

“At Multiple Pathways Academy we believe all students can learn when provided with a rigorous, personalized, and dynamic education within a cohesive community that honors the social, emotional, and academic needs of all students. We are dedicated to supporting students as they examine and explore what it means to become one’s best self as we promote the success, graduation, and post-secondary readiness of our students.”

MULTIPLE PATHWAYS ACADEMY
COMPOSITE PORTRAIT AT ENTRY & GRADUATION

Portrait @ Entry	What will you need to build to close this gap?	Portrait @ Graduation
<p><i>What experiences has this student had (before coming to MP)?</i></p> <ul style="list-style-type: none"> ● 10% are LGBTQ ● All have experienced one or more of the following: <ul style="list-style-type: none"> ○ physical abuse ○ verbal abuse ○ sexual abuse ○ physical neglect ○ emotional neglect ○ a parent who’s an alcoholic or addict ○ a mother who’s a victim of domestic violence ○ a family member in jail ○ a family member diagnosed with a mental illness ○ the disappearance of a parent through divorce, death or abandonment ● 90% live in poverty - insecure food and housing ● 8% on spectrum with special 	<ul style="list-style-type: none"> ● A community that provides connectedness and belonging ● Access to counseling services (trauma based) ● Supportive teachers who know how to help ● Success in class and ways to track progress ● Assistance with focus, organization and engagement ● Exposure to career options ● Creative opportunities for standards recovery ● Training in healthy decision making ● Access to driver’s ed and an adult to assist with driving hours ● Opportunities to take academic and personal social risks with support ● Exposure to healthy leisure activities ● Access to reading intervention - Sound Training ● Access to training on mindfulness, meditation, guided imagery, breathing ● Numerous opportunities 	<p><i>What new experiences has this student had (during his/her time at MP)?</i></p> <ul style="list-style-type: none"> ● Academic success - relevant classroom experiences that are engaging and supportive ● Being on track with core academics ● Having a team of teachers that supports his academic and personal goals ● Numerous creative and flexible standards recover opportunities ● Opportunities to develop positive relationships with peers in program ● Understanding personal strengths and weaknesses and plan for growth ● Ability to focus, organize and execute life choices ● A driver’s license ● Knowledge and understanding of career opportunities that align with their strengths ● Regularly making healthy life choices ● Managing stress and anxiety in healthy ways ● Experiences with community service

<p>passions/interests</p> <ul style="list-style-type: none"> ● 24% have a 504 plan ● 8% have an IEP ● Mental health issues (depression, anxiety, bipolar) ● Feels disconnected from school ● Conflict at home with parents ● Academic failure, credit deficient ● Struggles with attention, organization and task initiation ● Often feels overwhelmed with school, hates it, can't wait to get out ● Feels parents are not supportive ● Uses drugs or alcohol regularly, often to self medicate ● Gives up easily ● Would rather fail academically not trying rather than trying and "looking stupid" ● Low self esteem ● Insecure ● Suicidal ideation ● Not reading at grade level ● No clear goals for life after high school ● Many lack access to driver's ed and a supportive adult to assist with driving hours 	<p>for student voice and choice</p> <ul style="list-style-type: none"> ● Numerous opportunities for experiential learning 	<ul style="list-style-type: none"> ● Experiences in nature ● Reading at grade level
<p>What assets does this student bring with her/him to MP?</p> <ul style="list-style-type: none"> ● Artistic ● Kind 	<ul style="list-style-type: none"> ● Opportunities for 	<p>What new assets does this student leave MP with?</p> <ul style="list-style-type: none"> ● Confidence in abilities

<ul style="list-style-type: none"> ● Bright ● Sensitive ● Some enjoy helping others when they have problems ● Many are gifted in the arts ● Many are on the spectrum (often unidentified/undiagnosed) and have specific interests/passions ● Some have specific vocational skills and interests 	<ul style="list-style-type: none"> mentoring through school programming ● Opportunities for leadership through school programming ● Opportunities that foster debate and critical thinking skills ● Opportunities for social/emotional growth, including conflict resolution ● Opportunities for music/art lessons, access to recording studio 	<ul style="list-style-type: none"> to connect with others ● Confidence in ability to problem solve, express ideas and feeling, de-escalating conflict and advocate for self ● Ability to navigate interpersonal conflict in a healthy way ● Friends and adult supporters that will be with him through the next phase of his life ● Resilience ● Empowered ● Confidence
<p>What priorities does this student bring with her/him to MP?</p> <ul style="list-style-type: none"> ● Partying ● Friends - even when they aren't making the best choices ● Siblings ● NOT school ● To escape the despair ● To get back on track ● To become independent 	<ul style="list-style-type: none"> ● Health curriculum focusing on healthy choices and decision making ● Opportunities for social/emotional growth, including conflict resolution ● Achievable goal setting and planning ● Life 101 skills - budgets, rent, car payments, etc. 	<p>What new priorities does this student leave MP with?</p> <ul style="list-style-type: none"> ● A healthy lifestyle - physically & emotionally ● Goals for the future ● Healthy relationships with supportive friends ● Desire to be a lifelong learner ● Ability to live independently and make ends meet
<p>What expectations does he/she have of school/institutions when he/she arrives?</p> <ul style="list-style-type: none"> ● Just wants to get it over with as soon as possible ● Feels teachers cared and tried to make time for them but couldn't help ● Feels like a failure as a student ● Bored in school 	<ul style="list-style-type: none"> ● Engaging curriculum ● Extended learning opportunities outside of the classroom ● Supportive teachers who aren't burdened by him ● Assistance navigating school rules 	<p>What new expectations does this student have of school/institutions, when s/he leaves MP?</p> <ul style="list-style-type: none"> ● My teachers care about me and support me all of the time ● Learning can be fun and doesn't always happen in a classroom ● School rules exist to keep students safe but if

<ul style="list-style-type: none"> ● Feels trapped in school ● Finds school rules confusing/unfair ● No homework ● To like learning more 		<p>I don't understand why something happens, I will ask for an explanation so I can understand</p> <ul style="list-style-type: none"> ● It's hard and I can do it ● I am a good student ● I like school
<p>What are this student's goals, ambitions, and dreams, when s/he arrives?</p> <ul style="list-style-type: none"> ● Graduate ● No real future goals ● More stability in life ● Get away from parents ● Get a job ● To escape despair ● To be rich ● To get school over with ASAP ● To regain and/or attain normalcy ● To have less stress in school ● To be successful in school ● To like school, have friends, and feel like they finally fit in ● To get driver's license 	<ul style="list-style-type: none"> ● Goal setting and planning ● Access to employment related education, such as writing a resume, filling out applications, and mock job interviews ● Opportunities for post secondary planning to envision college, military or other training programs ● Access to employment related education, such as writing a resume, filling out applications, and mock job interviews ● Life 101 skills - budgets, rent, car payments, etc. ● Opportunities to identify personal strengths and assets, link those to careers ● Skills for engaging in positive relationships ● Access to driver's ed and an adult to assist with driving hours 	<p>What are this student's goals, ambitions, and dreams, when s/he leaves MP?</p> <ul style="list-style-type: none"> ● Ability to link short term goals/actions to long-term plan ● A job/career that aligns with his skills, interests and strengths ● Possibilities of college, training to increase skills ● Ability to live independently and make ends meet ● Has driver's license ● Happiness and well being