

Pathways to Success

Students of Odyssey Charter School will be on one of three Pathways to Success. Students may move from one pathway to another dependent upon the amount of support the student and/or family needs in order to make adequate academic progress. Please read the description of each pathway and sign below to indicate that you are aware of Odyssey Elementary School's Pathways to Success format.

Independent Pathway

Students and Parents/Guardians on the Independent Pathway exhibit the following characteristics:

- 1) The student is working on academic material that is on or above the student's grade level and the student scores at or above grade level on the benchmark assessments and progress monitoring tools.
- 2) The student is on course to make adequate yearly growth.
- 3) The student consistently completes the assigned curriculum each week in a satisfactory manner.
- 4) The student demonstrates excellent attendance by meeting with the teacher once each week, usually in a small group format.
- 5) The student and parents/guardians communicate regularly with the teacher at least once each week in person, by phone, or by email.
- 6) The student will have the option to participate in additional enhancement and intervention activities.

Guided Pathway

The Guided Pathway is intended to be a temporary placement designed to provide support and training to students and parents in the workings and resources of the Odyssey program. New students to Odyssey will be initially placed on the Guided Pathway. Students and their parents/guardians that might benefit from an additional layer of support will also follow the Guided Pathway. Placement on the Guided Pathway will be by recommendation of the teacher if one or more of the conditions of the Independent Pathway are not being met. Students and parents/guardians on the Guided Pathway are expected to:

- 1) Make progress towards or meet the conditions of the Independent Pathway.
- 2) Meet with the teacher or another staff member, one-on-one or in a group setting, in addition to the weekly small group meeting.
- 3) Participate in additional enhancement and intervention activities.

Intervention Pathway

The Intervention Pathway is designed to provide intensive, customized and sustaining support to students and their parents/guardians. Placement on the Intervention Pathway will be by

recommendation of the teacher if one or more of the conditions of the Independent Pathway are not being met and the student and/or family requires more targeted and substantial support than the Guided Pathway provides. Students and parents/guardians on the Intervention Pathway are expected to:

- 1) Make progress towards short-term and long-term individualized learning goals.
- 2) Participate in regular benchmarking assessments and utilize progress monitoring tools to identify learning gaps and to measure academic progress.
- 3) Complete the assigned curriculum each week in a satisfactory manner.
- 4) Demonstrate excellent attendance by meeting with the teacher once each week, usually in a small group format.
- 5) Meet with the teacher or another staff member, one-on-one or in a group setting in addition to the weekly small group meeting.
- 6) Meet with the other school personnel, such as Parent Advocate, Learning Strategist, Counselor, Social Worker, Nurse, Psychologist and/or Principal, if requested.
- 7) Communicate regularly with the teacher and the Parent Advocate at least once each week in person, by phone, or by email.
- 8) Participate in additional enhancement and intervention activities.

Special Education students meet with their Special Education Teacher each week in addition to meeting with their General Education Teacher. Special Education students' academic goals and adequate academic progress is determined by the goals set forth in the student's Individualized Education Plan (IEP). Special Education students may receive additional services as indicated by their IEP.

Student's Name (Printed)

Student ID #

Signature of Parent/Guardian

Date