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Dear Parents and Community Members:

We are pleased to present you with the Annual Education Report (AER) which provides key information on the 2019-2020 educational progress for Pathways to Success Academic Campus. The AER addresses the complex reporting information required by federal and state laws. The school's report contains information about student assessment, accountability, and teacher quality. If you have any questions about the AER, please contact Shaenu Micou, principal of Pathways to Success Academic Campus for assistance.

The AER is available for your review electronically by visiting [a2schools.org/aer](http://a2schools.org/aer), or you may review a copy in the main office at your child's school.

For the 2019-2020 school year, schools were identified using definitions and labels as required by the Every Student Succeeds Act (ESSA). A Targeted Support and Improvement (TSI) school is one that has at least one underperforming student group. An Additional Targeted Support (ATS) school is one that has a student group performing at the same level as the lowest 5% of all school in the state. A Comprehensive Support and Improvement (CSI) school is one whose performance is in the lowest 5% of all schools in the state or has a graduation rate at or below 67%. Some schools are not identified with any of these labels. In these cases, no label is given. Our school has not been given a label.

Pathways to Success is a public school in the Ann Arbor Public Schools designed to provide a unique and alternative experience to the traditional high school environment. The staff at Pathways creatively meets students and their families where they are, with all of their strengths and needs, by providing learning opportunities that are meant to surface and build upon students' unique purpose in school and beyond. This is achieved through instruction, programs and interventions that make learning accessible, challenging, useful in the real world, culturally relevant to students and their families, and centers healthy relationships and students' social-emotional development. Pathways also houses and partners with Adult Education, offering programs in GED preparation, High School Completion for adults, and adult ESL classes.

Programming at Pathways is enacted according to the philosophy of Restorative Justice (RJ). Through RJ, learning is powered through trusting, mutually respectful and empathic relationships between all members of the school community. When conflict arises in these relationships, the principles of RJ guide the affected

members of the community in addressing the harm and restoring the relationship. Through this process, all members of the Pathways community learn how to listen and empathize with one another, learn to understand, navigate and resolve conflicts, and increasingly recognize the ways in which their actions matter to their fellow community members. RJ is also used to build community proactively, through integration in classrooms and extra-curricular groups like Leaders of Today and Tomorrow.

Pathways also serves students through an ever-increasing number of community partnerships, including an early college program with Washtenaw Community College, ZingPath, a high quality paid internship program with Zingerman's Community of Businesses, Peer to Peer mental health education with the U of M Depression Center, therapeutic groups with the Regional Alliance for Healthy Schools (RAHS), tutoring through U of M's Wolverine Tutors, female peer-to-peer empowerment through Girls Group, home-building through The Ann Arbor Student Building Industry Program, Cosmetology education through the Washtenaw Intermediate School District, and much more.

State law requires that we also report the following additional information:

1. Students are assigned to the school based on neighborhood residency in the school's attendance area, through an in-district choice application process for available seats, or through a schools-of-choice process where seats are available.
2. Our school improvement plan reflects a thoughtfully considered set of goals and objectives to guide continuous improvement. Pathways to Success Academic Campus is in year 2 of our School Improvement Plan.
3. The Ann Arbor Public Schools is very proud to offer district students and families the option of attending the following specialized schools:
  - ★ Ann Arbor STEAM at Northside reflects excellence in project-based learning through the lens of science, technology, engineering, arts, and mathematics. Students engage in real-world problem solving and work together to enhance and grow in their knowledge and skills.
  - ★ Ann Arbor Open at Mack offers a unique, multi-grade learning experience honoring each student's interests and individuality. The high achieving K-8 school engages students and families as true members of this democratic school community.
  - ★ The International Baccalaureate (IB) Pre-K through 12<sup>th</sup> grade corridor at Mitchell Elementary School, Scarlett Middle School, and Huron High School reflects international standards of excellence taught from a global perspective and personalized through community service. Teaching and learning represents culturally responsive inquiry-based instruction that embraces the tenets of the IB Learner Profile and IB Programme Standards and Practices.

- ★ Pathways to Success Academic Campus is an alternative high school for students who prefer a smaller learning environment. Pathways offers extended evening hours integrating online learning with face-to-face instruction (outside of the pandemic). Community internships and dual enrollment at Washtenaw Community College offer accelerated career/college preparation.

4. Ann Arbor Public Schools offers a rich and expansive core curriculum reflecting the Michigan State Standards. The core curriculum is published and posted in the high school course selection guide and on the pre-K through 12<sup>th</sup> grade curriculum map available on our district web site.

5. State accountability and assessment data for Pathways to Success Academic Campus can be found at <https://bit.ly/3a7e5qT>.

6. Twenty percent (20%) or 20 parents/guardians were represented during recent parent-teacher conferences. Additional parent conferences were also held through Achievement Team Meetings, 504 meetings, and IEP meetings.

7. At Pathways to Success Academic Campus we want to share the following information as well:

**★ Pathways to Success Dual Enrollment “Wash-Path” Program**

o During the 2017-18 school year the Pathways to Success Academic Campus began year three of it’s dual enrollment program with Washtenaw Community College. In accordance with the Post Secondary Enrollment Options Act, Public Act 160 of 1996, all high school students can dual-enroll based on performance on college entrance assessments. The student must have taken ACT, MME, SAT, or Compass and have met required qualifying scores. The purpose of the Wash-Path dual enrollment program is to provide “at-risk” students with college access while in high school. Opportunities such as this improve high school retention and increase the likelihood of post secondary educational opportunities following graduation.

o In addition to completing the required pre-assessments, eligible students must participate in the WCC Summer Bridge Program, along with completing a Soft Skills class designed to teach college awareness and the necessary skills to be successful while in college. A student, who first enrolls in a course when the eligible student is in grade 11 or 12, is limited to six courses during either of those academic years and may not exceed the maximum of 10 course hours over two years. Since the inception of the program, 15 Pathways students have taken classes at WCC.

**★ Pathways to Success Internship Program with Zingerman’s (Zing-Path)**

o The Zing-Path Internship Program is designed to provide high school students with life and work skills that bridge curriculum with real world experiences. The goals of the program are to enhance student engagement in school, develop 21st Century Skills, and improve student achievement by placing students

in the classroom of the workforce. Career internships enable students to have opportunities to explore various careers, while developing the required skills to be productive citizens.

o Interested students must complete an application, be interviewed by managers from the Zingerman's family of businesses, participate in training courses after school, while maintaining over a 2.5 GPA. After completing the required training courses, students are placed on various job sites based upon their interests and work site availability (i.e. Road House, Deli, Bake House, Coffee Shop, Zing Net, etc.). All students that are in the program will receive a paid stipend provided by Zingerman's and elective credit towards graduation. At the conclusion of the program, students that meet all required aspects of the program are eligible for long-term employment with the company. To date, four students from the initial cohort have been offered long term employment opportunities.

The following are some of the key initiatives for Ann Arbor Public Schools:

- ★ Project Lead The Way (PLTW), a PK-12 science, technology, engineering, arts, and mathematics (STEAM) curriculum, is being utilized at all of our schools.
  - o PLTW LAUNCH is at all of our elementary schools and has been met with great enthusiasm. The students and teachers enjoy the STEAM activities and project-based learning. Students PK-5 will experience two different two to three-week long modules at each grade level in their home classroom, co-taught by their classroom teacher and a PLTW lead teacher.
  - o PLTW Gateway is at all of our middle schools and has successfully replaced Technology Education. The students and teachers enjoy the STEAM activities and project-based learning. All 6th Grade students experience Design and Modeling (DM) for one term. 7th. and 8th. grade students may choose from various elective courses which include: Computer Science for Innovators and Makers (CSIM), Automation and Robotics (AR), Medical Detectives (MD), and Energy and the Environment (EE).
  - o PLTW Engineering is at all of our high schools, varying depending on the school community, and has had great success. These project-based learning courses include Engineering Design (ED), Principles of Engineering (POE), Computer Integrated Manufacturing (CIM), Aerospace Engineering (AE), and Engineering Design and Development (EDD).
- ★ Integrated global studies and expanded K-12 world language opportunities.
- ★ The full International Baccalaureate continuum of programming from Pre-K (ages 3 and 4) through 12<sup>th</sup> grade including all four IB programs – Primary Years Programme, Middle Years Programme, Diploma Programme, and the first Career-related Programme in Michigan.
- ★ Enhanced interventions to support accelerated learning in mathematics
- ★ Early childhood education includes opportunities to attend Young 5's kindergarten.
- ★ Expanded magnet and Career Technical Education (CTE) programs, K-12.
- ★ Personalized Learning Plans (PLP's) for every elementary student in every elementary school building.

The Annual Education Report provides an important snapshot of our academic progress and overall academic status at Pathways to Success Academic Campus. We applaud the dedication and passion consistently demonstrated by our students, faculty, and staff. We pledge to continue to invest in curriculum enhancement, alignment to rigorous state standards, and to provide robust professional development on effective practices proven to eliminate achievement disparities and elevate school improvement.

In addition to being proud of our many accomplishments, Pathways to Success Academic Campus will continue to monitor the progress of each student and the achievement gaps that continue to persist between groups of students. We have numerous programs designed to facilitate student success:

- ★ Response Team and Intervention Protocol - Staff initiate the intervention protocol when students express needs that cannot be met and/or are disruptive in the classroom setting. Once the intervention protocol is initiated, a member of The Response Team moves the student to a safe place to guide the student through a restorative process.
- ★ Excellence Coaches - Every student at Pathways is assigned an Excellence Coach who serves as an additional layer of social-emotional and behavioral support for that student. Excellence Coaches check in with students regularly, and intervene more deeply when the students show a need for more support.
- ★ Mentor Groups - Every student at Pathways is assigned a staff mentor, and meets with other students assigned to that staff mentor every Tuesday. During the Mentor period, Mentors guide their mentees in developing healthy relationships amongst each other, addressing academic challenges, and is meant to create a smaller community within Pathways.
- ★ Panther Power Assembly - Every Friday, staff and students gather for a community assembly during which they celebrate each other, share their talents with each other, and hear from inspirational and informative guest speakers from the community.
- ★ English Lab - English Lab is a course co-taught by an English teacher and a literacy specialist in which students at various levels of English content mastery and literacy receive targeted English reading and writing instruction.
- ★ Access Lab - In Access Lab, students receiving special education services meet with teacher consultants to receive small group, targeted instruction.

We continue to pay close attention to providing effective and differentiated support to students with disabilities, to students who primarily speak a language other than English, and to students who cope with the impact of poverty while developing academic proficiency.

We remain highly committed to increasing achievement for all student while addressing the achievement gaps that are evident for some groups. We will embrace effective teaching characterized by rigorous and personalized learning that nurtures the whole child. We do all this while ensuring that students have a sense of well-being in a safe environment that welcomes all families and celebrates the diversity evident in our community.

Sincerely,

*Shaenu Micou*

Shaenu Micou

Pathways to Success Academic Campus