Positive Pathways Transition Center

2021-22 Ungraded Schoolwide Improvement Plan

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Positive Pathways Transition Center

6125 N ORANGE BLOSSOM TRL, Orlando, FL 32810

https://positivepathways.ocps.net/

Demographics

Principal: Paul Bryant

Start Date for this Principal: 7/14/2015

2021-22 Status (per MSID File)	Active
School Function (per accountability file)	Alternative
School Type and Grades Served (per MSID File)	Combination School KG-12
Primary Service Type (per MSID File)	Alternative Education
2020-21 Title I School	Yes
2020-21 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	100%
2020-21 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Black/African American Students Hispanic Students* Economically Disadvantaged Students*
School Improvement Rating History	2021-22: Maintaining 2020-21: No Rating 2018-19: Maintaining 2017-18: Maintaining 2016-17: Maintaining
DJJ Accountability Rating	2023-24: No Rating

School Board Approval

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

SIP Authority

A Schoolwide Improvement Plan (SIP) is a requirement for Comprehensive Support and Improvement (CSI) ungraded schools pursuant to 1001.42 F.S. and the Every Student Succeeds Act (ESSA) and for DJJ schools

receiving a rating of Unsatisfactory pursuant to Sections 1003.51 and 1003.52, F.S. and Rule 6A-1.099813, F.A.C.

CSI schools can be designated as such in 2 ways:

1. Have a graduation of 67% or lower; or
2. Have an overall Federal Index below 41%.

DJJ Unsatisfactory Ratings are based on percentages by program type:

- Prevention and Intervention: 0%-50%
- Nonsecure Programs: 0%-59%
- Secure Programs: 0%-53%

SIP Plans for Ungraded CSI schools and DJJ schools receiving an Unsatisfactory rating must be approved by the district and reviewed by the state.

Purpose and Outline of the SIP

The School Improvement Plan (SIP) provides schools and Local Educational Agencies (LEAs) the opportunity to identify the academic and priority goals along with strategies for each school. School leadership teams may refine their SIP annually to define their school's academic and priority goals to increase student achievement.

Schools and LEAs are strongly encouraged to collaborate in the development and implementation of this plan.

Part I: School Information

School Mission and Vision

Provide the school's mission statement.

Mission: With the support of families and the community, we create enriching and diverse pathways that lead our students to success.

Provide the school's vision statement.

Vision: To ensure every student has a promising and successful future.

Briefly discuss the population unique to your school and the specific supports provided to meet the mission and vision.

Positive Pathways' population is 65% Black, 47% Hispanic, 17% White, and 5% Multi-Racial. Our Title I status indicates most of our students come from low-income households. At Positive Pathways, our School Advisory Council (SAC) acts as a significant support for our families and community. SAC offers all stakeholders the opportunity to assist Administration with developing the school improvement plan and budget. Additionally, SAC provides an avenue for business and community members to voice their perspectives regarding the school. SAC acts as Positive Pathways' vessel to lead students toward a promising and successful future specifically supported by their school and community members.

School Leadership Team

Membership
Identify the name, email address, position title, and job duties/responsibilities as it relates to SIP implementation for each member of the school leadership team.**:**

Name	Position Title	Job Duties and Responsibilities
Pons, Francis	Principal	The principal, as the instructional leader of our school and head of the leadership team, articulates, models, and advances the vision, mission, and goals of OCPS. The principal provides guidance for the leadership team and maintains an intense focus on student achievement by ensuring that the academic environment is rigorous, engaging, and accessible to all students, while holding the team accountable.
Bryant, Paul	Assistant Principal	The Assistant Principal supports deans and instructional coaches so they can appropriately support teachers within their classrooms and content areas. According to the teacher evaluation model the assistant principal will conduct classroom observations and provide appropriate feedback, to help teachers reach desired effects in Domains 1-4: Classroom Strategies and Behaviors, Planning and Preparing, Reflecting on Teaching, and Collegiality and Professionalism. Through analyzing data and reviewing lesson plans the Assistant Principal will prepare other members of the leadership team to have coaching conversations with teachers designed to enhance the teachers' pedagogy and increase student achievement. The Assistant Principal will facilitate weekly the leadership team meetings to problem solve and collaborate on methods to improve classroom instruction.
Carter, Jeremiah	Dean	Mr. Carter oversees 9th-10th grade discipline and facilitates high school behavior meetings. He is responsible for the Student Code of Conduct Review and the School Safety Plan. As the property leader he manages keys and inventory. He coordinates safety drills and inspections including monthly Fire and Safety/Evacuation Drills. He also assists with providing reflective actionable (nonevaluative) feedback to teachers.
Hardy, Jo Ann	Dean	Ms. Hardy oversees 6th-8th Grade discipline. She plans and supervises positive student behavior celebrations. Facilitates middle school behavior meetings and assists with providing reflective actionable (non-evaluative) feedback to teachers.
Forystek, Ashley	Dean	Ms. Forystek is a Dean. She the Title I and Title IX Coordinator. She is the Mentor Coordinator. She is the lead for staff development and the professional development calendar. She assists with providing reflective actionable feedback (non-evaluative) to Instructional Staff.
Guerrier, Dacia	Curriculum Resource Teacher	Ms. Guerrier is the Curriculum Resource Teacher. She is the processional development points coordinator. She is the contact for supporting new teachers. She assists with providing reflective actionable (non-evaluative) feedback to teachers.

Is education provided through contract for educational services?

No

If yes, name of the contracted education provider.

Demographic Information

Principal start date
Tuesday 7/14/2015, Paul Bryant

Number of teachers with professional teaching certificates?
31

Number of teachers with temporary teaching certificates?
10

Total number of teacher positions allocated to the school.
41

Total number of students enrolled at the school.
175

Identify the number of instructional staff who left the school during the 2020-21 school year.
3

Identify the number of instructional staff who joined the school during the 2021-22 school year.
3

Demographic Data

Early Warning Systems

2021-22

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Number of students enrolled	0	0	0	0	2	1	17	20	25	27	30	35	18	175
Attendance below 90 percent	0	0	0	0	2	1	15	18	22	24	27	20	9	138
One or more suspensions	0	0	0	0	2	1	14	17	19	21	25	12	4	115
Course failure in ELA	0	0	0	0	1	1	10	14	17	18	20	15	4	100
Course failure in Math	0	0	0	0	1	1	10	12	15	13	13	13	3	81
Level 1 on 2022 statewide FSA ELA assessment	0	0	0	0	0	1	7	7	9	5	10	12	6	57
Level 1 on 2022 statewide FSA Math assessment	0	0	0	0	1	1	8	9	9	3	7	8	8	54
Number of students with a substantial reading deficiency	0	0	0	0	1	1	10	10	11	15	17	14	7	86

The number of students with two or more early warning indicators:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	0	0	0	0	2	1	15	18	23	25	29	33	17	163

The number of students identified as retainees:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	0	0	0	0	0	0	0	0	0	0	0	0	0	
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0	

Date this data was collected or last updated

Wednesday 8/4/2021

2020-21 - Updated

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	
Number of students enrolled	0	0	0	0	3	1	15	14	24	8	21	30	13	129
Attendance below 90 percent	0	0	0	0	3	1	13	13	22	5	19	26	13	115
One or more suspensions	0	0	0	0	3	1	14	14	23	8	20	22	12	117
Course failure in ELA	0	0	0	0	2	1	9	12	18	5	13	22	10	92
Course failure in Math	0	0	0	0	2	1	9	11	15	4	11	15	7	75
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	0	1	7	7	9	5	10	12	6	57
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	1	1	8	9	9	3	7	8	8	54

The number of students with two or more early warning indicators:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	0	0	0	0	3	1	14	14	22	6	20	28	13	121

The number of students identified as retainees:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	0	0	0	0	0	0	0	0	0	0	0	0	0	
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0	

Part II: Needs Assessment/Analysis

School Data Review
Please note that the district and state averages shown here represent the averages for similar school types (elementary, middle, high school, or combination schools).

School Grade Component	2021			2019			2018		
	School	District	State	School	District	State	School	District	State
ELA Achievement					62%	61%		60%	60%

School Grade Component	2021			2019			2018		
	School	District	State	School	District	State	School	District	State
ELA Learning Gains					60%	59%		57%	57%
ELA Lowest 25th Percentile					55%	54%		54%	52%
Math Achievement					61%	62%		60%	61%
Math Learning Gains					60%	59%		60%	58%
Math Lowest 25th Percentile					54%	52%		55%	52%
Science Achievement					56%	56%		56%	57%
Social Studies Achievement					74%	78%		74%	77%

Grade Level Data Review - State Assessments
NOTE: This data is raw data and includes ALL students who tested at the school. This is not school grade data.

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2021					
	2019	0%	55%	-55%	58%	-58%
Cohort Comparison						
04	2021					
	2019	0%	57%	-57%	58%	-58%
Cohort Comparison		0%				
05	2021					
	2019	0%	54%	-54%	56%	-56%
Cohort Comparison		0%				
06	2021					
	2019	13%	52%	-39%	54%	-41%
Cohort Comparison		0%				
07	2021					
	2019	16%	48%	-32%	52%	-36%
Cohort Comparison		-13%				
08	2021					
	2019	19%	54%	-35%	56%	-37%
Cohort Comparison		-16%				
09	2021					
	2019	17%	52%	-35%	55%	-38%
Cohort Comparison		-19%				
10	2021					
	2019	14%	50%	-36%	53%	-39%
Cohort Comparison		-17%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2021					
	2019	0%	62%	-62%	62%	-62%
Cohort Comparison						

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
04	2021					
	2019	0%	63%	-63%	64%	-64%
Cohort Comparison		0%				
05	2021					
	2019	0%	57%	-57%	60%	-60%
Cohort Comparison		0%				
06	2021					
	2019	17%	43%	-26%	55%	-38%
Cohort Comparison		0%				
07	2021					
	2019	4%	49%	-45%	54%	-50%
Cohort Comparison		-17%				
08	2021					
	2019	6%	36%	-30%	46%	-40%
Cohort Comparison		-4%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2021					
	2019	0%	54%	-54%	53%	-53%
Cohort Comparison						
08	2021					
	2019	17%	49%	-32%	48%	-31%
Cohort Comparison		0%				

BIOLOGY EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019	40%	67%	-27%	67%	-27%
CIVICS EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019	19%	66%	-47%	71%	-52%
HISTORY EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019	26%	69%	-43%	70%	-44%

ALGEBRA EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019	18%	63%	-45%	61%	-43%
GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019	13%	53%	-40%	57%	-44%

Subgroup Data Review

2021 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2019-20	C & C Accel 2019-20
BLK											
FRL											
2019 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2017-18	C & C Accel 2017-18
BLK										11	
HSP										15	
FRL	13									13	
2018 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2016-17	C & C Accel 2016-17

ESSA Data Review

This data has been updated for the 2021-22 school year as of 10/19/2021.

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	
OVERALL Federal Index – All Students	0
OVERALL Federal Index Below 41% All Students	YES
Total Number of Subgroups Missing the Target	2
Progress of English Language Learners in Achieving English Language Proficiency	
Total Points Earned for the Federal Index	0
Total Components for the Federal Index	1
Percent Tested	

Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	
Students With Disabilities Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	
English Language Learners	
Federal Index - English Language Learners	
English Language Learners Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years English Language Learners Subgroup Below 32%	
Native American Students	
Federal Index - Native American Students	
Native American Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Native American Students Subgroup Below 32%	
Asian Students	
Federal Index - Asian Students	
Asian Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Asian Students Subgroup Below 32%	
Black/African American Students	
Federal Index - Black/African American Students	0
Black/African American Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Black/African American Students Subgroup Below 32%	
Hispanic Students	
Federal Index - Hispanic Students	
Hispanic Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Hispanic Students Subgroup Below 32%	
Multiracial Students	
Federal Index - Multiracial Students	
Multiracial Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Multiracial Students Subgroup Below 32%	
Pacific Islander Students	
Federal Index - Pacific Islander Students	

Pacific Islander Students	
Pacific Islander Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Pacific Islander Students Subgroup Below 32%	

White Students	
Federal Index - White Students	
White Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years White Students Subgroup Below 32%	

Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	0
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	

Analysis

Data Analysis
Answer the following analysis questions using the progress monitoring data and state assessment data, if applicable.

Reflect on the Areas of Focus from the previous school year. What progress monitoring was in place for low performing ESSA subgroups related to the Areas of Focus?

Relating to the Areas of Focus from the 2020-2021 school year, our low performing ESSA subgroups progress were monitored in the following ways. The Black/African American subgroup focused on building teacher-student relationships using the yearly Panorama survey data. Professional Development was implemented throughout the school year that included school-surveys to collect data on how often teachers used the information gained from the PD to adjust their classroom culture to better serve economically disadvantaged subgroups in their classrooms. The Hispanic subgroup used technologies like Duolingo to monitor the progress of students.

Based on ESSA subgroup progress monitoring, which data component showed the most improvement? What new actions did your school take in this area?

Based on the ESSA subgroup progress monitoring, the data component that showed the most improvement was the tenth grade ELA with an increase in in learning gains of 10%, from 40% to 50%. The growth is the result of implementing peer observations and a professional development on close reading and text dependent questions.

What area is in the greatest need of improvement? What specific component of this area is most problematic? What is your basis (data, progress monitoring) for this conclusion?

In 2020-2021, the percent of students making learning gains in the area of mathematics dropped from 42% to 30%. This decrease can be attributed to the lack of highly qualified teachers who were also ineffective with online learning.

What trends emerge across grade levels, subgroups and core content areas?

The main trend that emerges across grade levels, subgroups, and core content areas is the challenge of mastering grade-level content. As demonstrated with the 2020-2021 SIR data and core content summative assessments, the Performance Matters data suggests many students at Positive Pathways are often not performing at grade-level.

What strategies need to be implemented in order to accelerate learning?

Strategies that need to be implemented in order to accelerate learning include greater emphasis on building knowledge through vocabulary, differentiating instruction, project-based learning, guided readings, and examining assessment and assignment data by teachers and administration to diagnose essential missed learning.

Based on the contributing factors and strategies identified to accelerate learning, describe the professional development opportunities that will be provided at the school to support teachers and leaders.

The following professional development opportunities that will be provided at the school to support teachers and leaders for the 2021-2022 school year include, but no limited to:
-Using CPALMS
-Inquiry-Based Learning
-Simple SEL Classroom Incorporation
-Putting Neuroscience in the Classroom
-Marzano Teacher Evaluation
-Differentiated Instruction
-Book study on Culturally Responsive Teaching & the Brain by Zaretta Hammond
-Creating Classroom Culture Plans

Part III: Planning for Improvement

Areas of Focus:

#1. Culture & Environment specifically relating to Social Emotional Learning

Area of Focus Description and Rationale:
Include a rationale that explains how it was identified as a critical need from the data reviewed.

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., 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. Students will become more socially aware of the perspectives of others and empathize with them. In addition, alternative classes are offered through Apex, Orange County Virtual School (OCVS), Edgenuity, and Florida Virtual School in a facilitated computer lab for the amelioration of credit deficiencies giving students the best opportunity for a successful progression.

Measurable Outcome:
State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.

For the 2021-2022 school year, the percent of students enrolled at Positive Pathways Transition Center answering favorably on the Panorama Survey Social Awareness Social Emotional Learning (SEL) Competency will increase 5%, from 48% to 53%.

Monitoring:
Describe how this Area of Focus will be monitored for the desired outcome.

Upon enrollment to Positive Pathways, students must complete the required Student Development Orientation Training Class (SDOT), now a virtual course. Students create S.M.A.R.T. goals during the indoctrination course, the foundation for tracking and monitoring student success.

Person responsible for monitoring outcome:

Dacia Guerrier (dacia.guerrier@ocps.net)

Evidence-based Strategy:
Describe the evidence-based strategy being implemented for this Area of Focus.

Upon completion of their time at Positive Pathways students begin transitioning to their home school. Each student attends a meeting where they meet with the dean, behavior specialist, and guidance counselors regarding making positive choices in the future and building on the successes they achieved during their enrollment at Positive Pathways. Home schools are notified and all documents are prepared and presented to parent and home school upon student exit. After exiting, Positive Pathways offers support to students who need assistance during the enrollment process to their home school and reaches out to all parents after the withdrawal process to ensure students are enrolled in an educational institution. Our target is 100% re-enrollment rate.

Rationale for Evidence-based Strategy:
Explain the rationale for selecting this specific strategy. Describe the resources/criteria used

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:
• Parent/Student Orientation
• Student Development Orientation Training (SDOT)
• Goals and Expectations Tracking

- Impact Lab
- Behavior Specialist
- Parent Contact
- Guidance Consultation
- SEDNET counseling
- Weekly Guest Speakers
- Probation Officers
- Mentoring Program
- School Advisory Council
- School-wide Behavior Intervention
- Attendance/Discipline Plan
- Assessment
- Transition Meetings

for selecting this strategy.

Action Steps to Implement:
List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

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 facilitate smooth transitions through Student Development Orientation Training (SDOT) course for entering students and parent/student exit meetings for students leaving the program.

Person Responsible   Dacia Guerrier (dacia.guerrier@ocps.net)

Monitoring ESSA Impact:
If this Area of Focus is not related to one or more ESSA subgroups, please describe the process for progress monitoring the impact of the Area of Focus as it relates to all ESSA subgroups not meeting the 41% threshold according to the Federal Index.

#2. Instructional Practice specifically relating to ELA	
Area of Focus Description and Rationale: Include a rationale that explains how it was identified as a critical need from the data reviewed.	Based on 2020-2021 school year Early warning Indicator data revealed that 43 students enrolled at Positive Pathways Transition Center scored a level 1 on Florida State Assessments. Closer analysis of School Improvement Ratings Data specified that only 25% of students achieved a level 3, 4, or 5 on the Florida State Assessment for English and Language Arts. This is 25% lower than the district average of 50%. The over all baseline data for learning gains for ELA is 10%.
Measurable Outcome: State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.	For the 2021-2022 school year, the percent of students enrolled at Positive Pathways Transition Center making learning gains in ELA will increase by 10% from 40% to 50%.
Monitoring: Describe how this Area of Focus will be monitored for the desired outcome.	The English team consisting of grade 3-10 teachers will meet bi-weekly to disaggregate the assessment data for reteaching purposes to increase learning gains in ELA. The data and action plan for student achievement will be assessed by Positive Pathways administration.
Person responsible for monitoring outcome:	Paul Bryant (paul.bryant@ocps.net)
Evidence-based Strategy: Describe the evidence-based strategy being implemented for this Area of Focus.	Helping Students Elaborate on New Content - Students generate inferences and elaborate to provide evidence that demonstrates understanding of learned content.
Rationale for Evidence-based Strategy: Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.	Students must be skilled at generating valid conclusions based on content in order to support future analytical thinking and enhance comprehension.

Action Steps to Implement:
List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

1. Teachers will participate in professional development focused on DPLC initiatives: implementing evidence-based instructional strategies including: close reading, academic discourse and writing in response to complex text.
2. For the Black subgroup, Positive Pathways will incorporate the following to meet the outcome of this goal: behavioral intervention programs, building teacher-student relationships, and communicating high expectations.
3. For the economically disadvantaged subgroup, Positive Pathways will implement the following strategies: providing monthly PD on trauma-informed practices and empowering teachers with SEL practices to teach appropriate skills.
4. For the Hispanic subgroup, Positive Pathways will incorporate the following strategies to meet the outcomes of this goal: increase the use and access of assistive instructional technologies through a Duolingo intervention lab for ELLs.
5. Leadership will present PD on Culturally Responsive Instruction. Trainings will cover: displaying visuals in the classroom/school that reflect students' racial, ethnic and cultural backgrounds, and asking higher-order thinking questions equitably.

Person Responsible	Paul Bryant (paul.bryant@ocps.net)

Monitoring ESSA Impact:
If this Area of Focus is not related to one or more ESSA subgroups, please describe the process for progress monitoring the impact of the Area of Focus as it relates to all ESSA subgroups not meeting the 41% threshold according to the Federal Index.

#3. Instructional Practice specifically relating to Math	
Area of Focus Description and Rationale: Include a rationale that explains how it was identified as a critical need from the data reviewed.	Reviewing the baseline data from 2020-2021 revealed that students at Positive Pathways Transition Center experienced a decline in overall Math performance only making a 30% learning gain.
Measurable Outcome: State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.	For the 2021-2022 school year, the percent of students enrolled at Positive Pathways Transition Center making Math Learning Gains will increase by 5%, from 30% to 35%.
Monitoring: Describe how this Area of Focus will be monitored for the desired outcome.	The Math team consisting of grade 3-8 teachers will meet bi-weekly to disaggregate the assessment data for reteaching purposes to increase learning gains in Math. The data and action plan for student learning gains will be assessed by Positive Pathways administration.
Person responsible for monitoring outcome:	Joe Pons (109728@ocps.net)
Evidence-based Strategy: Describe the evidence-based strategy being implemented for this Area of Focus.	Helping students practice skills, strategies and processes - students perform skills strategies and processes with increased confidence and competence.
Rationale for Evidence-based Strategy: Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.	Students must participate in guided practice and then transition to independent practice in order to support learning gains.

Action Steps to Implement:
List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

1. To meet the outcome for this goal, teachers will incorporate Project Based Learning - using Math to solve problems.
2. Math teachers will meet bi-weekly to disaggregate and examine the unit assessment data.

Person Responsible	Joe Pons (109728@ocps.net)
Monitoring ESSA Impact: If this Area of Focus is not related to one or more ESSA subgroups, please describe the process for progress monitoring the impact of the Area of Focus as it relates to all ESSA subgroups not meeting the 41% threshold according to the Federal Index.	For the Black/African American subgroup, Positive Pathways will incorporate the following strategies to meet the outcome of this goal: communicating high expectations and connecting math to subjects in the real world. For the economically disadvantaged subgroup, Positive Pathways will implement the following strategies: providing monthly professional development on trauma informed practices and empowering teachers with social emotional practices so they can explicitly teach appropriate interpersonal, communication, and self-management skills. For the Hispanic subgroup, Positive Pathways will incorporate the following strategies to meet the outcome of this goal: increasing the use and access of assistive instructional technologies through a Duolingo intervention lab for English Language Learners. We will schedule each English language learner 2 hours of instruction per week in the lab.

Part IV: Positive Culture & Environment

A positive school culture and environment reflects: a supportive and fulfilling environment, learning conditions that meet the needs of all students, people who are sure of their roles and relationships in student learning, and a culture that values trust, respect and high expectations. Consulting with various stakeholder groups to employ school improvement strategies that impact the positive school culture and environment are critical. Stakeholder groups more proximal to the school include teachers, students, and families of students, volunteers, and school board members. Broad stakeholder groups include early childhood providers, community colleges and universities, social services, and business partners.

Stakeholders play a key role in school performance and addressing equity. Consulting various stakeholder groups is critical in formulating a statement of vision, mission, values, goals, and employing school improvement strategies.

Describe how the school addresses building a positive school culture and environment.

Positive Pathways addresses building a positive school culture and environment through professional development, student surveys, and school-wide Social Emotional initiatives. For the 2021-2022 school year, Positive Pathways' staff will partake in the following professional developments: Classroom Culture Plan: Six Ways to Build a Positive Classroom Culture, Culturally Responsive Teaching & the Brain by Zaretta Hammond book study, Easy Classroom SEL Incorporation, and Putting Neuroscience in the Classroom. The professional developments are designed to emphasize our staff's roles and relationships in student learning.

Positive Pathways 6-12 students are anonymously surveyed on the topics of Teaching-Student Relationships, Sense of Belonging, and Rigorous Expectations. The survey data is disaggregated and examined by staff to identify what aspects of the school culture should be improved upon to better serve our student population and meet our mission and vision statements.

For the 2021-2022 school year, Positive Pathways is starting two SEL school-wide initiatives: postcards and the Kindness Wall. The postcard initiative will provide teachers postcards to send home to celebrate the success their students. The target for success of the initiative is one postcard sent per week per teacher. The second initiative is a Kindness Wall. In a designated area in the school, students will have their photos posted to the wall when staff reports seeing the student partake in a kind act. The target for success of the initiative is one student per week per teacher.

Identify the stakeholders and their role in promoting a positive culture and environment at the school.

Positive Pathways teachers will promote a positive culture and environment at the school through techniques and strategies learned at professional developments and partaking in the postcard and kindness wall SEL initiatives. The teachers are expected to meet the target for success of one postcard per week and one student reported for a kind act per week.

Positive Pathways School Advisory Council will promote a positive culture and environment at the school through their dedication to improving student achievement and reviewing the School Improvement Plan.