

Positive Pathways Transition Center

6125 N ORANGE BLOSSOM TRL, Orlando, FL 32810

<https://positivepathways.ocps.net/>

School Demographics

School Type and Grades Served (per MSID File)	2016-17 Title I School	2016-17 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)
Combination School KG-12	Yes	91%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
Alternative Education	No	88%

School Grades History

Year	2013-14
Grade	

School Board Approval

This plan is pending approval by the Orange County School Board.

SIP Authority and Template

Section 1001.42(18), Florida Statutes, requires district school boards to annually approve and require implementation of a school improvement plan (SIP) for each school in the district that has a school grade of D or F.

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F (see page 4). For schools receiving a grade of A, B, or C, the district may opt to require a SIP using a template of its choosing.

This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at <https://www.floridacims.org>.

Table of Contents

Purpose and Outline of the SIP	4
Differentiated Accountability	5
Current School Status	6
Supportive Environment	6
Family and Community Engagement	8
Effective Leadership	9
Public and Collaborative Teaching	12
Ambitious Instruction and Learning	12
8-Step Planning and Problem Solving Implementation	19
Goals Summary	19
Goals Detail	19
Action Plan for Improvement	22
Appendix 1: Implementation Timeline	28
Appendix 2: Professional Development and Technical Assistance Outlines	29
Professional Development Opportunities	29
Technical Assistance Items	30
Appendix 3: Budget to Support Goals	30

Purpose and Outline of the SIP

The SIP is intended to be the primary artifact used by every school with stakeholders to review data, set goals, create an action plan and monitor progress. A corollary at the district level is the District Improvement and Assistance Plan (DIAP), designed to help district leadership make the necessary connections between school and district goals in order to align resources. The Florida Department of Education encourages schools to use the SIP as a “living document” by continually updating, refining and using the plan to guide their work throughout the year. This printed version represents the SIP as of the “Date Modified” listed in the footer.

Part I: Current School Status

Part I organizes the current status of the school around five domains inspired by the 5Essentials framework: Supportive Environment, Family and Community Involvement, Effective Leadership, Public and Collaborative Teaching, and Ambitious Instruction and Learning. Questions regarding the school’s Multi-Tiered System of Supports have been embedded throughout this part to demonstrate how data is used by stakeholders to understand the needs of all students and allocate appropriate resources in proportion to those needs.

Part II: Needs Assessment

Part II requires the school to review performance and early warning systems data in order to develop strategic goals and associated data targets (i.e., “SMART goals”) for the coming school year in context of the school’s greatest strengths and needs. An online tool was developed, which includes data visualizations and processing questions to support problem identification, problem analysis and strategic goal formulation.

Part III: 8-Step Planning and Problem Solving for Implementation

Part III enables the school to develop implementation plans for its highest-priority goals. With the overview of the current state of the school in mind and the strategic goals identified through the needs assessment, the planning team engages in a facilitated planning and problem-solving process, through which they

- Define strategic goals and establish targets to be reached by successfully achieving the goals (Step 1)
- Identify barriers that could hinder achieving those goals and resources that could be used to eliminate or reduce barriers (Step 2)
- Select high-priority barriers they want to address initially (Step 3)
- Design implementation and monitoring plans for strategies to resolve selected barriers (Steps 4-7)
- Determine how they will monitor progress toward each goal (Step 8)

Appendices

The following appendices, automatically-generated from content entered in Part III, are included in this document:

- Appendix 1 is a timeline of all action steps and monitoring activities
- Appendix 2 is an outline of all professional development opportunities and technical assistance items
- Appendix 3 is a report of the budget needed to implement the strategies

Differentiated Accountability

Florida's Differentiated Accountability (DA) system, established in [section 1008.33, Florida Statutes](#), is a statewide network of strategic support, differentiated by need according to performance data, provided to districts and schools in order to improve leadership capacity, teacher efficacy, and student outcomes. Through a data-driven planning and problem-solving process, DA field teams collaborate with district leadership to design, implement, and refine strategic goals and action plans that are documented in the SIP.

DA Regions

Florida's DA network is divided into four geographical regions, each served by a field team led by a regional executive director (RED).

DA Categories

At the start of each academic year, traditional schools are classified for DA support in two categories based on the most recent school grades data available. Descriptions of each DA category along with the state support and interventions provided are set forth by [Rule 6A-1.099811, Florida Administrative Code](#):

- **Not in DA** - A school with a current school grade of A, B, or C; charter schools; and ungraded schools.
- **Targeted Support and Improvement** - A school with a current school grade of an initial D.
- **Comprehensive Support and Improvement** - A school with a current school grade of F or two consecutive grades of D, or a high school with a graduation rate of 67 percent or less in the most recent data release.

DA Turnaround Status

Additionally, Comprehensive Support and Improvement schools have a turnaround status of "Implementing," based on a school's grades history, including the current school grade:

- Implementing - A school with a status of "Implementing" requires the district to submit a turnaround plan to the State Board of Education for approval and implementation. A school remains in "Implementing" status until its school grade improves to a C or higher.

2017-18 DA Category and Statuses for Positive Pathways Transition Center

DA Region and RED	DA Category and Turnaround Status
Southeast - LaShawn Russ-Porterfield	Not In DA - N/A

I. Part I: Current School Status

A. Supportive Environment

1. School Mission and Vision

a. Provide the school's mission statement.

To lead our students success with the support and involvement of families and the community

b. Provide the school's vision statement.

To be the top producer of successful students in the nation

2. School Environment

a. Describe the process by which the school learns about students' cultures and builds relationships between teachers and students.

Students enter Positive Pathways Transition Center by completing a four-day orientation program. During orientation, students are able to meet the administrative staff members, learn school rules, policies, and procedures at Positive Pathways. Academic and behavioral expectations are also established during this four-day program. Students develop specific, measurable, achievable, realistic, and trackable goals in the Student Development Orientation Training (SDOT) class. These goals become a working document, in which teachers receive on Friday when students successfully complete SDOT and enter the classrooms for the first time. The goals are tracked and monitored for success weekly throughout the school year through PLCs and administrative meetings. Each teacher is required to have a system in place to welcome new students each Friday as documented in their lesson plans. Teachers begin to build a positive relationship with students by discussing their goals and using activities to learn about their culture and background.

Positive Pathways Transition Center utilizes a Professional Learning Community (PLC) structure organized by teachers' content area. Teachers discuss students' cultures and brainstorm ideas to build standards-based lessons around student interests. PLCs meet weekly and are monitored for implementation by the administration. The Marzano Framework for Design Question 8 and 9 are utilized as a centerpiece to support the instruction. Administration provides professional development as needed based on school climate indicators. Our Positive Connections will assist new students to assimilate to ensure a healthy transition into Positive Pathways.

b. Describe how the school creates an environment where students feel safe and respected before, during and after school.

Positive Pathways Transition Center has a strictly enforced "professional" dress code to prepare students for the workplace and promote a positive educational environment. Additionally, students may never have been taught that their daily appearance can hinder future opportunities and it is implemented as a means of fostering respect, unity, and productivity.

The dress code assists in creating a general atmosphere of professionalism to encourage safety and respect. The Transition Center is a safe environment that focuses on developing positive self image including self esteem.

c. Describe the schoolwide behavioral system in place that aids in minimizing distractions to keep students engaged during instructional time. This may include, but is not limited to, established protocols for disciplinary incidents, clear behavioral expectations, and training for school personnel to ensure the system is fairly and consistently enforced.

PPTC team members provide a wide range of quality services and expertise designed to assist in student interventions using the MTSS model. The Transition Center's leadership team is charged with providing a common vision for the utilization of data-based decision-making. As a result, they facilitate data-based decision-making instructional team planning activities. This team ensures the implementation of intervention support and documentation coupled with opportunities for professional development to support student achievement. The leadership team identifies systematic patterns of student need while working with district personnel to identify appropriate, evidence-based intervention strategies to incorporate in the school wide behavior plan.

The team works to maintain a common vision for the use of data-based decision-making, implementing and assessing MTSS. The PPTC MTSS team has developed processes to monitor and address students in need of interventions based on attendance, behavior, and academic performance determined by progress monitoring and standardized test results. CHAMPS school-wide behavior system has been implemented with regular fidelity checks.

d. Describe how the school ensures the social-emotional needs of all students are being met, which may include providing counseling, mentoring and other pupil services.

Addressing the needs of all students at Positive Pathways Transition Center is a top priority. Therefore, we have an established and approved OCPS collaborative agreement with school-based and non-profit agencies (e.g., Teen Express, SEDNET Providers, Community Outreach Organizations) for mental health counseling and other related services. This includes an on-site OCPS mental health counselor available on a daily basis.

These agencies provide individual and family assistance in the school as well as the home setting for qualified students and their families. PPTC has a mental health counselor, behavior specialist, multiple behavior techs, and guidance counselors who make it a priority to interact with students daily to create a safe harbor that ensures a positive optimum learning experience. With the implementation of IMPACT, a peer counseling class, identified students meet weekly as a group to receive counseling on how to recognize negative behaviors and use self-awareness strategies. In addition, alternative classes are offered through Apex, Orange County Virtual School (OCVS), Edgenuity, and FLVS in a facilitated computer lab for the amelioration of credit deficiencies giving students the best opportunity for a successful progression.

3. Early Warning Systems

The school's response to this section may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(7)(A)(i) and (b)(7)(A)(iii)(III).

a. Describe the school's early warning system and provide a list of the early warning indicators used in the system.

Based on early warning system criteria and the criteria used to assign students to Positive Pathways, every student enrolled will have triggered the early warning system. It is then our responsibility to provide both instructional and behavioral support to create a clear pathway to sustained student success. This matrix of support is available for all students and is individualized to support the specialized needs of every student.

Our population changes frequently and therefore each of our students is consistently a part of the four indicators (i.e. attendance below 90 percent, one or more suspensions, course failure in ELA or Math, or Level 1 on statewide assessments).

b. Provide the following data related to the school's early warning system

1. The number of students by grade level that exhibit each early warning indicator:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Attendance below 90 percent	0	0	0	1	2	2	26	49	77	69	68	44	12	350
One or more suspensions	0	0	0	1	2	1	20	38	59	58	47	30	7	263
Course failure in ELA or Math	0	0	0	0	1	2	21	42	70	72	60	40	10	318
Level 1 on statewide assessment	0	0	0	1	1	2	13	31	47	20	10	0	0	125

The number of students identified by the system as exhibiting two or more early warning indicators:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students exhibiting two or more indicators	0	0	0	1	2	3	25	47	77	71	64	44	12	346

c. Describe all intervention strategies employed by the school to improve the academic performance of students identified by the early warning system.

1. Assess the baseline needs of all students and develop a site-specific and school-wide intervention plan on targeted prerequisite skills.
2. Use the CIM process to target and adjust math and reading interventions for students who need prerequisite skills.
3. Improve achievement through consistent application of CIM process and progress monitoring for all students.
4. Provide wrap-around services through school-based staff and outside agencies in an effort to decrease the number of suspensions.
5. Monitor student attendance rate and provide appropriate interventions.
6. Remediation occurs through the supplementation of Khan Academy, iReady, Reading Plus, Rosetta Stone, Imagine, and specific remedial course offerings.

B. Family and Community Engagement

The school's response to this section may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(2) and (b)(7)(A)(iii)(I).

1. Describe how the school works at building positive relationships with families to increase involvement, including efforts to communicate the school's mission and vision, and keep parents informed of their child's progress.

a. Will the school use its Title I Parent and Family Engagement Policy (PFEP) to satisfy this question?

Yes

1. PFEP Link

The school completes a Parental Involvement Plan (PFEP), which is accessible through the Continuous Improvement Management System (CIMS) at <https://www.floridacims.org/documents/418170>.

2. Description

A PIP has been uploaded for this school or district - see the link above.

2. Describe the process by which the school builds and sustains partnerships with the local community for the purpose of securing and utilizing resources to support the school and student achievement.

Positive Pathways is currently working to foster partnerships with local community partners to support student achievement. A Partner in Education coordinator will be identified to assist in developing these relationships. We are working to continue sustained partnerships with our parents. This has been a challenge due to our transient population. The Positive Pathways Parent Student Orientation provides parents with techniques and guidance for supporting their child's education.

C. Effective Leadership

1. School Leadership Team

a. Membership

Identify the name, email address and position title for each member of the school leadership team.:

Name	Title
Pons, Francis	Principal
Carter, Jeremiah	Dean
Wilson, Michell	Dean
Ryan, Dominique	Dean
Medina, Norma	Instructional Coach
Hardy, Jo Ann	Dean
Williams, Charlie	Instructional Coach
Toffoli, Daniel	Assistant Principal

b. Duties

1. Describe the roles and responsibilities of the members, including how they serve as instructional leaders and practice shared decision making.

The Leadership Team (comprised of all administrators and instructional coaches) support teachers within their classrooms and content areas. Leadership members consistently conduct classroom observations and provide appropriate feedback. Members are consistently analyzing data, reviewing lesson plans, having coaching conversations with teachers, students/parents, and departments. Additionally, the leadership team meets weekly to problem solve and collaborate on methods of improving classroom instruction through the use of the decision-making model driven by the essential strategies necessary to reach our goals (CIM).

2. Describe the process through which school leadership identifies and aligns all available resources (e.g., personnel, instructional, curricular) in order to meet the needs of all students and maximize desired student outcomes. Include the methodology for coordinating and supplementing federal, state and local funds, services and programs. Provide the person(s) responsible, frequency of meetings, how an inventory of resources is maintained and any problem-solving activities used to determine how to apply resources for the highest impact.

Support will occur through MTSS meetings focused on academics and behavior. Student achievement data and instructional trends are gathered using a variety of systems including, but not limited to, weekly classroom observations. Classrooms are visited by leadership team members weekly to monitor trends of instruction and academic achievement. Professional Learning Community

(PLC) meetings and common planning time are provided twice each week where instructional coaches, administrators, and teachers collaborate to develop appropriate lesson plans, instructional strategies, interventions, and monitoring tools. Strategies that are proven to be effective will continue to be used while those not gaining desired results will be refined or replaced. Positive Pathways attempts to smooth transitions through SDOT class for entering students and parent/student exit meetings for students leaving the program.

2. School Advisory Council (SAC)

a. Membership

Identify the name and stakeholder group for each member of the SAC.:

Name	Stakeholder Group
Francis Pons	Principal
Carolyn Baptiste	Teacher
Sonia Persaud	Teacher
Otis Berry	Business/Community
Ruquel Winters	Business/Community
Shawntae Bennett	Education Support Employee
Gilberto Tolentino	Business/Community
Judith Flores-Ayala	Parent
Bryan Olson	Business/Community

b. Duties

1. Provide a description of the SAC's involvement with the following activities, as required by section 1001.452(2), Florida Statutes

The school's response to this question may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(2).

a. Evaluation of last year's school improvement plan

The SAC committee met to analyze last year's school improvement plan in order to review current goals and develop the new goals for the 2017-2018 school year. At this meeting, current school data was shared and suggestions for ways to improve were collected by the administration.

b. Development of this school improvement plan

The 2017-2018 SIP was developed with input from our SAC, teachers, administrators, and staff. A draft of the plan will be shared at our SAC meeting in November. Input will be gathered and the plan will be refined.

c. Preparation of the school's annual budget and plan

The SAC involvement includes

- Providing Title I information to students and parents
- Gathering recommendations to help with school improvement
- Sharing progress of SIP goals and strategies
- Providing input in the development of school budget and resource allocation

2. Describe the use of school improvement funds allocated last year, including the amount budgeted for each project.

Last spring, \$4,800 was the allocated school improvement funds for the 2017-2018 school year. These funds are used to pay for additional teacher certification tests. This increases course offerings for the 2017-2018 school year and benefits our students. As part of our CHAMPS implementation, we are going to utilize school improvement funds for student incentives.

3. Verify that the school is in compliance with section 1001.452, Florida Statutes, regarding the establishment requirements and duties of the SAC.

No

a. If the school is not in compliance, describe the measures being implemented to meet SAC requirements.

SAC membership will be finalized in October 2017. Parents and student representatives will be identified and recruited. The SAC will review SIP in November 2017 and make adjustments. Parents will be notified of meetings at orientation, through email, Connect Orange, and newsletters. Parents are encouraged to continue their participation in the SAC of their child's home school when they have completed their interim placement at Positive Pathways Transition Center.

3. Literacy Leadership Team (LLT)

a. Membership

Identify the name and position title for each member of the school-based LLT or similar group, if applicable.:

Name	Title
Pons, Francis	Principal
Wilson, Michell	Dean
Carter, Jeremiah	Dean
Ryan, Dominique	Dean
Medina, Norma	Instructional Coach
Hardy, Jo Ann	Dean
Williams, Charlie	Instructional Coach
Toffoli, Daniel	Assistant Principal
Branz, David	Teacher, K-12

b. Duties

1. Describe how the LLT or similar group promotes literacy within the school, if applicable.

The Literacy Leadership Team convenes bi-monthly to plan, monitor/adjust, evaluate, and address school-based issues and activities. The LLT will meet to discuss the needs of students regarding literacy. The literacy team collaborates in planning our school-based curriculum calendar to ensure that literacy is embedded within all content areas. The LLT guides, models, and evaluates the implementation of core reading programs, assists in the design and implementation of progress monitoring and data collection.

Guidance counselors and behavior team members provide academic input on student reading growth along with behavioral documentation and scheduling needs/concerns. The CRT and Academic Dean spend a minimum of 25% of their time in classrooms supporting SIP goals by providing professional development, through instructional coaching on standards-based instruction, assessment, and interventions. This team helps to disaggregate student data, provide assistance with interpretation of

data and assist teachers with implementation of differentiated instruction. They also maintain a reflective log which documents the implementation of SIP goals by instructional staff. They meet biweekly to analyze data and make staff development decisions through the CIM process.

The principal oversees the implementation of the district's vision and mission. This is reinforced through DPLC's. He ensures that effective classroom strategies and interventions are implemented, documented, and continuously monitored to address the diverse needs of all students. The principal guides and supports the leadership team to applying research-based methods for faculty to impact student achievement through professional development.

D. Public and Collaborative Teaching

The school's responses to this section may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(7)(A)(iii)(IV).

1. Describe the school's strategies to encourage positive working relationships between teachers, including collaborative planning and instruction.

During common grade level planning times, teachers collaborate on data, student achievement, and curriculum to plan lessons that are aligned with data results. PPTC encourages positive working relationships between teachers through the implementation of Professional Learning Communities (PLCs) and District Professional Learning Communities (DPLC's) which will improve the effectiveness of curriculum implementation through formative assessments. Additionally, through PLCs, data team meetings, and MTSS meetings, all staff members are encouraged to establish group norms prior to meetings. Through the use of this structure, all teachers receive assistance with interpretation of data and application of FCIM process and provide peer coaching opportunities. This also enables the teachers to build a toolbox of strategies, formative assessments, and collaborative instructional techniques.

2. Describe the school's strategies to recruit, develop and retain highly qualified, certified-in-field, effective teachers to the school.

Professional learning on site and resources provided to assist teachers in acquiring multiple certifications that are needed to be highly qualified at Positive Pathways Transition Center (PPTC). Resource team offers extensive professional development that supports teacher certification renewal requirements. Through the Mentor-Mentee program, new teachers to Positive Pathways Transition Center are provided support to better understand school specific processes and curriculum requirements. School decision-making process is open to active input from teachers.

3. Describe the school's teacher mentoring program, including the rationale for pairings and planned mentoring activities.

The following activities will be implemented for teachers that require mentoring, observations and feedback: bi-weekly mentoring meetings, coaching and modeling lessons with the use of thinking maps, technology, data chats, differentiated instruction, oversight of certification coursework and exam preparation. Mentees are paired with an experienced classroom teacher, staff developer, and/or instructional coach.

E. Ambitious Instruction and Learning

1. Instructional Programs and Strategies

a. Instructional Programs

1. Describe how the school ensures its core instructional programs and materials are aligned to Florida's standards.

The district has a rigorous adoption process that analyzes the correlation between the core curriculum materials and the Florida Standards. Resources are provided by the district and all schools are expected to utilize them during daily instruction. Core instructional resources are provided on the Instructional Management System (IMS) and aligned to the Florida Standards. All schools are expected to utilize the standards-based resources daily during instruction.

Positive Pathways teachers are encouraged to utilize the curriculum resource materials provided by the district to support standards based instruction. PLC's are utilized to stress integrity of delivery of the Florida standards. Monitoring and actionable feedback is provided through classroom walkthroughs.

b. Instructional Strategies

1. Describe how the school uses data to provide and differentiate instruction to meet the diverse needs of students. Provide examples of how instruction is modified or supplemented to assist students having difficulty attaining the proficient or advanced level on state assessments.

Core specific data is collected and reviewed weekly in PLC meetings. The Transition Center Leadership Team provides professional development in the area of data analysis and its use in differentiating instruction through PLCs. These PLCs meet weekly to discuss data and formative assessment results that are relevant to each teacher's specific subject of instruction. Differentiated instruction training is ongoing and will continue to be provided to teachers through instructional coaches and mentor teachers. In addition, District PLC's will include a site based team to develop high complexity literacy strategies to be implemented, monitored, and tracked to determine student proficiency and gains. A safe and professional learning environment is established through the listed support systems as well as the supervision duty schedule for all instructional coaches and administration team.

2. Provide the following information for each strategy the school uses to increase the amount and quality of learning time and help enrich and accelerate the curriculum:

Strategy: Extended School Day

Minutes added to school year:

Strategy Rationale

Strategy Purpose(s)

- Core Academic Instruction
- Enrichment

Person(s) responsible for monitoring implementation of the strategy

Data that is or will be collected and how it is analyzed to determine effectiveness of the strategy

2. Student Transition and Readiness

a. PreK-12 Transition

The school's response to this question may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(7)(A)(iii)(V).

1. Describe the strategies the school employs to support incoming and outgoing cohorts of students in transition from one school level to another.

Upon enrollment to Positive Pathways Transition Center, all students must complete the required Student Development Orientation Training Class (SDOT). This class is four days from Monday through Thursday. Upon successful completion of SDOT, students will start their academic classes on Friday. Students are expected to complete placement tests, review school-wide and district-wide rules, character and behavioral expectations then transition into classes following the development of SMART goals. The schedule for SDOT is as follows:

Monday

- Students will take and complete their iReady test
- Positive Pathways classroom rules
- Positive Pathways hallway procedures
- Cafeteria rules and expectations
- Importance of our emergency drills
- Positive Pathways dress code
- The importance of 100% attendance in SDOT (If you miss a day, you must repeat, if you start on a day that is not Monday, you must repeat)
- Begin to read the OCPS Student Code of Conduct pgs.1-13
- Go over the importance of not participating in sexual harassment and how to identify it, followed up with an exam
- In-class anti-harassment video
- Students will work on several handouts
- Students will write a 100-word essay on an important teacher that made a positive impact on the student

Tuesday

- Review of material learned on Monday
- Administrative team is introduced to students
- Students will take a survey to discover their learning styles
- Students will read paragraphs to find out which intelligence style(s) they have and possible career choices aligned to their results
- Students will read the OCPS Student Code of Conduct pgs.13-22
- Students will watch two (2) anti-bullying videos
- Students will write a 100 words essay on the importance of not being or participating in bullying, and what to do if they see it happening
- Extra credit assignments are passed out at the end of the day to be used on the final exam on Thursday

Wednesday-Short Day

- Review of material learned Monday and Tuesday
- Students will take a placement test to determine their current progress within the SDOT curriculum
- Students will read the OCPS Student Code of Conduct pages 28-36 (If the student is in elementary school, the school will go over the section specially written for them while middle and high school students work on an alternative assignment.)
- Sign the OCPS Student Code of Conduct acknowledgement form and turn into the teacher upon completion of reading
- Homework passed out before dismissal

Thursday

- Review of material learned Monday-Wednesday
- Students will take the vocabulary assessment aligned to SDOT curriculum standards
- Students will work on their goals and expectations while at Positive Pathways

- Students will take the SDOT Final Exam
- Student interest survey is administered
- A tour is given of the school and of the students' homeroom class
- Several handouts are given throughout the day
- Students will work on their motto or phrase they want to live up to
- Class schedules are given to the student
- Students are told what to expect for Friday and the procedures to be followed

When students successfully graduate from our SDOT program, they will receive a schedule and begin their classes on Friday. Students created S.M.A.R.T. goals during the indoctrination program, which becomes the foundation for tracking and monitoring student success. Teachers will field conversations on Friday and monitor student growth while in their class.

PPTC, a Tier 2 school, offers an array of services to support our incoming students under the current MTSS model. Listed below are examples of the services provided to our students:

- Parent/Student Orientation

Parents and students will attend an extensive orientation program prior to enrollment. The presentation led by our Disciplinary Dean will cover school-wide expectations, rules, procedures, code of conduct, and much more. Parents and students will sign a behavior contract and complete enrollment forms at the completion of orientation.

- Student Development Orientation Training (SDOT)

Upon entering PPTC, students will attend a four-day orientation program with our SDOT instructor. Students will be assessed for proficiency of school-wide rules, policies, procedures, expectations, and goals before exiting SDOT.

- Goals and Expectations Tracking

Students create SMART goals as a key piece of the SDOT program. These goals are tracked and monitored by teachers and administration throughout each student's contracted date.

- Impact Lab

Intervention curriculum is designed to help students in the area of character development, decision-making, motivation, and personal development.

- Behavior Specialist

Behavior Specialist collects teacher "ABC" forms to track student behavior data. Data is utilized to set up meetings based on student needs.

- Parent Contact

Teachers are required to make at least 10 positive parent contacts per week. Teachers are also expected to communicate student concerns with parents. Administration collects and reviews weekly phone logs.

- Guidance Consultation

Guidance counselors review students' academic progress weekly and collaborate with teachers. Students whose course grades reflect D's or F's are met with during their OCVS elective courses. Small group interventions are provided.

- SEDNET

SEDNET counseling is a very successful program organized by our behavior specialist. Outside agencies provide counseling to help students and parents on needs based request or

recommendation.

- Weekly Guest Speakers

On Fridays, guest speakers from Central Florida Urban League and other organizations in the community will provide a motivational speaker for our students.

- Probation Officers

PPTC built relationships with each student's Probation Officers. Probation Officers schedule bi-weekly visits to meet with their client and review academic and behavioral performance.

- Mentoring Program

Students are paired with a staff member as a school mentor. Mentors incorporate PBS strategies with their students.

- School Advisory Council

Principal, teachers, staff, students, parents, and community stakeholders communicate and meet to provide input on school-wide programs and initiatives.

- School-wide Behavior Intervention

Behavior techs and deans meet with grade level students weekly to review trends and patterns in behavior data and create strategies to reduce referral offenses. "ABC" charts are kept and data is tracked to intervene with applicable interventions.

- Attendance/Discipline Plan

The proposed plan will aim to improve attendance, decrease referrals and suspensions, and increase parental involvement. The attendance clerk will reach out to parents of students who are frequently absent on a weekly basis prior to the district required 5-day letter, 10-day letter, and child study team meeting.

- Assessment

PPTC follows the OCPS testing calendar with fidelity. In addition to statewide and district-wide testing, teachers create formative assessment through their PLC.

- Transition Meetings

Transition meetings are conducted with students and parents before exiting PPTC. The student and parent are presented with the best school options available for their student, which may be the home school, charter school, or other alternative education program. Home schools are notified and all documents are presented to parent and home school upon exiting PPTC. Students, parents, and the home school are provided an exit letter, transcript, withdrawal form, and a student detail profile to ensure a smooth transition. A report card will be provided to the parent and the receiving school. PPTC reaches out to all parents after the withdrawal process to ensure students have enrolled in an educational institution. Positive Pathways strives to have a 100% re-enrollment rate for all students.

b. College and Career Readiness

1. Describe the strategies the school uses to advance college and career awareness, which may include establishing partnerships with business, industry or community organizations.

The Transition Center counselors meet with students on a regular basis and provide academic planning while setting college and career goals. Students will be given an opportunity to explore and work toward obtaining employment through career exploration, participation in career training, and vocational employability training.

2. Identify the career and technical education programs available to students and industry certifications that may be earned through those respective programs.

There are currently no career and technical education programs or industry certifications that may be earned at Positive Pathways Transition Center.

3. Describe efforts the school has taken to integrate career and technical education with academic courses (e.g., industrial biotechnology) to support student achievement.

Through our APEX learning, Edgenuity, Orange County Virtual School (OCVS), and Florida Virtual School (FLVS), students are encouraged to take Driver Education/Traffic Safety as well as Computing for College and Careers. Computing for College and Careers utilizes Microsoft programs to solve real-world problems, thus supporting career and technical education with academic courses to support student achievement.

4. Describe strategies for improving student readiness for the public postsecondary level based on annual analysis of the [High School Feedback Report](#), as required by section 1008.37(4), Florida Statutes.

Students are encouraged to challenge themselves and attempt higher level courses while identifying their needs to be ready for college and the real world.

a.) The Transition Center counselors meet with students to provide academic planning while setting college and career goals. Counselors provide classroom instruction in collaboration with teachers by using the Naviance career exploration program. This career interest inventory provides students with engaging lessons to motivate their learning while exercising their schemata.

b.) Counselors meet with each student and provide a course checklist. This checklist outlines specific courses based on grade level, academic needs, and the OCPS Student Progression Plan needed for high school graduation. Students will feel involved and empowered when selecting courses alongside their counselor. They are also encouraged to research additional careers, track their education, check Bright Futures Scholarship eligibility, learn about post secondary opportunities, apply online to state universities, colleges, and federal financial aid.

c.) Guidance counselors and ESE staffing specialist (as needed) meet with each student regarding their academic schedule and career goals to develop a plan of action. Guidance Counselors conduct academic seminars for students which will focus on strategies and skills needed to be successful in a post secondary setting including community colleges, universities, and career settings.

d.) To measure student skills needed for college, all 9th and 10th grade students will take the PSAT to compete for the National Merit Scholarship. Eligible 11th grade students will take the PERT. Students in the 11th grade are encouraged to start researching and preparing to apply for scholarships at the appropriate time. Juniors and seniors are given access to ACT and SAT study guides and practice tests and are exposed to and encouraged to apply for the various scholarships available to them.

II. Needs Assessment

The school's completion of this part may address the requirements of ESSA, P.L. No. 114-95, Å§ 1114(b)(6).

A. Problem Identification

1. Data to Support Problem Identification

b. Data Uploads

Data uploads are not required by the Florida Department of Education but are offered as a tool for the needs assessment. In this section, the school may upload files of locally available data charts and graphs being used as evidence of need.

The following documents were submitted as evidence for this section:

No files were uploaded

2. Problem Identification Summary

This section is not required by the Florida Department of Education but is provided as an opportunity for the school to summarize the points of strength and areas of need that have been identified in the data.

B. Problem Analysis Summary

This section is not required by the Florida Department of Education but is provided as an opportunity for the school to summarize the underlying "why" or root causes for the areas of need identified in the data, as determined by situational awareness of, and research conducted by, the stakeholders involved in the needs assessment.

C. Strategic Goals

School Improvement Goals

The following key is intended to help readers understand how the sections of this document correspond to the steps of the 8-step planning and problem-solving framework used in the School Improvement Plan. The Quick Key numbers can help registered users go directly to the point of entry for any given goal, barrier and strategy within the online survey.

Problem Solving Key

G = Goal **B** =
 Barrier **S** = Strategy

1 = Problem Solving Step  S123456 = Quick Key

Strategic Goals Summary

- G1.** Positive Pathways Transition Center will improve the school attendance rate by utilizing multiple strategies in order to increase student achievement. (Division Priority: Providing Empowering Environments)

- G2.** Positive Pathways will improve academic student achievement by utilizing the Florida Standards, the Marzano's Instructional Framework, and Florida Continuous Improvement Model.

Strategic Goals Detail

For each strategic goal, this section lists the associated targets (i.e., "SMART goals"), targeted barriers to achieving the goal, resources available to help reduce or eliminate the barriers, and the plan for monitoring progress toward the goal.

G1. Positive Pathways Transition Center will improve the school attendance rate by utilizing multiple strategies in order to increase student achievement. (Division Priority: Providing Empowering Environments) 1a

G095551

Targets Supported 1b

Indicator	Annual Target
Attendance rate	60.0

Targeted Barriers to Achieving the Goal 3

- The data is skewed based on an analysis of students with a clear intention of not attending school and low academic progress and the inability to purge our rolls.

Resources Available to Help Reduce or Eliminate the Barriers 2

- Dean will be assigned to collect accurate data with habitual non-attending students removed.

Plan to Monitor Progress Toward G1. 8

An accurate baseline of attendance data will be collected and aggregated at the end of the school year.

Person Responsible

Francis Pons

Schedule

Quarterly, from 8/15/2017 to 5/31/2018

Evidence of Completion

New attendance data sheet will be available for review.

Plan to Monitor Progress Toward G1. 8

Attendance data can be utilized to create new attendance modification strategies.

Person Responsible

Francis Pons

Schedule

Quarterly, from 8/15/2017 to 5/31/2018

Evidence of Completion

Agenda will reflect discussion of attendance strategies.

G2. Positive Pathways will improve academic student achievement by utilizing the Florida Standards, the Marzano's Instructional Framework, and Florida Continuous Improvement Model. 1a

G095552

Targets Supported 1b

Indicator	Annual Target
Effective Teachers (Performance Rating)	80.0
Algebra I EOC Pass Rate	20.0
FCAT 2.0 Science Proficiency	30.0
U.S. History EOC Pass	50.0

Targeted Barriers to Achieving the Goal 3

- Teachers have difficulty differentiating instruction to meet the needs of all learners.

Resources Available to Help Reduce or Eliminate the Barriers 2

- System 44
- Instructional Framework
- Algebra Nation
- Instructional Coaches
- IMS
- Khan Academy
- iReady
- Reading Plus

Plan to Monitor Progress Toward G2. 8

The leadership team comprised of instructional coaches and administrators will conduct daily classroom walkthroughs for the purpose of observing instruction to ensure alignment with the Florida Standards and Marzano's Instructional Framework. Actionable feedback will be given along with targeted instructional support based on walk through data.

Person Responsible

Francis Pons

Schedule

Weekly, from 8/22/2017 to 5/31/2018

Evidence of Completion

Florida state assessments and formative and summative data

Action Plan for Improvement

For each strategy selected in the plan to reduce a targeted barrier to a strategic goal, this section lists the rationale for that strategy (i.e., why the school believes it will reduce the barrier) and the action steps that have been identified as necessary to implementing the strategy, including details such as the point person, timing and duration, and evidence of completion. At the end of each set of action steps is the plan for monitoring the implementation and effectiveness of the respective strategy.

Problem Solving Key

G = Goal **B** =
Barrier **S** = Strategy

1 = Problem Solving Step  S123456 = Quick Key

G1. Positive Pathways Transition Center will improve the school attendance rate by utilizing multiple strategies in order to increase student achievement. (Division Priority: Providing Empowering Environments) **1**

 G095551

G1.B2 The data is skewed based on an analysis of students with a clear intention of not attending school and low academic progress and the inability to purge our rolls. **2**

 B257271

G1.B2.S1 PPTC will collect accurate attendance data that reflects the removal of students that consistently skew data. **4**

 S272208

Strategy Rationale

If we are to positively impact student attendance, then we must have an accurate baseline to record impact.

Action Step 1 **5**

Collect and aggregate data to provide a baseline to determine effectiveness of future programs to improve attendance.

Person Responsible

Michell Wilson

Schedule

Quarterly, from 8/15/2017 to 5/31/2018

Evidence of Completion

There will be a discrepancy between official district attendance and newly created baseline.

Plan to Monitor Fidelity of Implementation of G1.B2.S1 6

Documentation of new baseline will be kept and shared in weekly administrative meetings.

Person Responsible

Francis Pons

Schedule

Quarterly, from 8/15/2017 to 5/31/2018

Evidence of Completion

Documentation of a new baseline which differs from traditional skewed district data.

Plan to Monitor Effectiveness of Implementation of G1.B2.S1 7

The administrative team will utilize baseline data to create strategies to ultimately improve attendance.

Person Responsible

Francis Pons

Schedule

Quarterly, from 8/15/2017 to 5/31/2018

Evidence of Completion

An accurate baseline is created and strategies are discussed in weekly administrative meetings.

G2. Positive Pathways will improve academic student achievement by utilizing the Florida Standards, the Marzano's Instructional Framework, and Florida Continuous Improvement Model. 1

G095552

G2.B2 Teachers have difficulty differentiating instruction to meet the needs of all learners. 2

B257273

G2.B2.S1 Provide professional development on how to differentiate instruction and increase rigor in the classroom using Marzano's Instructional Model. 4

S272210

Strategy Rationale

Planning and reflective feedback meetings with teachers will increase their understanding of how to differentiate instruction.

Action Step 1 5

Provide professional development on differentiating instruction, increasing content rigor.

Person Responsible

Francis Pons

Schedule

Quarterly, from 8/15/2017 to 5/31/2018

Evidence of Completion

Sign-in sheets, agendas, and PLC meeting notes

Action Step 2 5

The leadership team will conduct iObservations and provide teachers actionable feedback as it relates to differentiated instruction and using the data to drive their instruction.

Person Responsible

Francis Pons

Schedule

Weekly, from 9/1/2017 to 5/31/2018

Evidence of Completion

iObservation data and feedback to teachers.

Action Step 3 5

Instructional coaches will provide support in all settings for increased teacher capacity to use Close Reading and careful analysis of complex text resulting in increased rigor in instruction. Coaches will model and provide side-by-side coaching for struggling teachers. Through development and support of the District PLC's and evidence based literacy strategies across the curriculum, teachers will effectively deliver approaches that will lead toward increasing student academic gains through monitoring, oversight, and data collection.

Person Responsible

Daniel Toffoli

Schedule

Weekly, from 8/22/2017 to 5/31/2018

Evidence of Completion

Coach logs, reflection logs, agendas, and sign-in sheets

Plan to Monitor Fidelity of Implementation of G2.B2.S1 6

Through iObservation data, the leadership team will review feedback on standard-based instruction including strategies for differentiating instruction as needed to accommodate the diverse needs of students.

Person Responsible

Francis Pons

Schedule

Weekly, from 8/29/2017 to 5/31/2018

Evidence of Completion

iObservation data and feedback to teachers, training agendas, PLC log notes.

Plan to Monitor Fidelity of Implementation of G2.B2.S1 6

Data will be collected by coach and administrators on the amount of close reading and rigor observed in classrooms and in lesson plans. The administration will monitor lesson plans and conduct classroom observations to verify that daily lessons are data driven for differentiated instruction aligned with the Florida Standards, and the incorporation of Marzano's instructional strategies.

Person Responsible

Daniel Toffoli

Schedule

Weekly, from 8/29/2017 to 5/31/2018

Evidence of Completion

Reflection logs, PLC agendas, sign-in sheets indicating PD participation

Plan to Monitor Fidelity of Implementation of G2.B2.S1 6

Leadership team will monitor the school-wide implementation of professional development initiatives related to differentiating instruction.

Person Responsible

Francis Pons

Schedule

Monthly, from 8/29/2017 to 5/31/2018

Evidence of Completion

Professional development calendar, sign in sheets, agendas

Plan to Monitor Effectiveness of Implementation of G2.B2.S1 7

Informal and formal teacher observations through iObservation should demonstrate an increase in differentiated instruction, increased rigor, and alignment to Marzano's Instructional Framework

Person Responsible

Francis Pons

Schedule

Weekly, from 8/29/2017 to 5/31/2018

Evidence of Completion

iObservation data and feedback to teachers and coaching logs

IV. Implementation Timeline

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
2018					
G1.MA1 M390966	An accurate baseline of attendance data will be collected and aggregated at the end of the school...	Pons, Francis	8/15/2017	New attendance data sheet will be available for review.	5/31/2018 quarterly
G1.MA1 M390967	Attendance data can be utilized to create new attendance modification strategies.	Pons, Francis	8/15/2017	Agenda will reflect discussion of attendance strategies.	5/31/2018 quarterly
G2.MA1 M390972	The leadership team comprised of instructional coaches and administrators will conduct daily...	Pons, Francis	8/22/2017	Florida state assessments and formative and summative data	5/31/2018 weekly
G1.B2.S1.MA1 M390964	The administrative team will utilize baseline data to create strategies to ultimately improve...	Pons, Francis	8/15/2017	An accurate baseline is created and strategies are discussed in weekly administrative meetings.	5/31/2018 quarterly
G1.B2.S1.MA1 M390965	Documentation of new baseline will be kept and shared in weekly administrative meetings.	Pons, Francis	8/15/2017	Documentation of a new baseline which differs from traditional skewed district data.	5/31/2018 quarterly
G1.B2.S1.A1 A365126	Collect and aggregate data to provide a baseline to determine effectiveness of future programs to...	Wilson, Michell	8/15/2017	There will be a discrepancy between official district attendance and newly created baseline.	5/31/2018 quarterly
G2.B2.S1.MA1 M390968	Informal and formal teacher observations through iObservation should demonstrate an increase in...	Pons, Francis	8/29/2017	iObservation data and feedback to teachers and coaching logs	5/31/2018 weekly
G2.B2.S1.MA1 M390969	Through iObservation data, the leadership team will review feedback on standard-based instruction...	Pons, Francis	8/29/2017	iObservation data and feedback to teachers, training agendas, PLC log notes.	5/31/2018 weekly
G2.B2.S1.MA3 M390970	Data will be collected by coach and administrators on the amount of close reading and rigor...	Toffoli, Daniel	8/29/2017	Reflection logs, PLC agendas, sign-in sheets indicating PD participation	5/31/2018 weekly
G2.B2.S1.MA4 M390971	Leadership team will monitor the school-wide implementation of professional development initiatives...	Pons, Francis	8/29/2017	Professional development calendar, sign in sheets, agendas	5/31/2018 monthly
G2.B2.S1.A1 A365127	Provide professional development on differentiating instruction, increasing content rigor.	Pons, Francis	8/15/2017	Sign-in sheets, agendas, and PLC meeting notes	5/31/2018 quarterly
G2.B2.S1.A2 A365128	The leadership team will conduct iObservations and provide teachers actionable feedback as it...	Pons, Francis	9/1/2017	iObservation data and feedback to teachers.	5/31/2018 weekly
G2.B2.S1.A3 A365129	Instructional coaches will provide support in all settings for increased teacher capacity to use...	Toffoli, Daniel	8/22/2017	Coach logs, reflection logs, agendas, and sign-in sheets	5/31/2018 weekly

V. Professional Development Opportunities

Professional development opportunities identified in the SIP as action steps to achieve the school's goals.

G2. Positive Pathways will improve academic student achievement by utilizing the Florida Standards, the Marzano's Instructional Framework, and Florida Continuous Improvement Model.

G2.B2 Teachers have difficulty differentiating instruction to meet the needs of all learners.

G2.B2.S1 Provide professional development on how to differentiate instruction and increase rigor in the classroom using Marzano's Instructional Model.

PD Opportunity 1

Provide professional development on differentiating instruction, increasing content rigor.

Facilitator

Norma Media

Participants

Instructional staff

Schedule

Quarterly, from 8/15/2017 to 5/31/2018

PD Opportunity 2

The leadership team will conduct iObservations and provide teachers actionable feedback as it relates to differentiated instruction and using the data to drive their instruction.

Facilitator

Principal

Participants

Instructional Staff

Schedule

Weekly, from 9/1/2017 to 5/31/2018

VI. Technical Assistance Items

Technical Assistance opportunities identified in the SIP as action steps to achieve the school's goals.

VII. Budget

1	G1.B2.S1.A1	Collect and aggregate data to provide a baseline to determine effectiveness of future programs to improve attendance.	\$0.00
2	G2.B2.S1.A1	Provide professional development on differentiating instruction, increasing content rigor.	\$0.00
3	G2.B2.S1.A2	The leadership team will conduct iObservations and provide teachers actionable feedback as it relates to differentiated instruction and using the data to drive their instruction.	\$0.00
4	G2.B2.S1.A3	Instructional coaches will provide support in all settings for increased teacher capacity to use Close Reading and careful analysis of complex text resulting in increased rigor in instruction. Coaches will model and provide side-by-side coaching for struggling teachers. Through development and support of the District PLC's and evidence based literacy strategies across the curriculum, teachers will effectively deliver approaches that will lead toward increasing student academic gains through monitoring, oversight, and data collection.	\$0.00
Total:			\$0.00