Positive Pathways Transition Center

2022-23 Ungraded Schoolwide Improvement Plan

Table of Contents

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: 7/8/2015

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
2021-22 Title I School	Yes
2021-22 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	100%
2021-22 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 was approved by the Orange County School Board on 1/24/2023.

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 Transition Center is Orange County Public Schools' alternative school site. The student population all received a Level IV expulsion infraction from their zoned school. They are then enrolled at Positive Pathways on an expulsion waiver. When students complete their expulsion time at Positive Pathways, they are then able to attend a traditional school in the district. A few of the supports Positive Pathways offers students to meet the mission and vision are Multi-Tiered System of Supports, 504/ESE accommodations, all qualified teachers, after school enrichment program, mental health counseling, career counseling, Student of the Week, quarterly honor roll celebration, and career-centric curriculum. 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.
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 reflectively actionable (non-evaluative) 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.

N/A

Demographic Information

Principal start date
Wednesday 7/8/2015, Paul Bryant

Total number of students enrolled at the school.
280

Total number of teacher positions allocated to the school.
37

Number of teachers with professional teaching certificates?
34

Number of teachers with temporary teaching certificates?
3

Number of teachers with ESE certification?
6

Identify the number of instructional staff who left the school during the 2021-22 school year.
6

Identify the number of instructional staff who joined the school during the 2022-23 school year.
5

Demographic Data

Early Warning Systems

2022-23

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	2	3	0	1	2	5	32	65	46	54	43	27	280
Attendance below 90 percent	0	0	0	0	0	0	1	14	20	40	30	20	15	140
One or more suspensions	0	0	3	0	2	10	16	68	172	99	90	73	30	563
Course failure in ELA	0	0	0	0	0	0	2	9	24	29	35	25	16	140
Course failure in Math	0	0	0	1	1	3	12	26	24	29	10	5	4	115
Level 1 on 2022 statewide FSA ELA assessment	0	0	0	0	1	2	20	25	20	20	8	8	3	107
Level 1 on 2022 statewide FSA Math assessment	0	0	0	0	1	2	10	16	13	12	3	5	4	66
Number of students with a substantial reading deficiency	0	2	3	0	1	2	3	25	55	25	27	25	18	186

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	16	18	23	26	20	35	35	22	197

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

Friday 8/12/2022

2021-22 - 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	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 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	13	11	15	10	12	12	83
Number of students with a substantial reading deficiency	0	0	0	0	1	1	4	5	11	10	10	9	4	55

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	

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	2022			2021			2019		
	School	District	State	School	District	State	School	District	State
ELA Achievement		57%	55%					62%	61%
ELA Learning Gains								60%	59%
ELA Lowest 25th Percentile								55%	54%
Math Achievement		41%	42%					61%	62%
Math Learning Gains								60%	59%
Math Lowest 25th Percentile								54%	52%
Science Achievement		57%	54%					56%	56%
Social Studies Achievement		63%	59%					74%	78%

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
01	2022					
	2019					
Cohort Comparison						
02	2022					
	2019					
Cohort Comparison		0%				
03	2022					
	2019	0%	55%	-55%	58%	-58%
Cohort Comparison		0%				
04	2022					
	2019	0%	57%	-57%	58%	-58%
Cohort Comparison		0%				
05	2022					
	2019	0%	54%	-54%	56%	-56%
Cohort Comparison		0%				
06	2022					
	2019	13%	52%	-39%	54%	-41%
Cohort Comparison		0%				
07	2022					
	2019	16%	48%	-32%	52%	-36%
Cohort Comparison		-13%				
08	2022					
	2019	19%	54%	-35%	56%	-37%
Cohort Comparison		-16%				

MATH						
Grade	**Year**	**School**	**District**	**School-District Comparison**	**State**	**School-State Comparison**
01	2022					
	2019					
Cohort Comparison						
02	2022					
	2019					
Cohort Comparison		0%				
03	2022					
	2019	0%	62%	-62%	62%	-62%
Cohort Comparison		0%				
04	2022					
	2019	0%	63%	-63%	64%	-64%
Cohort Comparison		0%				
05	2022					
	2019	0%	57%	-57%	60%	-60%
Cohort Comparison		0%				
06	2022					
	2019	17%	43%	-26%	55%	-38%
Cohort Comparison		0%				
07	2022					
	2019	4%	49%	-45%	54%	-50%
Cohort Comparison		-17%				
08	2022					
	2019	6%	36%	-30%	46%	-40%
Cohort Comparison		-4%				

SCIENCE						
Grade	**Year**	**School**	**District**	**School-District Comparison**	**State**	**School-State Comparison**
05	2022					
	2019	0%	54%	-54%	53%	-53%
Cohort Comparison						
06	2022					
	2019					
Cohort Comparison		0%				
07	2022					
	2019					
Cohort Comparison		0%				
08	2022					
	2019	17%	49%	-32%	48%	-31%
Cohort Comparison		0%				

BIOLOGY EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019	40%	67%	-27%	67%	-27%

CIVICS EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019	19%	66%	-47%	71%	-52%

HISTORY EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019	26%	69%	-43%	70%	-44%

ALGEBRA EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019	18%	63%	-45%	61%	-43%

GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019	13%	53%	-40%	57%	-44%

Subgroup Data Review

2022 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 2020-21	C & C Accel 2020-21
HSP										31	
FRL	27									33	

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	

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
FRL	13									13	

ESSA Data Review

This data has been updated for the 2018-19 school year as of 7/16/2019.

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	CSI
OVERALL Federal Index – All Students	14
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	70
Total Components for the Federal Index	5
Percent Tested	80%

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%	0
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%	0
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%	0
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%	0

Black/African American Students	
Federal Index - Black/African American Students	
Black/African American Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Black/African American Students Subgroup Below 32%	0

Hispanic Students	
Federal Index - Hispanic Students	31
Hispanic Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Hispanic Students Subgroup Below 32%	3

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%	0

Pacific Islander Students	
Federal Index - 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%	0

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%	0

Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	30
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	3

Part III: Planning for Improvement

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 related to the Areas of Focus?

Relating to the Areas of Focus from the 2021-2022 school year, our low-performing ESSA subgroups' progress was 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 serve economically disadvantaged subgroups in their classrooms better. The Hispanic subgroup used technologies like Duolingo to monitor the progress of students.

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. The growth results from peer observation and 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 2021-2022, the percentage of students making learning gains in mathematics dropped. This decrease can be attributed to the difficulties of teaching online.

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 2021-2022 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 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 missed learning.

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

The following professional development opportunities will be provided at the school to support teachers and leaders for the 2022-2023 school year include, but not limited to:
-Using CPALMS
-Using Canvas
-Simple SEL Classroom Incorporation
-Putting Neuroscience in the Classroom
-Marzano Teacher Evaluation
-Kagan Strategies
-PLC

Areas of Focus:

#1. 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 the 2021-2022 school year, Early warning Indicator data revealed that 50% of students enrolled at Positive Pathways Transition Center scored a level 1 on Florida State Assessments. A closer analysis of School Improvement Ratings Data specified that only 14% of students achieved a level 4 or 5 on the Florida State Assessment for English and Language Arts. This is 50% lower than the district average of 30%.
Measurable Outcome: State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.	For the 2022-2023 school year, the percent of students enrolled at Positive Pathways Transition Center learning gains in ELA will increase by 3%, from 40% to 43%.
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 monthly 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 the 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 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.

No action steps were entered for this area of focus

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 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 2021-2022 revealed that students at Positive Pathways Transition Center experienced a decline in overall Math performance.
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 3%, from 20% to 23%.
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 monthly 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 the Positive Pathways administration.
Person responsible for monitoring outcome:	Francis Pons (francis.pons@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 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.

No action steps were entered for this area of focus

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.

#3. Instructional Practice specifically relating to Professional Learning Communities

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

The 2021-2022 baseline data revealed more than 60% of the students tested at Level I or II in ELA. The Professional Learning Communities, which were not established at Positive Pathways last year, will meet as content area teams to collaborate on how to serve our students best.

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

For the 2022-2023 school year, the percentage of students enrolled at Positive Pathways Transition Center making ELA learning gains will increase by 2%.

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

The ELA PLC will meet monthly to disaggregate assessment data for reteaching purposes. The data and action plan for student learning gains will be assessed by Positive Pathways.

Person responsible for monitoring outcome:

Francis Pons (francis.pons@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 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 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.

No action steps were entered for this area of focus

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.

Positive Culture & Environment
A positive school culture and environment is critical in supporting sustainable schoolwide improvement initiatives. When schools implement a shared focus on improving school culture and environment, students are more likely to engage academically. A positive school culture and environment can also increase staff satisfaction and retention.

Select a targeted element from the menu to develop a system or process to be implemented for schoolwide improvement related to positive culture and environment.

PBIS linked to classroom management strategies

Describe how data will be collected and analyzed to guide decision making related to the selected target.

Positive Pathways is using an online program to gather data from our new discipline framework. We are enacting a more proactive system supported by Positive Behavioral Interventions and Support. We are implementing Think About It corners that teachers use as a method for students to take a five to 10 minute break. Teachers track the instances TAI is used in their classrooms. Our next step is reconceptualizing the step prior to the issuance of a referral. This data is tracked and guides discipline decision-making and how to better support our students.

Describe how the target area, related data and resulting action steps will be communicated to stakeholders.

The discipline data is available to all staff as a living document. Communication with stakeholders will be through email and bimonthly staff meetings.

Describe how implementation will be progress monitored.

The online data is available to the administration daily. The data will be reviewed and disaggregated bi-weekly by the administration.

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.

Action Step	Person Responsible for Monitoring
Create online data collection system.	Forystek, Ashley, ashley.forystek@ocps.net
Train all staff on how to input data into the system.	Forystek, Ashley, ashley.forystek@ocps.net
Develop new ABC form to reflect the online database	Forystek, Ashley, ashley.forystek@ocps.net
Provide database to all staff.	Forystek, Ashley, ashley.forystek@ocps.net
Administration disaggregates data bi-weekly.	Forystek, Ashley, ashley.forystek@ocps.net