has an accurate and up to date record of their attendance.

Teachers will provide the Office Manager with copies of all signed student report cards to be filed in student cumulative files. Should a student transfer out during the school year, the Office Manager will review the student's file to ensure the latest achievement, health and attendance data is filed appropriately before releasing the file to the new school.

Families are required to submit health records as part of the student enrollment process. As student's enrollment is not finalized until every item on the enrollment checklist is completed including providing copies of recent check-ups, immunization records and a health history including allergies to the main office. These files will be kept separate from a student's' cumulative record and will only be accessed by designated staff as necessary to the fulfillment of their responsibilities.

Emergency contact information will be collected from students prior to the start of the school year. Additionally, families will be required to include a contact number when signing into the school for student early dismissal or other visits. This will allow us to review this information twice a month and update the emergency contact database as necessary to ensure we have to most accurate contact information possible for parents and guardians.

Our student records policy is Family Educational Rights and Privacy Act (FERPA) compliant and staff will receive training on how to ensure student records are kept secure. Student records will be kept in a secure location and the Office Manager will monitor all access to files. Families have the following access:

- Parents or guardians have the right to inspect and review the student's education records maintained by the school. Schools are not required to provide copies of records unless, for reasons such as great distance, it is impossible for parents or eligible students to review the records. Schools may charge a fee for copies.
- Parents or guardians have the right to request that a school correct records which they believe to be inaccurate or misleading. If the school decides not to amend the record, the parent or guardian then has the right to a formal hearing. After the hearing, if the school still decides not to amend the record, the parent or guardian has the right to place a statement with the record setting forth his or her view about the contested information.
- Generally, schools must have written permission from the parent or guardian in order to release any information from a student's education record. However, FERPA allows

schools to disclose those records, without consent, to the following parties or under the following conditions (34 CFR § 99.31):

- School officials with legitimate educational interest;
- Other schools to which a student is transferring;
- Specified officials for audit or evaluation purposes;
- Appropriate parties in connection with financial aid to a student;
- Organizations conducting certain studies for or on behalf of the school;
- Accrediting organizations;
- To comply with a judicial order or lawfully issued subpoena;
- Appropriate officials in cases of health and safety emergencies; and
- State and local authorities, within a juvenile justice system, pursuant to specific state law.

Families and staff will go through the Office Manager to access student files, to ensure student privacy is maintained appropriately. Student files will be kept in a locked filing cabinet and only staff with a legitimate educational interest will be provided access to these special education and discipline files.

8.06 Identify key student services and how they will be managed.

Overall responsibility for the management of key student services will be the responsibility of the leadership team comprised of the Director, Associate Director and Dean of Students (beginning in Year 3).

The table below includes descriptions of key services and those who are primarily responsible for their execution and how it will be done.

Figure 8.06a Key Services and Responsibility Chart

Key Services	Primary Responsibility of	Methods
Providing an outstanding faculty, curriculum, policies and procedures focused on student success in order to meet the Pathways	Director Year 0: part time capacity Year 1: full time	• PBL • Collaborative recruitment plan for diverse students and faculty • Effective communication through a variety of methods with all members of the school community; parents, students, faculty, Governance Board, Pathways Council, partnerships

High Vision and Mission.		• Lead development, implementation, adherence to and evaluation of school policies focusing on student success • Oversee data collection, analysis and application to program, policy and practices updates
A well developed and implemented PBL Curriculum and a school culture aligned to TIDE values and EMPOWER traits	Associate Director Year 0: part time capacity Year1: full time	• All things PBL including professional development for entire school community and curriculum oversight • Culture development based on TIDE values and EMPOWER traits • Student support paradigm structure • Development and monitoring of Individualized Learning Plans until Dean begins in year 3 • School Assessment Coordinator until Dean begins in year 3
Personalized Learning opportunities aligned to student needs and interests	Associate Director Year 1 & 2 Dean of Students Year 3: Start	• Monitoring Individualized Learning Plans and growth of all students • Coordinate intervention for situations as needed • School Assessment Coordinator • Programming responsibilities
Support will be provided for all students to ensure productive and appropriate learning in a least restrictive environment.	Resource Teacher Year 1: Start	• Inclusive student support in classroom situations. • Collaboration with faculty to differentiate instruction through modifications and/or accommodations to achieve success for all students. • Compliance with external requirements including IEPs, LEP testing, etc.
College and Career Readiness, Parents and Community as Partners, IMPACT events	IMPACT/C&CR Coordinator Year 0: Part Time Year 1: Full time	• Plan, implement and evaluate all IMPACT and College and Career Prep activities • Work with students and faculty to plan and implement monthly Community Conversations and dinners.

Effective student data management, goal setting, task development, project completion, project evaluation, time management.	Blended Lab/IT Specialist Year 1: Full Time	• Project Foundry Online Management System for projects, goal setting, task completion monitoring • Student Information System (to be selected in year zero) that maintains student information, attendance, grades, etc.
Project Based Curriculum Delivery	Instructional Staff Year One: Bring on as stipulated in the Staffing Plan [2.11]]	• Develop classroom environment aligned to TIDE values • Develop and facilitate PBL units for learning • Build culture of collaboration and student support
Mentorship	Associate Director Years 1 & 2 Dean of Students Year 3	• Through partnerships, design a mentoring program • Train mentors and do background checks • Ongoing monitoring
Additional specialized services as needed to ensure student success.	Director, Resource Teacher, Dean of Students	Contracted with partners or community resources to support potential needs including but not limited to: • Speech and Language • Occupational Therapy • Counseling (various)

8.07 Describe how key processes that support daily operations will be managed.

It is essential to develop and maintain systems that will allow for the efficient and effective operation of Pathways High. A cooperative approach will be constructed with all stakeholders in the community monitoring operations and collaborating to fine tune the operations to maximize the budget and allow for the highest priority to be on student learning.

A highly organized, well communicated system will provide clarity of purpose and construct clear parameters within which each community member will function. It is the role of each person to observe and communicate regarding the implementation progress. All opinions and

viewpoints will be respected in developing and maintaining the safety and efficiency of the school program.

A student information management system will be identified and purchased to use at Pathways High. This system will track attendance, meals, grades and more. We will be selecting a system that provides reporting directly to the state in order to facilitate faster reporting, claim processing and reimbursement.

We have identified Project Foundry as the PBL management system. We are working with the Project Foundry Development team to customize the system to include additional functions. A Pathways High committee, including students from the Student Development Council, is working on changes to the Project Foundry student homepage that would increase community communication and awareness of skill sets of peers. A badge system showing proficiency in specific academic and/or skill areas is being considered. The goal is to provide a conduit for student to student collaboration and coaching.

Figure 8.07a Key Processes and Responsibility Chart

Operation	Key Responsibility of	Methods
Oversight of the Governing Board and Pathways Council. Liaison with community partners to provide resources and support to meet the Vision and Mission of Pathways High.	President of the Board	• Visionary leader • Developing and sustaining partnerships to ensure mission attainment • Garnering financial stability • Facility procurement and improvement planning
School management of a rigorous, respectful, collaborative learning environment focused on student success.	Director	• Long term/short term planning to meet goals of Pathways High • Budget oversight • Board and Pathways Council collaboration • Oversight of systems including but not limited to effective communication with stakeholders, strategic plan, facility operations, data collection and analysis, recruitment, attendance, food services, transportation, effective

		• Building TIDE culture through modeling and a strong rapport with all Pathways High stakeholders • Ownership for instilling EMPOWER Traits through the use of the Student and Family Handbook, Project Foundry, policies and procedures including, compact, setting high expectations and monitoring classroom/shared space and facilitating a Professional Learning Community. • Collaborative use of data collected to enhance, continue or modify systems.
Faculty and staff effectiveness monitoring and evaluation.	Associate Director	• Professional Development for project based curriculum and ongoing support • Culture leader in building a paradigm of student support through multiple means • Progress reports, exhibitions, newsletters, website, blog and social media. • Goal setting, monitoring and evaluation of faculty members to make recommendations regarding personalized professional development, retention, advancement and student support.
High functioning, reliable IT network	Blended Learning/IT Specialist	• Development of a strong network with more than sufficient capacity to meet needs in terms of hardware, software and online services.

		• Manage Project Foundry and to be selected Student Information System
Facility Operations and Data Collection	Office Manager	• System monitoring including but not limited to student data, parking, arrivals, attendance, meal participation, facility cleanliness and functionality
Healthy, delicious (to diverse palates) meals	Nutritional Specialist Year 3	Plan, prepare, serve, order and budget for school meals including student involvement as appropriate
IMPACT activities, local experts, personalization of learning	IMPACT/C&CR Coordinator	Community partnerships, volunteers

8.08 Describe the special education program to be provided including governance, pupil identification, development of IEP's, delivery of special education and related services and program financing.

In all admissions and educational delivery functions, Pathways High will meet the specific needs of IEP students with complete fidelity to all of the requirements of Section 504 of the Rehabilitation Act of 1974, 29 U.S.C. § 794, the Americans with Disabilities Act, 42 U.S.C. §§ 12101-12213 and the Individuals with Disabilities Education Act, 20 U.S.C. §§ 1400 et seq. Pathways High will not discriminate in admission practices against students having disabilities. We will educate all students in an inclusive, least restrictive environment (LRE) with their non-disabled peers as deemed appropriate by each student's Individualized Education Plan (IEP). However, if more specialized services are deemed appropriate by the collaborative IEP team, they will be provided by Pathways High. Through the use of PLPs for all Pathways High students and the school emphasis on the dynamic state of individualized goal setting and implementation, students with IEPs will seamlessly meld into the educational paradigm of the school.

Pathways High will implement the special education program in accordance with all aspects of the Wisconsin Response to Intervention (RtI) model shown in figure 8.08a. Wisconsin RtI places all interventions within the context of an educational environment that provides collaboration, balanced assessments and high quality instruction inside the framework of culturally relevant practices.

Culturally responsive practices are especially important to the effective delivery of special education services. Significant research and analysis indicates that the disparity in special

education identifications between students of color and white students may be the result of misdiagnosis due to the misunderstood incongruities between home and school cultural standards, rather than some biological malfunctions or intellectual limitations.

Figure 8.08a Wisconsin Response to Intervention (RtI) Model[95]



Essential to the Pathways High Vision and Mission is the creation of a culturally responsive school environment whereby the contexts in which students identify and operate (gender, ethnic, religious, socio-economic, linguistic, geographic) will be connected to learning in relevant methods through projects and lines of inquiry they are involved in developing, researching and enacting. Pathways High is built upon the development of both academic content skills and 21st Century skills within a learner focused, innovative structure in order for students to positively impact local and global communities in college, career and beyond. The structure of the school will use time, space and resources in ways that have been researched as effective yet move beyond traditional educational practices. Students will realize greater success within the context of education at Pathways High that is in respectful alignment with who they are. Therefore, within the culturally responsive environment established at Pathways High, we will have a firm foundation for the success of our students. All students.[96]

Through intentional research-based curriculum and project design that builds in the recognition and application of diverse perspectives that reflect those cultural contexts represented by members of the Pathways High student body, we will prepare projects and lessons that students will find engaging. "Engagement is the visible outcome of motivation.... Our emotions influence our motivation. In turn our emotions are socialized through culture-

[95] http://www.wisconsinrticenter.org

[96] Raymond J. Wlodkowski and Margery B. Ginsberg, "A Framework for Culturally Responsive Teaching", Educational Leadership. Sept. 1995. Vol. 53. #1.

the deeply learned confluence of language, beliefs, values and behaviors that pervades every aspect of our lives."[97]

IEP Team

This team will convene annually in a formal meeting to review goals, progress, and methods of instruction. In the case where revisions are needed, the formal team will reconvene to discuss and make the necessary changes.

Instructional team: The Resource Teacher and subject area Teachers will meet weekly to review formative assessments and in order to monitor short term learning goals and put modifications, accommodations in place as needed

Balanced Assessments

Both formative and summative assessments will occur on an ongoing basis. Measures of Academic Progress (MAP) testing will be conducted three times over the course of the school year (fall, winter, spring). MAP testing will provide the student, educators and parents/guardians with specific information on performance levels according to standards. This will be directly useful to individual goals setting within the IEP and PLP.

State of Wisconsin mandates for testing include the assessments in figure 8.08b.

Figure 8.08b State of Wisconsin Mandated Assessments.

Name	Testing	Grade Level(s)
Wisconsin Forward Exam	Social Studies	Grade 10
ACT Aspire	English, reading, math, science and writing	Grades 9 & 10
ACT Plus Writing	English, reading, math, science and writing	Grade 11
ACT WorkKeys	Applied Math, Locating Information and Reading for Information: to understand and guide career readiness skills	Grade 11
ACCESS	Measuring English Language Proficiency for English Language Learners	All grades until proficiency is attained

Students who meet criteria for alternative assessments will be assessed using the WAA-SwD which would be administered to students in grade 10 in Science and Social Studies.

[97] "Strengthening Student Engagement", Educational Leadership Sept. 95, Volume 53 number 1 Strengthening Student Engagement pp 17-21

In regards to the Wisconsin Forward exam, accommodations and supports for students with disabilities and/or English language learners are built into the system so that the progress of students can be accurately measured.

All will be administered according to the Wisconsin DPI timelines and procedural guidelines. Information from these assessments will be inserted into each student's PLP. They will be used to assess overall progress towards and beyond proficiency in the tested areas.

Formative assessment of Project Based tasks will include peer reviews as well as teacher critiques. This will provide continual opportunities to improve work until excellence is achieved on each aspect of projects. Formative assessments will also take place in various forms including exit tickets, quick writes, Teacher-student conferences, online learning monitoring, etc.

High Quality Teaching

Pathways High will recruit and hire licensed educators who will bring to the school strong content expertise as well as strong beliefs and skills in the art of interdisciplinary, personalized, project based education. Each member of the Pathways High team will collaborate through common planning time and professional development to strengthen his/her abilities in these areas and subject content mastery. Partnerships with local universities, community organizations and businesses will garner the necessary resources to meet learning interests and needs.

Figure 8.08c Ideal Student Population with SPED Students at 16% of Total Population*

			Ideal Student Population									
Total Staff:			19	SPED	26	SPED	39	SPED	40	SPED	40	SPED
Student Population:			120	19	226	36	322	51	392	57	433	65
Attrition of School:	Freshman	17%	One		Two		Three		Four		Five	
	Sophomore	6%										
	Junior	2%										
Freshman			60	10	120	19	120	19	120	19	120	19
Sophomores			60	10	50	8	100	16	100	16	100	16
Juniors					56	9	47	7	94	15	94	15
Seniors							55	9	46	7	92	15

*Year 1: 1 Resource Teacher, Year 2: 2 Resource Teachers, Year 3+: 3 Resource Teachers (more if needed)

Governance

Direct oversight of the special education program at Pathways High will be the responsibility of the school Director during the first and second years. Beginning in year three, the Dean of Students will join the faculty and take over this responsibility. In this position, the Director and then Dean of Students, will serve as the LEA (Local Education Agency) representative on all IEP teams. They will closely monitor all students, with special attention to those with identified special needs, to substantiate their growth towards goals. The attainment of proficiency will not only be measured in academic content and skills, but also in the development of all skills and

practices that will be required for a successful life in and beyond high school, college and career. These objectives are explicitly embedded in TIDE, EMPOWER and IMPACT policies. By focusing on both academic and 21st century skills, we are providing a structure for student growth that will develop a balanced young adult**.**

Pupil Identification

Pathways High will conduct intake interviews once enrollment is verified. During this interview, determination will be made of whether a student has an active Individualized Education Plan (IEP) or a Section 504 (physical or mental impairments that would substantially limit learning) in place. In all cases, students will be provided with a free appropriate public education (FAPE) in the least restrictive environment (LRE) under the stipulations of their IEP.

As students enter into a high school setting, those with special needs have usually been identified. In the event that there is a student who is not making adequate or better progress in learning, a procedure will be in place in the special education handbook to determine whether an IEP is required. As part of the regular collaboration between teachers, both formal and anecdotal data will be discussed regarding all students, with special attention to those who are demonstrating additional challenges within the learning process. These discussions will expand to include the student and a parent or guardian.

Implementation of the IEP will be managed by the Resource Teacher who will be responsible for collaborating with all teachers to oversee the adherence to IEP goals, modifications and accommodations to student work. The Resource Teacher will also monitor assessments to measure progress towards goal within the IEP.

PLPs for all Pathways High students will be done under the guidance of teachers in Advisory using the Project Foundry online program. For students with identified special needs, the PLP will complement in a succinct, dynamic, student managed form the progress towards and attainment of both IEP and other goals in building the student's pathway.[98] The advantages of this system in setting goals, defining tasks and monitoring progress has been explained in sections 7 and 8.

Research indicates that the systematic use of a PLP increases the incidence of a successful transition for IEP students to post-secondary education and/or employment after high school, because the functions embedded into an PLP correlate with indicators for a successful post-secondary transition.[99]

In the event that teachers, parents/guardians or students deem it necessary to initiate a formal identification process of unidentified special needs, the process will be implemented with strict adherence to the special education laws, policies and practices of the State of Wisconsin.

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[98] "Improving Access and Creating Exceptional Opportunities for Students with Disabilities in Public Charter Schools", National Alliance for Public Charter Schools. National Center for Special Education in Charter School. Morando Rhim, Lauren and O'Neill, Paul. October 21, 2013

[99] "Understanding the Role of Individual Learning Plans in Transition Planning for Youth with Disabilities", National Collaborative on Workforce and Disability, Issue 26, March 2010

IEP Development

Students with IEPs will receive services under the guidance of a cross categorical State of Wisconsin licensed educator. This educator will be known as the Resource Teacher, who is responsible developing IEP goals, convening the IEP team to approve the IEP, and monitoring IEP goals being implemented. The team will include the Resource Teacher, Director and/or the Associate Director (LEA), at least one classroom Teacher, the student, and a parent or guardian (until the student reaches age 18). Additional IEP team members will be included as needed. Potential additional service providers might include but are not limited to Speech and Language, Psychology, Occupational Therapy and ADOA.

Delivery of Special Education and Related Services

The Resource Teacher's monitoring responsibilities will primarily involve working with students and teachers to modify and/or provide accommodations within the regular educational setting according to the needs of each student. These needs may be delineated in a student's IEP, or in a student's PLP (which will be developed, monitored and maintained by every student at Pathways High). The Resource Teacher will collaborate with team members and others on an ongoing basis in order to provide success in the least restrictive environment appropriate for the student.

For students who are identified by the IEP team as requiring services outside of or in addition to learning within the inclusive PBL classroom, the Resource Teacher will work with the Pathways High Director and Associate Director to implement additional services. These may be procured from the Resource Teacher, Pathways High partners or other community organizations. Scheduling of these services will be coordinated by the Resource Teacher.

Students who require additional services or learning opportunities in order to be successful will receive them, per Response to Intervention (RtI) guidelines, their IEP and/or PLP. A collaborative team will design services. The team will include the school director or associate director, the student, a classroom teacher, the Resource teacher, parent or guardian and others as deemed appropriate. Regularly scheduled monitoring conferences (at least quarterly) as well as informal interactions will occur to evaluate intervention success.

Options include but are not limited to:

- Time within or outside of the classroom with the Resource Teacher, primary instructor, peer collaborator (tutor) and/or educational intern may be deemed appropriate and necessary.
- Under the guidance of a teacher in collaboration with the Resource Teacher, students may be placed in a blended learning experience for a portion of their school day. The appropriate online learning experiences will be designed to meet the student's needs using a program such as Open Education, Khan Academy, and Edgenuity. Small group or one on one instruction will occur to reinforce and anecdotally evaluate online learning and tie the online studies back to relevance within school projects. Progress in the online environment will be monitored by the Resource Teacher and an additional member of the collaborative team.

- Therapy (Speech and Language, Occupational, other) or counseling (Psychologist, ADOA, other) will be procured through partnerships and community agencies on an as needed basis. Students with special medical needs that can benefit from the PBL learning paradigm will be served by outside services such as the Visiting Nurse Association or other medical services partnerships.
- Accessibility: The Pathways High High facility will be fully compliant with handicapped accessible requirements.
- Transportation, if noted in their IEP, will be paid for by their home district. This will include students who require wheelchairs.
- Adequate, private, secure space will be provided for all special education needs including but not limited to meeting space, tutoring/mentoring space, medical services and storage of materials. Secure space will be provided for the storage of all records including cumulative folders and testing and evaluation reports.
- A secure system for managing and maintaining records for development and maintenance of IEPs and related records will be purchased for Pathways High. The system will assist in the monitoring of services, collaboratively designed and implemented by special education and regular education services. Collaboration will be designed to meet student progress towards proficiency in Common Core State Standards, Next Generation science Standards and EMPOWER Traits.

Program Financing

Financing for the specialized services required to remain compliant with state and federal requirements will be provided through per pupil state funding, partnership agreements, grants and donor support, as needed.