Positive Pathways Transition Center School

2023-24
Schoolwide Improvement Plan (SIP)

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Positive Pathways Transition Center

6125 N ORANGE BLOSSOM TRL, Orlando, FL 32810

https://positivepathways.ocps.net/

SIP Authority

Section 1001.42(18), Florida Statutes (F.S.), requires district school boards to annually approve and require implementation of a new, amended, or continuation SIP for each school in the district which has a school grade of D or F; has a significant gap in achievement on statewide, standardized assessments administered pursuant to s. 1008.22 by one or more student subgroups, as defined in the federal Elementary and Secondary Education Act (ESEA), 20 U.S.C. s. 6311(b)(2)(C)(v)(II); has not significantly increased the percentage of students passing statewide, standardized assessments; has not significantly increased the percentage of students demonstrating Learning Gains, as defined in s. 1008.34, and as calculated under s. 1008.34(3)(b), who passed statewide, standardized assessments; has been identified as requiring instructional supports under the Reading Achievement Initiative for Scholastic Excellence (RAISE) program established in s. 1008.365; or has significantly lower graduation rates for a subgroup when compared to the state's graduation rate. Rule 6A-1.098813, Florida Administrative Code (F.A.C.), requires district school boards to approve a SIP for each Department of Juvenile Justice (DJJ) school in the district rated as Unsatisfactory.

Below are the criteria for identification of traditional public and public charter schools pursuant to the Every Student Succeeds Act (ESSA) State plan:

Additional Target Support and Improvement (ATSI)
A school not identified for CSI or TSI, but has one or more subgroups with a Federal Index below 41%.

Targeted Support and Improvement (TSI)
A school not identified as CSI that has at least one consistently underperforming subgroup with a Federal Index below 32% for three consecutive years.

Comprehensive Support and Improvement (CSI)
A school can be identified as CSI in any of the following four ways: 1. Have an overall Federal Index below 41%; 2. Have a graduation rate at or below 67%; 3. Have a school grade of D or F; or 4. Have a Federal Index below 41% in the same subgroup(s) for 6 consecutive years.

ESEA sections 1111(d) requires that each school identified for ATSI, TSI or CSI develop a support and improvement plan created in partnership with stakeholders (including principals and other school leaders, teachers and parent), is informed by all indicators in the State's accountability system, includes evidence-based interventions, is based on a school-level needs assessment, and identifies resource inequities to be addressed through implementation of the plan. The support and improvement plans for schools identified as TSI, ATSI and non-Title I CSI must be approved and monitored by the school district. The support and improvement plans for schools identified as Title I, CSI must be approved by the school district and

Department. The Department must monitor and periodically review implementation of each CSI plan after approval.

The Department's SIP template in the Florida Continuous Improvement Management System (CIMS), https://www.floridacims.org, meets all state and rule requirements for traditional public schools and incorporates all ESSA components for a support and improvement plan required for traditional public and public charter schools identified as CSI, TSI and ATSI, and eligible schools applying for Unified School Improvement Grant (UniSIG) funds.

Districts may allow schools that do not fit the aforementioned conditions to develop a SIP using the template in CIMS.

The responses to the corresponding sections in the Department's SIP template may address the requirements for: 1) Title I schools operating a schoolwide program (SWD), pursuant to ESSA, as amended, Section 1114(b); and 2) charter schools that receive a school grade of D or F or three consecutive grades below C, pursuant to Rule 6A-1.099827, F.A.C. The chart below lists the applicable requirements.

SIP Sections	Title I Schoolwide Program	Charter Schools
I-A: School Mission/Vision		6A-1.099827(4)(a)(1)
I-B-C: School Leadership, Stakeholder Involvement & SIP Monitoring	ESSA 1114(b)(2-3)	
I-E: Early Warning System	ESSA 1114(b)(7)(A)(iii)(III)	6A-1.099827(4)(a)(2)
II-A-C: Data Review		6A-1.099827(4)(a)(2)
II-F: Progress Monitoring	ESSA 1114(b)(3)	
III-A: Data Analysis/Reflection	ESSA 1114(b)(6)	6A-1.099827(4)(a)(4)
III-B: Area(s) of Focus	ESSA 1114(b)(7)(A)(i-iii)	
III-C: Other SI Priorities		6A-1.099827(4)(a)(5-9)
VI: Title I Requirements	ESSA 1114(b)(2, 4-5), (7)(A)(iii)(I-V)-(B) ESSA 1116(b-g)	

Note: Charter schools that are also Title I must comply with the requirements in both columns.

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. The Department 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.

I. School Information

School Mission and Vision

Provide the school's mission statement.

With the support of families and the community, we create an enriching and diverse pathways to lead our students to success

Provide the school's vision statement.

To ensure every student has a promising and successful future

School Leadership Team, Stakeholder Involvement and SIP Monitoring

School Leadership Team
For each member of the school leadership team, select the employee name and email address from the dropdown. Identify the 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
Bryant, Paul	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.
Carter, Jeremiah	Assistant Principal	The Assistant Principal supports deans and instructional coaches so that they can appropriately support teachers within their classroom and content area. According to the teacher evaluation model, the Assistant Principal will conduct classroom observations and provide appropriate feedback to help teachers reach desired goals on Domain 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 the members of the Leadership Team to have coaching conversations with teachers designed to enhance the teachers' pedagogy and increase student achievement.
Velez, Doraliz	Dean	Ms. Velez oversees 9th and 10th grade discipline and facilitates high school behavior meetings. She coordinates safety drills and inspections, including monthly Fire and Safety/Evacuation Drills. As property leader she manages keys, inventory, and maintenance orders. She assists by providing reflective actionable feedback (non-evaluative) to teachers.
Guerrier, Dacia	Curriculum Resource Teacher	Ms. Guerrier is the Curriculum Resource Teacher. She is the Professional Development Points Coordinator. She is the contact on supporting new teachers. Ms. Guerrier is in charge of the afterschool tutoring program. She assists with providing reflective actionable feedback (non-evaluative) to teachers.
Hardy, Jo Ann	Dean	Mrs. Hardy oversees 6-8th grade discipline. She plans. organizes, and supervises positive student behavior celebrations. She facilitates middle school behavior meetings and She assists with providing reflective actionable feedback (non-evaluative) to teachers.
Bennett, Shawntae	Dean	Mrs. Bennett is the 11th-12th grade Dean. She is the Title IX Coordinator. Mrs. Bennett is responsible for the Student Code of Conduct Review. She is the lead for staff development and the professional development calendar. She assists with providing reflective actionable feedback (non-evaluative) to teachers.

Stakeholder Involvement and SIP Development
Describe the process for involving stakeholders (including the school leadership team, teachers and school staff, parents, students (mandatory for secondary schools) and families, and business or community leaders) and how their input was used in the SIP development process. (ESSA 1114(b)(2))

Note: If a School Advisory Council is used to fulfill these requirements, it must include all required stakeholders.

The school has developed an action plan indicating goals related to inclusive practices, which are included in the SIP. The leadership team reviews and shares the language and intent of s. 1003.57 4(F), F.S., with all staff and stakeholders. All stakeholder groups are represented and involved in a collaborative system of decision making to implement and improve inclusive practices across the school, as noted in the SIP. The school provides access to the SIP on the school website and on request in the front office. The school handbook or website includes information on the school's process of shared decision making. Family input on inclusive practices will be gathered in a variety of ways (surveys, interviews, focus groups, etc.).

SIP Monitoring
Describe how the SIP will be regularly monitored for effective implementation and impact on increasing the achievement of students in meeting the State's academic standards, particularly for those students with the greatest achievement gap. Describe how the school will revise the plan, as necessary, to ensure continuous improvement. (ESSA 1114(b)(3))

Student progress will be monitored at a minimum of 3 times per year. Classroom walkthroughs will be conducted bimonthly by Leadership Team to determine areas of strengths and weaknesses with curriculum implementation, instructional practices, and achievement of instructional goals based on the State's academic standards. Data analysis will be based on the subgroups identified and data collected in PLCs to ensure necessary adjustments are being made to improve student outcome. Teachers will be provided with specific and effective feedback that will ensure effective use of their instructional strategies. The school leadership team analyzes data quarterly to monitor and evaluate progress toward meeting SIP goals related to inclusive practices in the school.

Demographic Data	
Only ESSA identification and school grade history updated 3/11/2024	
2023-24 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	Combination School KG-12
Primary Service Type (per MSID File)	Alternative Education
2022-23 Title I School Status	Yes
2022-23 Minority Rate	95%
2022-23 Economically Disadvantaged (FRL) Rate	100%
Charter School	No
RAISE School	No
ESSA Identification *updated as of 3/11/2024	CSI
Eligible for Unified School Improvement Grant (UniSIG)	Yes
2021-22 ESSA Subgroups Represented (subgroups with 10 or more students)	Hispanic Students (HSP)* Economically Disadvantaged Students (FRL)*

(subgroups below the federal threshold are identified with an asterisk)	
School Grades History *2022-23 school grades will serve as an informational baseline.*	
School Improvement Rating History	2021-22: MAINTAINING 2018-19: MAINTAINING 2017-18: MAINTAINING 2016-17: MAINTAINING
DJJ Accountability Rating History	

Early Warning Systems

Using 2022-23 data, complete the table below with the number of students by current grade level that exhibit each early warning indicator listed:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Absent 10% or more days	0	0	1	2	1	3	5	35	60	107
One or more suspensions	0	0	0	2	1	3	8	42	65	121
Course failure in English Language Arts (ELA)	0	0	0	0	0	0	2	24	40	66
Course failure in Math	0	0	0	0	0	0	1	9	28	38
Level 1 on statewide ELA assessment	0	0	0	0	1	1	5	24	42	73
Level 1 on statewide Math assessment	0	0	0	0	2	1	1	17	31	52
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	0	1	1	1	0	0	0	0	3

Using the table above, complete the table below with the number of students by current grade level that have two or more early warning indicators:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Students with two or more indicators	0	0	1	2	1	3	7	39	66	119

Using the table above, complete the table below with the number of students identified retained:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Retained Students: Current Year	0	0	0	0	0	0	2	4	17	23
Students retained two or more times	0	0	0	0	0	0	0	0	6	6

Prior Year (2022-23) As Initially Reported (pre-populated)

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

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Absent 10% or more days	0	0	0	0	0	0	1	14	20	140
One or more suspensions	0	0	3	0	2	10	16	68	172	563
Course failure in ELA	0	0	0	0	0	0	2	9	24	140
Course failure in Math	0	0	0	1	1	3	12	26	24	115
Level 1 on statewide ELA assessment	0	0	0	0	1	2	20	25	20	107
Level 1 on statewide Math assessment	0	0	0	0	1	2	10	16	13	66
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	2	3	0	1	2	3	25	55	186

The number of students by current grade level that had two or more early warning indicators:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Students with two or more indicators	0	0	0	0	2	16	18	23	26	197

The number of students identified retained:

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

Prior Year (2022-23) Updated (pre-populated)
Section 3 includes data tables that are pre-populated based off information submitted in prior year's SIP.

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

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Absent 10% or more days	0	0	0	0	0	0	1	14	20	35
One or more suspensions	0	0	3	0	2	10	16	68	172	271
Course failure in ELA	0	0	0	0	0	0	2	9	24	35
Course failure in Math	0	0	0	1	1	3	12	26	24	67
Level 1 on statewide ELA assessment	0	0	0	0	1	2	20	25	20	68
Level 1 on statewide Math assessment	0	0	0	0	1	2	10	16	13	42
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	2	3	0	1	2	3	25	55	91

The number of students by current grade level that had two or more early warning indicators:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Students with two or more indicators	0	0	0	0	2	16	18	23	26	85

The number of students identified retained:

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

II. Needs Assessment/Data Review

ESSA School, District and State Comparison (pre-populated)
Please note that the district and state averages shown here represent the averages for similar school types (elementary, middle, high school or combination schools). Each "blank" cell indicates the school had less than 10 eligible students with data for a particular component and was not calculated for the school.

On April 9, 2021, FDOE Emergency Order No. 2021-EO-02 made 2020-21 school grades optional. They have been removed from this publication.

Accountability Component	2023			2022			2021		
	School	District	State	School	District	State	School	District	State
ELA Achievement*	17	56	53	17	57	55			
ELA Learning Gains									
ELA Lowest 25th Percentile									
Math Achievement*	0	59	55	7	41	42			
Math Learning Gains									
Math Lowest 25th Percentile									
Science Achievement*		56	52	7	57	54			
Social Studies Achievement*		68	68	8	63	59			
Middle School Acceleration		74	70		52	51			
Graduation Rate	44	82	74	31	52	50	0		
College and Career Acceleration	31	46	53		71	70			
ELP Progress		55	55		73	70			

In cases where a school does not test 95% of students in a subject, the achievement component will be different in the Federal Percent of Points Index (FPPI) than in school grades calculation.

See Florida School Grades, School Improvement Ratings and DJJ Accountability Ratings.

ESSA School-Level Data Review (pre-populated)

2021-22 ESSA Federal Index	
ESSA Category (CSI, TSI or ATSI)	CSI
OVERALL Federal Index – All Students	23
OVERALL Federal Index Below 41% - All Students	Yes
Total Number of Subgroups Missing the Target	2
Total Points Earned for the Federal Index	92
Total Components for the Federal Index	4
Percent Tested	75
Graduation Rate	44

2021-22 ESSA Federal Index	
ESSA Category (CSI, TSI or ATSI)	CSI
OVERALL Federal Index – All Students	14
OVERALL Federal Index Below 41% - All Students	Yes
Total Number of Subgroups Missing the Target	2
Total Points Earned for the Federal Index	70
Total Components for the Federal Index	5
Percent Tested	80
Graduation Rate	31

ESSA Subgroup Data Review (pre-populated)

2022-23 ESSA SUBGROUP DATA SUMMARY				
ESSA Subgroup	Federal Percent of Points Index	Subgroup Below 41%	Number of Consecutive years the Subgroup is Below 41%	Number of Consecutive Years the Subgroup is Below 32%
SWD				
ELL				
AMI				
ASN				
BLK	50			
HSP	36	Yes	4	
MUL				
PAC				
WHT				

2022-23 ESSA SUBGROUP DATA SUMMARY				
ESSA Subgroup	Federal Percent of Points Index	Subgroup Below 41%	Number of Consecutive years the Subgroup is Below 41%	Number of Consecutive Years the Subgroup is Below 32%
FRL	32	Yes	4	

2021-22 ESSA SUBGROUP DATA SUMMARY				
ESSA Subgroup	Federal Percent of Points Index	Subgroup Below 41%	Number of Consecutive years the Subgroup is Below 41%	Number of Consecutive Years the Subgroup is Below 32%
SWD				
ELL				
AMI				
ASN				
BLK				
HSP	31	Yes	3	3
MUL				
PAC				
WHT				
FRL	30	Yes	3	3

Accountability Components by Subgroup
Each "blank" cell indicates the school had less than 10 eligible students with data for a particular component and was not calculated for the school. (pre-populated)

2022-23 ACCOUNTABILITY 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 2021-22	C & C Accel 2021-22	ELP Progress
All Students	17			0						44	31	
SWD												
ELL												
AMI												
ASN												
BLK											1	
HSP											1	
MUL												

2022-23 ACCOUNTABILITY 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 2021-22	C & C Accel 2021-22	ELP Progress
PAC												
WHT												
FRL	31									30	3	

2021-22 ACCOUNTABILITY 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	ELP Progress
All Students	17			7			7	8		31		
SWD												
ELL												
AMI												
ASN												
BLK												
HSP										31		
MUL												
PAC												
WHT												
FRL	27									33		

2020-21 ACCOUNTABILITY 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	ELP Progress
All Students										0		
SWD												
ELL												
AMI												
ASN												
BLK										0		
HSP												
MUL												
PAC												
WHT												
FRL										0		

Grade Level Data Review– State Assessments (pre-populated)
The data are raw data and include ALL students who tested at the school. This is not school grade data.
The percentages shown here represent ALL students who received a score of 3 or higher on the statewide assessments.

An asterisk (*) in any cell indicates the data has been suppressed due to fewer than 10 students tested, or all tested students scoring the same.

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
10	2023 - Spring	6%	49%	-43%	50%	-44%
05	2023 - Spring	*	54%	*	54%	*
07	2023 - Spring	12%	45%	-33%	47%	-35%
08	2023 - Spring	11%	46%	-35%	47%	-36%
09	2023 - Spring	10%	46%	-36%	48%	-38%
04	2023 - Spring	*	60%	*	58%	*
06	2023 - Spring	23%	44%	-21%	47%	-24%

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
06	2023 - Spring	12%	53%	-41%	54%	-42%
07	2023 - Spring	25%	38%	-13%	48%	-23%
04	2023 - Spring	*	62%	*	61%	*
08	2023 - Spring	17%	58%	-41%	55%	-38%
05	2023 - Spring	*	55%	*	55%	*

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
08	2023 - Spring	18%	50%	-32%	44%	-26%
05	2023 - Spring	*	59%	*	51%	*

ALGEBRA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
N/A	2023 - Spring	10%	47%	-37%	50%	-40%

GEOMETRY						
Grade	**Year**	**School**	**District**	**School-District Comparison**	**State**	**School-State Comparison**
N/A	2023 - Spring	2%	45%	-43%	48%	-46%

BIOLOGY						
Grade	**Year**	**School**	**District**	**School-District Comparison**	**State**	**School-State Comparison**
N/A	2023 - Spring	7%	63%	-56%	63%	-56%

CIVICS						
Grade	**Year**	**School**	**District**	**School-District Comparison**	**State**	**School-State Comparison**
N/A	2023 - Spring	13%	61%	-48%	66%	-53%

HISTORY						
Grade	**Year**	**School**	**District**	**School-District Comparison**	**State**	**School-State Comparison**
N/A	2023 - Spring	24%	62%	-38%	63%	-39%

III. Planning for Improvement

Data Analysis/Reflection
Answer the following reflection prompts after examining any/all relevant school data sources.

Which data component showed the lowest performance? Explain the contributing factor(s) to last year's low performance and discuss any trends.

The FAST ELA Reading PM3 (Third Progress Monitoring) showed that 71% of the students that tested at Positive Pathways scored a level 1. The Hispanic subgroup was identified as the lowest performing with 74% of the students in that subgroup scoring at a level 1. Language barriers and attendance were contributing factors in students not mastering grade level content. BOY (Beginning of the Year) and entry exams suggests that 80% of the students enrolled in Positive Pathways were below grade level in reading. Our student population grew substantially during the school year, to eventually double our starting size. This ongoing population turnover had a negative impact on our student performance.

Which data component showed the greatest decline from the prior year? Explain the factor(s) that contributed to this decline.

Based on the ESSA progress monitoring, Reading data showed the greatest decline in the 10th grade. Data shows that over 70% of the 10th graders showed Early Warning System of 10% or more absences, and one or more suspensions.

Which data component had the greatest gap when compared to the state average? Explain the factor(s) that contributed to this gap and any trends.

According to he FAST ELA data, 9th and 10th grade showed the biggest gap when compared to the state. Data identified that (9th and 10th grade) students tested at Positive Pathways who scored a Level 1 on the FAST ELA assessment was 50% more than students tested in the state and district.

Which data component showed the most improvement? What new actions did your school take in this area?

Math Data indicates that the component that displayed the most improvement was Math. Students in grades 3rd-8th were able to shown improvement by 29%. data for 2022 indicates that 84% of the students at Positive Pathways scored a Level 1 on the F.A.S.T Math test. 2023 data indicates that only 53% of the students in Grade 3rd-8th scored a Level 1 on the F.A.S.T Math assessment. Teachers implemented small group Math interventions into daily instruction. Teachers used Math games like Kahoots, Jeopardy, and used online resources to guide instruction Ex: IXL, Math Jeopardy, iReady, and Prodigy.

Reflecting on the EWS data from Part I, identify one or two potential areas of concern.

According to ESW (Early Warning System) data attendance truancy and suspensions have increased in grades 6th -12th. With attendance showing an increase of 20 students or more per grade and suspensions rising in the amount of 30 students or more.

Rank your highest priorities (maximum of 5) for school improvement in the upcoming school year.

1. Our goal is to improve ELA learning gains and scores on the F.A.S.T assessments
2. Increase attendance and decrease suspensions.
3. Positive Pathways wants to create a positive cultural safe environment for all of our stake holders.

Area of Focus
(Identified key Area of Focus that addresses the school's highest priority based on any/all relevant data sources)

#1. ESSA Subgroup specifically relating to Hispanic

Area of Focus Description and Rationale:
Include a rationale that explains how it was identified as a crucial need from the data reviewed.
One Area of Focus must be positive culture and environment. If identified for ATSI or TSI, each identified low-performing subgroup must be addressed.

Based on the 2022-2023 school year, Early warning Indicator data revealed that more than 50% of students enrolled at Positive Pathways Transition Center scored a level 1 on F.A.S.T reading assessments. A closer
analysis of School Improvement Ratings Data specified that only 14% of students at Positive Pathways achieved a level 4 or 5 on the F.A.S.T English and Language Arts. The Hispanic subgroup indicated that 74% of the students in the group scored a Level 1 on the F.A.S.T. Only 14% of the Hispanic students achieved a Level 4 or 5 on the F.A.S.T English and Language Arts.

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

For the 2023-2024 school year, the percent of students enrolled at Positive Pathways Transition Center making learning gains in ELA will increase by 3%.

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. If available students will participate in WIDA testing so that we have authentic data that will determine their level of language comprehension.

Person responsible for monitoring outcome:

Paul Bryant (paul.bryant@ocps.net)

Evidence-based Intervention:
Describe the evidence-based intervention being implemented for this Area of Focus (Schools identified for ATSI, TSI or CSI must include one or more evidence-based interventions.)

We have implemented Edmonton as an online afterschool tutoring program for the identified subgroup. We created a hybrid program to assist students within the subgroup that are identified with EWS (Early Warning System) pertaining to attendance or suspensions. Our Hispanic subgroup uses Duolingo to assist with closing the language gap. Academic vocabulary will be used and dissected throughout instruction so that students identify and comprehend the words and their meaning. Mrs. Camacho will pull students for small group reading interventions, to assist with translating for our Hispanic students. Guided reading groups will work on close reading passages and practice using reading skills to dissect and assure their understanding of the text. We have created a Literacy Team that will find curriculum approved literature that will engage and enrich students, while exposing them to literature that will enhance their use of vocabulary. It will also build their reading stamina.

Rationale for Evidence-based Intervention:
Explain the rationale for selecting this specific strategy.

This will ensure that students are receiving instruction even when they are not on campus. Students will be provided with instruction based on their CORE classes and area of need will be targeted. This program will place students on their reading level so that their growth can be monitored as the program is being used.

Tier of Evidence-based Intervention
(Schools that use UniSIG funds for an evidence-based intervention must meet the top three levels of evidence as defined by ESSA section 8101(21)(A).)

Tier 1 - Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

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.

Teachers who will participate in the tutoring program will receive training on how to use Edmonton to create lesson and progress monitor students working from home.

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

By When: September 11, 2023

Literacy Team will meet each quarter to will find curriculum approved literature that will engage and enrich students, while exposing them to literature that will enhance their use of vocabulary. It will also build their reading stamina.

Person Responsible: Doraliz Velez (doraliz.velez@ocps.net)

By When: October 16, 2023 December 20, 2023 January 82023

Our ESOL coordinator will test all of our Hispanic ESOL students to determine level of language proficiency. It will help with determining what level of reading intervention is needed for the students in the subgroup.

Person Responsible: Doraliz Velez (doraliz.velez@ocps.net)

By When: October 2,2023

PLCs will be created and a team leader will be selected. Administration will attend 2 meetings per month. 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.

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

By When: August 21, 2023

#2. Positive Culture and Environment specifically relating to Early Warning System

Area of Focus Description and Rationale:
Include a rationale that explains how it was identified as a crucial need from the data reviewed.
One Area of Focus must be positive culture and environment. If identified for ATSI or TSI, each identified low-performing subgroup must be addressed.

The data displayed in the EWS (Early Warning System) indicates that over 40% of the students at Positive Pathways have either been identified with having at least 1 suspension and are truant with attendance.

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

By creating a safe and culturally aware environment Positive Pathways will lower the numbers of students with suspensions and attendance truancy by 15%.

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

Teachers track the instances TAI is used in their classrooms. Our next step is to deconceptualizing 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. Monthly meetings will be conducted with the Discipline Team to gather data and information that will determine if interventions need to be adjusted. Weekly check in with attendance will determine how to ensure students are attending school.

Person responsible for monitoring outcome:

Paul Bryant (paul.bryant@ocps.net)

Evidence-based Intervention:
Describe the evidence-based intervention being implemented for this Area of Focus (Schools identified for ATSI, TSI or CSI must include one or more evidence-based interventions.)

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. After deconceptualizing 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. 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. We have created a new mentorship program that is targeted to specific students who have been identified as having two EWS.

Rationale for Evidence-based Intervention:
Explain the rationale for selecting this specific strategy.

These interventions will create a safe and positive cultural environment. Disruptions in the classroom will decrease which will maximize the classroom instruction. Negative behaviors will be minimized during transitions. This will enable the students to build positive relationships with their peers and the staff at Positive Pathways. Students ill be able to build on their cultural awareness in a positive environment. This will minimize suspensions and increase our attendance rate.

Tier of Evidence-based Intervention
(Schools that use UniSIG funds for an evidence-based intervention must meet the top three levels of evidence as defined by ESSA section 8101(21)(A).)

Tier 4 - Demonstrates a Rationale

Will this evidence-based intervention be funded with UniSIG?

No

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.

Program assistants and behavior techs need to be trained on how to input discipline data into school selected program.

Person Responsible: Jo Ann Hardy (joann.hardy2@ocps.net)

By When: September 1, 2023

Members of the Leadership and Discipline Teams will be selected to mentor at risk identified students.

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

By When: September 13, 2023

Teachers need to be partnered and trained on how to use Think About It proactively in their settings.

Person Responsible: Jo Ann Hardy (joann.hardy2@ocps.net)

By When: August 18, 2023

Mrs. Kimmel and Mrs. Shuck will provide 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.

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

By When: Throughout the 2023-2024 school year

#3. Graduation specifically relating to Graduation

Area of Focus Description and Rationale:
Include a rationale that explains how it was identified as a crucial need from the data reviewed.
One Area of Focus must be positive culture and environment. If identified for ATSI or TSI, each identified low-performing subgroup must be addressed.

Positive Pathways creates a positive culture and environment by the relationships that are created and maintained with all stakeholders involved with the graduation process at PPTC. The graduation process offers opportunities for the stakeholders involved to communicate frequently based on the student progress towards graduation. The stakeholders work together to determine career paths based on the interests and graduation of the student. This provides opportunities for parents to further their education beyond graduation.

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

For the 2023-2024 school year Positive Pathways plans to maintain it's 100% graduation rate.

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

The guidance counselors Mr. Tackett and Mrs. Martz will monitor student progress towards graduation. They will ensure students are enrolled in courses mandated for graduation. They will communicate with teachers and parents about the student's progress towards graduation.

Person responsible for monitoring outcome:

Paul Bryant (paul.bryant@ocps.net)

Evidence-based Intervention:
Describe the evidence-based intervention being implemented for this Area of Focus (Schools identified for ATSI, TSI or CSI must include one or more evidence-based interventions.)

Students who are behind in credits or need certain classes completed for graduation are enrolled in the Edgenuity Program. which allows students to work at their own pace and attain the needed credits to graduate. The teacher assigned to the course monitors student course completion.

Rationale for Evidence-based Intervention:
Explain the rationale for selecting this specific strategy.

The Edgenuity Program allows students to work at their own pace and attain the needed credits and course recovery to successfully graduate. This program allows students to recover or complete more than one course per semester, which enables them to graduate on track with their prior anticipated graduation date. The teacher assigned to the course monitors student progress in attaining the measurable desired goal. The teacher communicates with the school guidance counselors to decide if further steps are necessary to ensure graduation. Teacher communicates with parents in regards to student's progress and student commitment to the program. This helps create a positive relationship with all stakeholders involved.

Tier of Evidence-based Intervention
(Schools that use UniSIG funds for an evidence-based intervention must meet the top three levels of evidence as defined by ESSA section 8101(21)(A).)

Tier 1 - Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

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.

N. Tackett and C. Martz will monitor incoming grades to determine what students are in need of credits and classes to graduate. Parents will be contacted to discuss commitment to the program.

Person Responsible: Jeremiah Carter (jeremiah.carter@ocps.net)

By When: Date of student entry until May 10, 2024

Teachers need to monitor student's progress in the program and communicate with N. Tackett

Person Responsible: Jeremiah Carter (jeremiah.carter@ocps.net)

By When: Date of entry until exit date of student

#4. Instructional Practice specifically relating to Instructional Coaching/Professional Learning

Area of Focus Description and Rationale:
Include a rationale that explains how it was identified as a crucial need from the data reviewed.
One Area of Focus must be positive culture and environment. If identified for ATSI or TSI, each identified low-performing subgroup must be addressed.

Positive Pathways is in need of teachers. We have several vacancies that are being filled by permanent substitutes assigned by Kelly Services. This leads to the culture and safety of the school to be disrupted. This leads to gaps in student instruction.

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

For the 2023-2024 school Positive Pathways would like to acquire and retain new teachers. We would like to acquire 7 or more certified teachers to fill the vacancies at Positive Pathways. We would like to train and support our current new teachers and permanent subs so that the we can ensure the learning and safety of our students. This will help maintain a positive environment at our school.

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

Mrs. M. Sammett and Mr. T. Sammett will mentor, guide, and support our new teachers. They will meet with them weekly to provide feedback based on observations and teacher request. Mrs. Bennett will meet monthly with the Kelly substitutes and will provide support as needed. Mrs. Guerrier will provide Professional development opportunities for the staff at Positive Pathways twice a month. Mrs. Guerrier and Mrs. Camacho will assist instructional staff with "Deliberate Practice" completion and provide meetings every month until March. Mr. Carter, Mr. Bryant, and Mrs. Guerrier will provide coaching feedback based on observations. Mrs. Velez and Mrs. Camacho will meet monthly with ELA teachers to provide support for Reading interventions.

Person responsible for monitoring outcome:

Paul Bryant (paul.bryant@ocps.net)

Evidence-based Intervention:
Describe the evidence-based intervention being implemented for this Area of Focus (Schools identified for ATSI, TSI or CSI must include one or more evidence-based interventions.)

We would like to ensure that new staff know how to access and use CANVAS to provide best instructional practices with the students. We have a representative from the district providing a CANVAS training at Positive Pathways on October 13. This will ensure students are able to complete work from home and teacher can monitor their progress. Parents will be able to check for missing assignments and communicate with their child's teacher. This will assist the substitutes with implementation of the CRMs to better create their lessons. Mrs. Bennet will work with the permanent substitutes that are interested in obtaining a teaching certificate and securing a teaching position at Positive Pathways. She will also ensure that the subs have all the materials needed to provide meaningful instruction to our students, and that they feel supported during their time at Positive Pathways. Already 1 of the permanent subs have achieved obtaining their certification and has been offered a teaching position at our school. At Positive Pathways teachers were encourage to focus on student engagement. Mrs. Guerrier's and Mrs. Camacho's study group is helping teachers research and practice using this element in the classroom. This should increase student grades and learning gains. Mrs. Sammet has modeled classroom management and teaching strategies for our new teachers. She guides them on how to deal with discipline actions in the classroom. Mr. Sammett provides the new teachers with feedback that is specific based on observations. Mrs. Velez and Mrs. Camacho are assisting ELA teachers with the implementation of reading interventions and material based on the new mandated standards. This will ensure that teachers are in compliance with the new OCPS instructional guidelines. It will also ensure that the permanent substitutes

are familiar with the instructional material. This will make their certification process and transitioning to a position at Positive Pathways easier.

Rationale for Evidence-based Intervention:
Explain the rationale for selecting this specific strategy.

This will ensure that we retain our new teachers and acquire new staff at Positive Pathways. It will improve the student learning and create a safe environment at Positive Pathways. The instructional staff will feel supported which will encourage a culturally aware environment at Positive Pathways.

Tier of Evidence-based Intervention
(Schools that use UniSIG funds for an evidence-based intervention must meet the top three levels of evidence as defined by ESSA section 8101(21)(A).)

Tier 1 - Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

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.

Monthly meetings with permanent substitutes to ensure knowledge on instructional practices and transition to certification.

Person Responsible: Shawntae Bennett (shawntae.bennett@ocps.net)

By When: Every month until May 1

Study group to provide support in completing "Deliberate Practice" that focuses on student engagement.

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

By When: Monthly until March 1, 2024

CANVAS training for new and interested staff members

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

By When: November 1, 2023

Instructional coaching and mentoring of new teachers provided by Michelle Sammett and Thomas Sammett

Person Responsible: Doraliz Velez (doraliz.velez@ocps.net)

By When: May 1,2024

Professional Development trainings

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

By When: Twice a month until May 1, 2024

Training for Reading interventions and materials based on CRMs for ELA teachers

Person Responsible: Doraliz Velez (doraliz.velez@ocps.net)

By When: monthly until March 1, 2024

CSI, TSI and ATSI Resource Review
Describe the process to review school improvement funding allocations and ensure resources are allocated based on needs. This section must be completed if the school is identified as ATSI, TSI or CSI in addition to completing an Area(s) of Focus identifying interventions and activities within the SIP (ESSA 1111(d)(1)(B)(4) and (d)(2)(C).

Collaborative discussions with the district have occurred to discuss resources to support evidence-based instruction based on student need. The instructional materials purchased will include supplemental materials to support student learning, professional development activities for teachers and staff that will support positive outcomes for every student.

Reading Achievement Initiative for Scholastic Excellence (RAISE)

Area of Focus Description and Rationale
Include a description of your Area of Focus (Instructional Practice specifically relating to Reading/ELA) for each grade below, how it affects student learning in literacy, and a rationale that explains how it was identified as a critical need from the data reviewed. Data that should be used to determine the critical need should include, at a minimum:

- The percentage of students below Level 3 on the 2022 statewide, standardized ELA assessment. Identification criteria must include each grade that has 50 percent or more students scoring below level 3 in grades 3-5 on the statewide, standardized ELA assessment.

- The percentage of students in kindergarten through grade 3, based on 2021-2022 end of year screening and progress monitoring data, who are not on track to score Level 3 or above on the statewide, standardized ELA assessment.

- Other forms of data that should be considered: formative, progress monitoring and diagnostic assessment data.

Grades K-2: Instructional Practice specifically relating to Reading/ELA

Due to the unique nature of our enrollment we do not have supportive data for these grades.

Grades 3-5: Instructional Practice specifically related to Reading/ELA

Due to the unique nature of our enrollment we do not have supportive data for these grades.

Measurable Outcomes
State the specific measurable outcome the school plans to achieve for each grade below. This should be a data-based, objective outcome. Include prior year data and a measurable outcome for each of the following:

- Each grade K -3, using the coordinated screening and progress monitoring system, where 50 percent or more of the students are not on track to pass the statewide ELA assessment;

- Each grade 3-5 where 50 percent or more of its students scored below a Level 3 on the most recent statewide, standardized ELA assessment; and

- Grade 6 measurable outcomes may be included, as applicable.

Grades K-2 Measurable Outcomes

Due to the unique nature of our enrollment we do not have supportive data for these grades.

Grades 3-5 Measurable Outcomes

Due to the unique nature of our enrollment we do not have supportive data for these grades.

Monitoring

Monitoring
Describe how the school's Area(s) of Focus will be monitored for the desired outcomes. Include a description of how ongoing monitoring will impact student achievement outcomes.

Due to the unique nature of our enrollment we do not have supportive data for these grades.

Person Responsible for Monitoring Outcome
Select the person responsible for monitoring this outcome.

Velez, Doraliz, doraliz.velez@ocps.net

Evidence-based Practices/Programs

Description:
Describe the evidence-based practices/programs being implemented to achieve the measurable outcomes in each grade and describe how the identified practices/programs will be monitored. The term "evidence-based" means demonstrating a statistically significant effect on improving student outcomes or other relevant outcomes as provided in 20 U.S.C. §7801(21)(A)(i). Florida's definition limits evidence-based practices/programs to only those with strong, moderate or promising levels of evidence.

- Do the identified evidence-based practices/programs meet Florida's definition of evidence-based (strong, moderate or promising)?
- Do the evidence-based practices/programs align with the district's K-12 Comprehensive Evidence-based Reading Plan?
- Do the evidence-based practices/programs align to the B.E.S.T. ELA Standards?

Due to the unique nature of our enrollment we do not have supportive data for these grades.

Rationale:
Explain the rationale for selecting practices/programs. Describe the resources/criteria used for selecting the practices/programs.

- Do the evidence-based practices/programs address the identified need?
- Do the identified evidence-based practices/programs show proven record of effectiveness for the target population?

Due to the unique nature of our enrollment we do not have supportive data for these grades.

Action Steps to Implement
List the action steps that will be taken to address the school's Area(s) of Focus. To address the area of focus, identify 2 to 3 action steps and explain in detail for each of the categories below:

- Literacy Leadership
- Literacy Coaching
- Assessment
- Professional Learning

Action Step	Person Responsible for Monitoring
Due to the unique nature of our enrollment we do not have supportive data for these grades.	Velez, Doraliz, doraliz.velez@ocps.net

Title I Requirements

Schoolwide Program Plan (SWP) Requirements
This section must be completed if the school is implementing a Title I, Part A SWP and opts to use the SIP to satisfy the requirements of the SWP plan, as outlined in the ESSA, Public Law No. 114-95, § 1114(b). This section is not required for non-Title I schools.

Provide the methods for dissemination of this SIP, UniSIG budget and SWP to stakeholders (e.g., students, families, school staff and leadership and local businesses and organizations). Please articulate a plan or protocol for how this SIP and progress will be shared and disseminated and to the extent practicable, provided in a language a parent can understand. (ESSA 1114(b)(4))
List the school's webpage* where the SIP is made publicly available.

Monthly SAC meetings will be conducted. Our stakeholders are offered the opportunity to join the school advisory committee. In these meetings the SIP will be disseminated among our stakeholders. Data is distributed in both Spanish and English for parents of students at Positive Pathways. When the tutoring and mentor programs begin parents will be notified via Talking Points, Connect Ed., and pamphlets that will be sent home with a description of the programs. The SIP will be uploaded onto our school website. https://www.ocps.net/departments/school_choice/positive_pathways_

Describe how the school plans to build positive relationships with parents, families and other community stakeholders to fulfill the school's mission, support the needs of students and keep parents informed of their child's progress.
List the school's webpage* where the school's Family Engagement Plan is made publicly available. (ESSA 1116(b-g))

Parents will be informed of their child's progress through CANVAS and Skyward. Teachers will be using the new program Talking Points to communicate with parents based on the parent or student need. Each parent and student are invited to attend orientation, where they will be provided with school information, transportation information, and contact information for other forms of assistance before they attend school. We have created a mentoring program for students at risk. We have an MVP program that provides support for families in need.
https://www.ocps.net/departments/school_choice/positive_pathways_

Describe how the school plans to strengthen the academic program in the school, increase the amount and quality of learning time and help provide an enriched and accelerated curriculum. Include the Area of Focus if addressed in Part III of the SIP. (ESSA 1114(b)(7)ii))

We have implemented Edmonton as an online afterschool tutoring program. We have also created a hybrid program to assist students that are identified with EWS pertaining to attendance or suspensions. Academic vocabulary will be used and dissected throughout instruction in the classrooms so that students identify and comprehend the words and their meaning. Mrs. Camacho will be pulling students for small group reading interventions so that she may assist with translating for our Hispanic students. Communicating high expectations for every student at Positive Pathways. The ELA PLC will meet

monthly to disaggregate
assessment data for reteaching purposes. Teachers will help students become skilled at generating valid conclusions based on content to support future analytical thinking and enhance comprehension.

If appropriate and applicable, describe how this plan is developed in coordination and integration with other Federal, State, and local services, resources and programs, such as programs supported under ESSA, violence prevention programs, nutrition programs, housing programs, Head Start programs, adult education programs, career and technical education programs, and schools implementing CSI or TSI activities under section 1111(d). (ESSA 1114(b)(5))

n/a

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Optional Component(s) of the Schoolwide Program Plan
Include descriptions for any additional strategies that will be incorporated into the plan.

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Describe how the school ensures counseling, school-based mental health services, specialized support services, mentoring services, and other strategies to improve students' skills outside the academic subject areas. (ESSA 1114(b)(7)(iii)(I))

Our school has two full-time mental health counselors who both provide and coordinate direct services to students and coordinate additional support services for students. They provide group activities were students are able to share and learn about controlling emotions. The counselors collaborate with teachers to provide instruction on quarterly "Mental Health Days", which all students and teachers will participate in via CANVAS.

Describe the preparation for and awareness of postsecondary opportunities and the workforce, which may include career and technical education programs and broadening secondary school students' access to coursework to earn postsecondary credit while still in high school. (ESSA 1114(b)(7)(iii)(II))

Our school provides the G.E.A.R U.P Program in which kids work together with the instructor and other faculty/staff members to learn about their post-secondary options and practice daily life, financial, and functional skills. Mr. Tackett (Guidance counselor) and Ms. Velez will organize a Career Day in which different career opportunities and education will be accessible for all upper grade students.

Describe the implementation of a schoolwide tiered model to prevent and address problem behavior, and early intervening services, coordinated with similar activities and services carried out under the Individuals with Disabilities Education Act. 20 U.S.C. 1400 et seq. and ESSA 1114(b)(7)(iii)(III).

The principal contacts the district to obtain information about SWDs who do not attend the school because of the type or severity of their disability or perceived lack of services available at the school. The principal requests services and supports to follow SWDs in the school. The ESE specialist and Behavioral are using and doing the following:
- Points sheet for students with BIPS (Behavior Improvement Plans)
- ClassDojo communication with parents
- Weekly check ins with BIP students
- Social Skills groups
- Meet with teachers to coach with classroom management
- Meet with teachers on how to best work with BIP student
- IEP meetings with parents and staff
- De-escalation strategies with SWD

Describe the professional learning and other activities for teachers, paraprofessionals, and other school personnel to improve instruction and use of data from academic assessments, and to recruit and retain effective teachers, particularly in high need subjects. (ESSA 1114(b)(7)(iii)(IV))

The following professional development opportunities will be provided at the school to support teachers and leaders for the 2023-2024 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
Professional Learning Communities will meet as content area teams to collaborate on how to serve our students best. We have established a team leader in each group to assist the teachers within their group. Mrs. Guerrier will conduct monthly meetings with all new teachers to discuss and assist with questions, planning, and to emotionally support where needed. Teachers will work on their Deliberate Practice in groups in order to build relationships, seek mentorship, share instructional practices, and reflect on their teaching.

Describe the strategies the school employs to assist preschool children in the transition from early childhood education programs to local elementary school programs. (ESSA 1114(b)(7)(iii)(V))

Our school does not provide any early childhood educational programs.