

School District of Osceola County, FL

Professional & Technical High School



2017-18 Schoolwide Improvement Plan

Professional & Technical High School

501 SIMPSON RD, Kissimmee, FL 34744

www.osceolaschools.net

School Demographics

School Type and Grades Served (per MSID File)	2016-17 Title I School	2016-17 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)
High School 9-12	No	69%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
Career and Technical Education	No	86%

School Grades History

Year	2016-17	2015-16	2014-15	2013-14
Grade	A	A	A*	A

**Informational Baseline School Grade*

Note: The school grades calculation was revised substantially for the 2014-15 school year to implement statutory changes made by the 2014 Legislature and incorporate the new Florida Standards Assessments. The 2014-15 school grades serve as informational baseline data that schools can use to improve in future years.

School Board Approval

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

SIP Authority and Template

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

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

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

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Purpose and Outline of the SIP

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

Part I: Current School Status

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

Part II: Needs Assessment

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

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

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

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

Appendices

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

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

Differentiated Accountability

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

DA Regions

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

DA Categories

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

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

DA Turnaround Status

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

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

2017-18 DA Category and Statuses for Professional & Technical High School

DA Region and RED	DA Category and Turnaround Status
Central - Lucinda Thompson	- N/A

I. Part I: Current School Status

A. Supportive Environment

1. School Mission and Vision

a. Provide the school's mission statement.

The mission of PATHS is to provide education which prepares and inspires all to their highest career and academic potential by integrating technical and academic training.

b. Provide the school's vision statement.

PATHS is an institution designed to train students for entry level employment, to improve current job skills for our employed students, and to provide quality academic education for our high school students. The primary goal of PATHS is to equip our students with the best possible training in the Osceola County area. Partnerships with businesses and the community enable PATHS to prepare students for the world of work. We are here to serve our community and to deliver the best possible workforce development training.

2. School Environment

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

PATHS Guidance Team will meet with all incoming students and their families to develop a 4-year progression plan and goal sheet. This will be continuously monitored several times a year for all 4 years that the student is attending PATHS. All students who enter PATHS must take a Business Leaders class, this class focuses on skills needed to be successful in life and the workforce. Topics include cultural sensitivity. Because PATHS is a small school environment students have some of the same teachers year after year, this enables stronger student teacher relationships. Teachers offer tutoring during lunch, act as mentors to struggling students and volunteer for many generated clubs and activities. Teachers are very involved with spirit week, senior week and faculty vs student activities.

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

The expectations of PATHS is set in its application stage. All students and their families attend an orientation upon acceptance prior to the school year. During orientation, students become familiar with PATHS P.R.I.D.E. Students understand that all students have a right to a safe environment in which to learn. There is a Bullying Rep on campus to address any concerns a student may have. We at PATHS have zero tolerance for bullying and any continued violation of the Code of Conduct results in removal from the school. Our Guidance team is available every day during lunch to meet with students.

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

Clear expectations are set for academic and behavioral performance. PATHS has a school motto of P.R.I.D.E. (Professionalism, Responsibility, Integrity, Determination, Excellence). Students are introduced to P.R.I.D.E. during their new student orientation held in the summer prior to their first year at PATHS. During the first week of school, each teacher reviews the P.R.I.D.E. expectations and

definitions on a daily basis. Posters are hung throughout the school which show P.R.I.D.E. and the designated behaviors associated with each characteristic. Students who demonstrate P.R.I.D.E are recognized through monthly rewards.

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

PATHS has two full time guidance counselors and a full time college and career counselor. All are trained on referral services to outside agencies if a parent or student requires them.

PATHS has a mentoring program called Patriot Partners. The program is open to all students but struggling students identified through the MTSS team are assigned a mentor who meets with the student weekly to discuss grades or other factors impacting their performance or social well being at school.

3. Early Warning Systems

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

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

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

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	11	7	5	11	34
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	1	1
Course failure in ELA or Math	0	0	0	0	0	0	0	0	0	2	2	2	0	6
Level 1 on statewide assessment	0	0	0	0	0	0	0	0	0	8	0	0	0	8
	0	0	0	0	0	0	0	0	0	0	0	0	0	0
	0	0	0	0	0	0	0	0	0	0	0	0	0	0
	0	0	0	0	0	0	0	0	0	0	0	0	0	0
	0	0	0	0	0	0	0	0	0	0	0	0	0	0
	0	0	0	0	0	0	0	0	0	0	0	0	0	0
	0	0	0	0	0	0	0	0	0	0	0	0	0	0

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students exhibiting two or more indicators	0	0	0	0	0	0	0	0	0	2	0	0	0	2

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

Patriot Partners mentoring program will help foster positive relationships. Teachers provide tutoring and intervention/enrichment during our 70 minute lunch period for students.

B. Family and Community Engagement

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

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

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

No

1. PFEP Link

The school completes a Parental Involvement Plan (PFEP), which is available at the school site.

2. Description

SAC will be in compliance with Section 1114(b)(1). Encourage more parents to attend and participate in SAC. We will present information on college-readiness, the different technical programs, FASFA, etc. We will continue to maintain a parent academic booster club. Guidance team will meet with all 9th grade families within the first quarter of the school year to establish a 4-year progression plan and offer support.

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

Rebeca Arias serves as our Business Partner contact. She invites our partners to school events, SAC meetings and shares with them ways they can help the school, in turn many times we do fundraisers at their businesses. Currently our business partners are McDonalds, Xpert Auto Tech, and ChaChi Travel.

C. Effective Leadership

1. School Leadership Team

a. Membership

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

Name	Title
Evans, Paula	Principal
Miquel, Maggie	Assistant Principal
McKenzie, Gayle	Teacher, K-12
Arias, Rebeca	Instructional Coach
Ospina, Maria	School Counselor
Martin, Carl	School Counselor
Crotty, Morgana	School Counselor
Zurewich, Christopher	Dean

b. Duties

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

Paula Evans -Principal, She ensures the budget is spent in a way that supports all academic programs as well as students in the school. Creates the master schedule ensuring the needs of all students are being met. Provides time for MTSS committee to meet to evaluate and come up with interventions for struggling students. Oversees the entire operation of the school to ensure the goals of the school are being implemented. As a member of the School Advisory Council she keeps parents abreast of the goals and progress of the school improvement plan..Maggie Cundiff- Assistant Principal , responsible for scheduling of students and leading the MTSS committee. She oversees the mentoring program, student of the month programs and curriculum support for struggling teachers. She is responsible for PD for PLC groups to ensure the goals of the school are being carried out. Rebeca Arias- Literacy Coach, Provides academic support to all teachers and tracks the progress of those students in the lowest quartile to share with the MTSS committee of which she is an active participant. She leads all PD for Reading and ELA. She is responsible for the implementation by teachers of each students 504. She is the Chairman of the School Advisory Council to ensure the goals of the School Improvement Plan are being implemented and shared with parents.Chris Zurewich- Dean, his responsibilities include campus security and reinforcement of the code of conduct. He serves on the MTSS committee to offer support for behavior as needed. He is also responsible for the monthly student of the month rewards and recognition. Gayle McKenzie - Testing Coordinator, responsible for all standardized testing and end of course assessments. She is responsible for all dual enrollment testing (PERT). She provides data to the MTSS committee to determine students in need or the progress of those all ready in MTSS.Maria Ospina- Provides guidance support and serves on the MTSS committee. She is responsible for meeting with her assigned freshmen and their parents to develop a career pathway for high school leading in to postsecondary or the work force. She is also responsible for all juniors to ensure they are on tract with credits, testing and any other type of support they may need,Carl Martin-Provides guidance support and MTSS. He is responsible for meeting with his assigned freshmen and their parents to develop a career pathway for high school leading in to postsecondary or the work force. He also provides support to all 10th grade students keeping them on tract and helping them select their technical program. He serves on the MTSS committee and mentors students as needed. Molly Crotty-Provides guidance support. She is responsible for meeting with her assigned freshmen and their parents to develop a career pathway for high school leading in to postsecondary or the work force. She is also the College and Career Specialist so has all the seniors as well, ensuring they are on tract for graduation, helping them with FASA and scholarship information and any other needs they may have.

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

Weekly, we track students who are identified in our Early Warning System for discipline, grades and attendance. The students identified are referred to the MTSS/Rtl committee to monitor their progress. Interventions are put into place in order to support the student.

After-school ACT/SAT tutoring will be funded with Supplemental Academic Instruction (SAI) funds. There will also be tutoring available before each EOC, EOY and AP exam.

Title I, Part C-Migrant

When Migrant children are enrolled at our school, the Title I Migrant Center staff is available to ensure that all migrant students are given a fair and equitable opportunity to achieve a high quality education. They will be contacted to help meet the needs of Migrant students, based on student achievement

data, if enrolled at our school. These students will be afforded the same opportunities as all students. The liaison coordinates with Title I and other programs to ensure the student needs are met and assistance transitioning to post-secondary education or employment.

Title I, Part D

When Neglected and/or Delinquent children are enrolled in our school, we will coordinate efforts with the Alternative Programs Department to ensure that all student needs are met.

Title II

Professional Development is provided for Core Connections, Math Solutions, and Instructional Framework Design and the Instructional Leadership Pipeline. It is also used to focus on Professional Learning Community (PLC) development and facilitation.

Title III

The Multicultural Department assists in the identification of Limited English Proficiency (LEP), immigrant, and Native American students most at-risk in meeting state standards. Support research-based, comprehensive educational programs are used to help reduce the educational barriers that result from cultural and linguistic needs. Schools provide help for LEP, immigrant, and Native American students achieve the same standards as developed for other students.

IDEA provides support for students with an Individual Education Plan (IEP), students identified through the Preschool Education Evaluation Program (PEEP), and students identified through the gifted screening process for all second grade Title I students.

Title IX

To help eliminate barriers for education the District Homeless Education Liaison works with the school FIT Liaisons to help define and protect the rights of homeless students to enroll in, attend, and succeed in our public schools. For students identified as homeless under the McKinney-Vento Act, the Liaison provides health and academic referrals as well as vouchers for resources such as, but not limited to shoes, transportation, and school physicals.

2. School Advisory Council (SAC)

a. Membership

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

Name	Stakeholder Group
Paula Evans	Principal
Gayle Mckenzie	Teacher
Judith Genao	Teacher
Rebeca Arias	Parent
Maria Ospina	Parent
Fabiola Toborg	Parent
Ivette Luna	Parent

b. Duties

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

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

a. Evaluation of last year's school improvement plan

On August 22, SAC goals were discussed , SAC Bylaws, and the 2017-2018 SAC plan was presented for approval.

b. Development of this school improvement plan

SAC goals are discussed throughout the year and parent input is encouraged in creating this years' goals.

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

A budget update is given at every monthly SAC meeting. SAC members have the opportunity to discuss and ask questions about the annual budget. SAC members must approve all expenditures of SAC funds. Budget is presented before SAC for approval each year.

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

School Improvement funds were allocated as follows last year:
Library Books for \$456.27, Robotic kits for the Coding Club for 294.52, leaving a carryover balance of \$5042.19

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

Yes

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

3. Literacy Leadership Team (LLT)

a. Membership

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

Name	Title
Evans, Paula	Principal
Genao, Judith	Teacher, K-12
Estrada, Adrianna	Teacher, K-12
Arias, Rebeca	Instructional Coach
Miquel, Maggie	Assistant Principal
McKenzie, Gayle	Teacher, K-12

b. Duties

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

The team will continue to develop school-wide literacy events that focus on initiatives and strategies to utilize Florida Standards and implement Language Arts/Reading curriculum. The team will help promote literacy strategies across content areas. One way the team promotes literacy is encouraging all teachers to have a novel they are reading displayed on their desk, letting students know this is what I am reading, what are you reading? The team also promotes literacy across all content areas by making sure all teachers know who the intensive readers are and offering them strategies on how to break down the content and vocabulary to ensure understanding by the learners. In return the Language Arts teachers use content based articles in their lessons to reinforce the concepts and

vocabulary being used in science and or social studies. The Intensive 10th grade students who have reading this semester will go into World History next semester with the same teacher who is dual certified. This year we also added a Great Books class linked with English 1 for those low Level 3 students to ensure they are getting literacy strategies throughout the entire school year.

D. Public and Collaborative Teaching

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

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

PLC teams meet weekly for planning collaboratively together to develop lessons and common assessments, and adjust instruction accordingly.

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

We use the Teacher Match system to screen for highly qualified staff. We also ask for the assistance of our recruiting specialist for possible candidates.

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

New teachers will participate in the Highly Effective Teacher series. New teachers will be paired with and monitored by a mentor. Currently we have 0 new teachers for the 2017-2018 school year.

E. Ambitious Instruction and Learning

1. Instructional Programs and Strategies

a. Instructional Programs

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

All curriculum maps are standards based provided by the district. The literacy coach and administration monitor classroom instruction and provide meaningful feedback to teachers. Teachers meet during planning, and PLC meetings are held weekly to support classroom teachers. Administration conducts walk throughs in each classroom weekly.

b. Instructional Strategies

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

PLC groups analyze data and adjust instruction accordingly on a weekly basis. MTSS team meets bi-weekly to determine which students need extra remediation and enrichment. Students who are having difficulty in an area, will go to lunch time tutoring intervention. Data will be continually monitored by all stakeholders.

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

Strategy: Extended School Day

Minutes added to school year: 720

After school tutoring for SAT and ACT prep. Tutoring also provided for AP courses, and EOC prep.

Strategy Rationale

Strategy Purpose(s)

- Core Academic Instruction

Person(s) responsible for monitoring implementation of the strategy

Miquel, Maggie, maggie.miquel@osceolaschools.net

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

Student attendance and progress is monitored in class by the teachers.

2. Student Transition and Readiness

a. PreK-12 Transition

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

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

Students who have been identified in need of extra supports are paired with a Patriot Partner (mentor). Patriot Partners meet with their student once per week during lunch. During this time, the student's grades and progress are reviewed for improvement. The mentor assists their student in creating short-term and long-term personal, academic, and professional goals. The mentor maintains contact with their student's teachers and parents to keep them informed of their progress. Students have opportunities to meet with guidance counselors and college and career counselor daily at lunch.

b. College and Career Readiness

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

Student course selections are based around their acceptance into a career and technical program. The academics and elective courses are based upon supporting each student to graduate with their high school diploma as well as an industry certification. College and career counselor hosts college week every year in October in which daily events are held during that week to promote college and career awareness. This year, over 30 universities have accepted offers to visit PATHS to explain their various course offerings and programs to Juniors and Seniors. Guidance team and college and career counselor are going into academic classes to teach mini-lessons on college application process, financial aid, SAT/ACT/PERT information, career pathways. All Juniors have the opportunity for a campus tour of Valencia during school hours. During our parent booster meetings, held 4 times per year, we offer information on college enrollment, FAFSA, and information on how parents can support their student through the college process.

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

All courses are based on the career and technical programs in which the students are enrolled.
Medical Lab Assistant- CMLA
Air Conditioning, Refrigeration, Heat-EPA and NATE
Automotive Service Technician 1-Automobile Dealers Association (FADA) Certified Technician
Certified Nursing Assistant
Culinary- ServSafe
Pharmacy Technician-Pharmacy Technician (Pearson Vue)
Legal Administrative Specialist-Microsoft Office Bundle
Medical Administrative Specialist-Microsoft Office Bundle
Digital Design- Photoshop, Illustrator, Premiere Pro/ACA/Dreamweaver
Digital Information Technology-Microsoft Office Bundle
Network Support Services-CompTIA A+, Cisco, Microsoft Office Bundle, CompTIA Network+

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

This year, through our guidance department, we are making sure that seniors are aware of the requirements for Bright Futures and know the many post-secondary options available to them. Guidance and College and Career Counselor collaborate with academic teachers in order to provide guidance education through various subjects. Many students will be enrolled in Digital Information Technology in order to provide them with access to earning an industry certification.

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

1. PATHS provides tutoring to assist students in passing ACT, SAT and PERT.
2. Students take intensive reading in math classes to help them pass their graduation requirements.
3. Struggling students are assigned mentors who meet with them weekly to ensure academic success to enroll in post secondary courses by their junior year.
4. PATHS students take post secondary technical classes at the Technical Education Center of Osceola beginning in their junior year.

II. Needs Assessment

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

A. Problem Identification

1. Data to Support Problem Identification

b. Data Uploads

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

The following documents were submitted as evidence for this section:

No files were uploaded

2. Problem Identification Summary

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

B. Problem Analysis Summary

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

C. Strategic Goals

School Improvement Goals

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

Problem Solving Key

G = Goal

B =
Barrier

S = Strategy

1 = Problem Solving Step  S123456 = Quick Key

Strategic Goals Summary

- G1.** If all teachers provide rigorous, standards-based instruction across all content areas, student achievement will increase for all students.

- G2.** If PATHS offers more relevant and meaningful activities for parents/families, then parent involvement will increase.

Strategic Goals Detail

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

G1. If all teachers provide rigorous, standards-based instruction across all content areas, student achievement will increase for all students. 1a

G095459

Targets Supported 1b

Indicator	Annual Target
FSA ELA Achievement	90.0
Algebra I EOC Pass Rate	93.0
Geometry EOC Pass Rate	80.0
Bio I EOC Pass	90.0
U.S. History EOC Pass	90.0
ELA/Reading Gains	75.0
ELA/Reading Lowest 25% Gains	75.0
Math Gains	75.0
Math Lowest 25% Gains	75.0

Targeted Barriers to Achieving the Goal 3

- Lack of continuous literacy instruction throughout the school year due to the block schedule.
- Lack of literacy strategies in all content areas.
- Staff resistance to change instructional practices based on student need and district initiatives.

Resources Available to Help Reduce or Eliminate the Barriers 2

- Literacy Coach,
- Additional sections that could be allocated to ELA.
- Marzano's Instructional Framework
- Professional Development opportunities for staff on strategies to incorporate reading and writing in all content areas.

Plan to Monitor Progress Toward G1. 8

Discuss data in leadership team meetings and share with collaborative teams

Person Responsible

Paula Evans

Schedule

Every 3 Weeks, from 8/10/2017 to 5/30/2018

Evidence of Completion

Common formative and summative test data, lesson plans,

G2. If PATHS offers more relevant and meaningful activities for parents/families, then parent involvement will increase. 1a

G095460

Targets Supported 1b

Indicator	Annual Target
District Parent Survey	20.0

Targeted Barriers to Achieving the Goal 3

- Parent lack of knowledge in terms of how to support their student in high school and post-secondary.
- Parent Proximity to school location.

Resources Available to Help Reduce or Eliminate the Barriers 2

- Website, parent newsletter, varied meeting times, guidance counselor team

Plan to Monitor Progress Toward G2. 8

We will analyze parent attendance and participation in school activities.

Person Responsible

Paula Evans

Schedule

Monthly, from 8/10/2017 to 5/30/2018

Evidence of Completion

Sign-In Sheets, Meeting Minutes, Facebook page

Action Plan for Improvement

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

Problem Solving Key

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

1 = Problem Solving Step  S123456 = Quick Key

G1. If all teachers provide rigorous, standards-based instruction across all content areas, student achievement will increase for all students. 1

G095459

G1.B1 Lack of continuous literacy instruction throughout the school year due to the block schedule. 2

B257033

G1.B1.S1 Incorporate literacy standards into all content areas. 4

S271929

Strategy Rationale

Students will have multiple opportunities to increase their literacy skills throughout all of their classes.

Action Step 1 5

Provide ELA instruction the entire year by combining literature class with ELA for 9th graders.

Person Responsible

Maggie Miquel

Schedule

Daily, from 8/10/2017 to 5/30/2018

Evidence of Completion

FSA ELA scores, mini assessments, classroom formative assessments

Action Step 2 5

Incorporate ELA strategies in Leadership Class, Intensive US History, and Intensive World History Class.

Person Responsible

Rebeca Arias

Schedule

Weekly, from 8/10/2017 to 5/30/2018

Evidence of Completion

formative assessment data, student artifacts, US History EOC

Action Step 3 5

Offer professional development opportunities for staff on how to increase reading and writing strategies into their content areas.

Person Responsible

Rebeca Arias

Schedule

Monthly, from 8/23/2017 to 5/9/2018

Evidence of Completion

participation, implementation of learned strategies in classrooms

Plan to Monitor Fidelity of Implementation of G1.B1.S1 6

Revise master schedule to include Great Books course for 9th grade Level 3 students, revising curriculum in leadership class to include ELA standards, strategic course placement of Level 1 and 2 ELA students, classroom walkthroughs conducted by literacy coach and administration

Person Responsible

Maggie Miquel

Schedule

Daily, from 8/10/2017 to 5/30/2018

Evidence of Completion

Classroom walkthrough data, lesson plans, EOC data, student artifacts

Plan to Monitor Effectiveness of Implementation of G1.B1.S1 7

Classroom walkthroughs and observations, change in master schedule

Person Responsible

Rebeca Arias

Schedule

Every 3 Weeks, from 8/10/2017 to 5/30/2018

Evidence of Completion

classroom walkthrough data, EOC data, common assessment data

G1.B1.S2 9th grade ELA Level 3 students will have Great Books 1st semester, and English 1 2nd semester. 4

 S271930

Strategy Rationale

This will give more of our students continuous ELA instruction throughout the year.

Action Step 1 5

Revise master schedule to incorporate language Arts for the duration of the school year.

Person Responsible

Paula Evans

Schedule

On 8/10/2017

Evidence of Completion

Student FSA data, and student schedules

Plan to Monitor Fidelity of Implementation of G1.B1.S2 6

Formative assessments will be given in ELA classes

Person Responsible

Rebeca Arias

Schedule

Every 3 Weeks, from 8/10/2017 to 5/24/2018

Evidence of Completion

Formative Assessment data, FSA scores

Plan to Monitor Effectiveness of Implementation of G1.B1.S2 7

ELA team meeting to discuss strategies and formative data.

Person Responsible

Rebeca Arias

Schedule

Weekly, from 8/10/2017 to 5/24/2018

Evidence of Completion

Formative assessment data, classroom walkthroughs and observations

G1.B2 Lack of literacy strategies in all content areas. 2

 B257034

G1.B2.S1 Incorporate literacy standards into all content areas. 4

 S271931

Strategy Rationale

Students will have multiple opportunities to increase their literacy skills throughout all of their classes.

Action Step 1 5

Provide professional development for staff on how to increase reading and writing strategies in their content areas.

Person Responsible

Rebeca Arias

Schedule

Monthly, from 8/23/2017 to 5/9/2018

Evidence of Completion

Attendance, classroom walkthroughs to see the incorporation of strategies

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

Teachers will incorporate literacy into their lesson plans and instruction.

Person Responsible

Maggie Miquel

Schedule

Daily, from 8/10/2017 to 5/24/2018

Evidence of Completion

Lesson plans, walkthroughs, observations

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

ELA data will be shared at each whole group PLC meeting.

Person Responsible

Maggie Miquel

Schedule

On 5/24/2018

Evidence of Completion

Increase in ELA formative assessment data.

G1.B2.S2 Provide Professional Development opportunities for staff on how to incorporate literacy strategies across all content areas. 4

S271932

Strategy Rationale

Staff will have a better understanding of strategies to incorporate into their classroom.

Action Step 1 5

Conduct professional development opportunities for increase in pedagogical knowledge in regards to current instructional practices.

Person Responsible

Maggie Miquel

Schedule

Monthly, from 8/10/2017 to 5/24/2018

Evidence of Completion

participation and incorporation of new knowledge into classroom practice.

Plan to Monitor Fidelity of Implementation of G1.B2.S2 6

Monthly professional development will be scheduled for all instructional staff.

Person Responsible

Maggie Miquel

Schedule

Monthly, from 8/10/2017 to 5/24/2018

Evidence of Completion

Participation and implementation in classrooms

G1.B3 Staff resistance to change instructional practices based on student need and district initiatives. **2**

 B257035

G1.B3.S1 Increase the amount of time teachers collaborate with their teammates to focus on standards-based instruction and implementation of the PLC cycle. **4**

 S271933

Strategy Rationale

Through increased understanding of the "why" behind the work, and increased levels of understanding of "how" to do the work, teachers will be more likely to improve upon their instructional practice.

Action Step 1 **5**

Staff will meet on average 5 times per month as department PLC teams. We will meet once per month as a whole group.

Person Responsible

Maggie Miquel

Schedule

Weekly, from 8/10/2017 to 5/24/2018

Evidence of Completion

Attendance, admin. meetings with teachers

Plan to Monitor Fidelity of Implementation of G1.B3.S1 **6**

Administration will support weekly PLC team meetings.

Person Responsible

Paula Evans

Schedule

Weekly, from 8/10/2017 to 5/24/2018

Evidence of Completion

Teams will be focused on instruction in their meetings and going through the PLC cycle to increase student achievement (meeting minutes and agendas)

Plan to Monitor Effectiveness of Implementation of G1.B3.S1 7

Administration will support teams in their PLC process.

Person Responsible

Paula Evans

Schedule

Weekly, from 8/10/2017 to 5/24/2018

Evidence of Completion

Conversations with staff, meeting participation.

Plan to Monitor Effectiveness of Implementation of G1.B3.S1 7

Assistant Principal with meet with PLC leaders.

Person Responsible

Maggie Miquel

Schedule

Monthly, from 8/10/2017 to 5/24/2018

Evidence of Completion

PLC strengths and opportunities worksheet to provide feedback.

G2. If PATHS offers more relevant and meaningful activities for parents/families, then parent involvement will increase. 1

G095460

G2.B1 Parent lack of knowledge in terms of how to support their student in high school and post-secondary. 2

B257036

G2.B1.S1 We will increase our offerings of activities for parents and families. 4

S271934

Strategy Rationale

If there are more opportunities given, parents will be more likely to participate.

Action Step 1 5

Continuing the Parent Booster Meetings

Person Responsible

Rebeca Arias

Schedule

Quarterly, from 8/10/2017 to 5/31/2018

Evidence of Completion

sign-in sheets, agenda

Action Step 2 5

9th grade Freshmen Review meetings

Person Responsible

Maggie Miquel

Schedule

Semiannually, from 8/10/2017 to 5/31/2018

Evidence of Completion

4-year planning sheet

Action Step 3 5

Increase parent membership in SAC

Person Responsible

Rebeca Arias

Schedule

Monthly, from 8/22/2017 to 4/24/2018

Evidence of Completion

agendas, sign-in sheets, outdials

Action Step 4 5

Creation of PATHS Facebook page to promote parent events and school happenings.

Person Responsible

Maggie Miquel

Schedule

Weekly, from 8/29/2017 to 5/24/2018

Evidence of Completion

Number of followers, attendance at events

Plan to Monitor Fidelity of Implementation of G2.B1.S1 6

We will increase our parent communication so that parents can be informed in advance of opportunities and events taking place.

Person Responsible

Rebeca Arias

Schedule

Weekly, from 8/10/2017 to 5/24/2018

Evidence of Completion

Out dial reports, newsletters, website, sign-in sheets for events, Facebook page

Plan to Monitor Effectiveness of Implementation of G2.B1.S1 7

We will review our levels of participation and satisfaction in parent events.

Person Responsible

Maggie Miquel

Schedule

Monthly, from 8/10/2017 to 5/31/2018

Evidence of Completion

sign-in sheets, parent surveys

G2.B2 Parent Proximity to school location. 2

B257037

G2.B2.S1 We will communicate via a variety of methods. 4

S271935

Strategy Rationale

All of our families have equal opportunity to engage in our school.

Action Step 1 5

Create a PATHS Facebook page.

Person Responsible

Rebeca Arias

Schedule

On 5/24/2018

Evidence of Completion

Number of followers, comments, likes

Action Step 2 5

Send home parent newsletter and add it to website

Person Responsible

Rebeca Arias

Schedule

Monthly, from 8/10/2017 to 5/24/2018

Evidence of Completion

parent attendance at school events

Action Step 3 5

Principal will update principal message monthly on the schools website

Person Responsible

Paula Evans

Schedule

Monthly, from 8/10/2017 to 6/30/2018

Evidence of Completion

Updated message on website

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

Administration will follow up to ensure tasks are being completed.

Person Responsible

Paula Evans

Schedule

Weekly, from 8/10/2017 to 5/24/2018

Evidence of Completion

Newsletter, outdials, website, facebook page

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

Parent knowledge and support will increase.

Person Responsible

Paula Evans

Schedule

Monthly, from 8/10/2017 to 5/24/2018

Evidence of Completion

parent attendance at events, parent-teacher conferences, guidance counselor notes

IV. Implementation Timeline

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
2018					
G1.B1.S2.A1  A364656	Revise master schedule to incorporate language Arts for the duration of the school year.	Evans, Paula	7/10/2017	Student FSA data, and student schedules	8/10/2017 one-time
G2.B1.S1.A3  A364662	Increase parent membership in SAC	Arias, Rebeca	8/22/2017	agendas, sign-in sheets, outdials	4/24/2018 monthly
G1.B1.S1.A3  A364655	Offer professional development opportunities for staff on how to increase reading and writing...	Arias, Rebeca	8/23/2017	participation, implementation of learned strategies in classrooms	5/9/2018 monthly
G1.B2.S1.A1  A364657	Provide professional development for staff on how to increase reading and writing strategies in...	Arias, Rebeca	8/23/2017	Attendance, classroom walkthroughs to see the incorporation of strategies	5/9/2018 monthly
G1.B2.S1.MA1  M390302	ELA data will be shared at each whole group PLC meeting.	Miquel, Maggie	8/10/2017	Increase in ELA formative assessment data.	5/24/2018 one-time
G1.B2.S1.MA1  M390303	Teachers will incorporate literacy into their lesson plans and instruction.	Miquel, Maggie	8/10/2017	Lesson plans, walkthroughs, observations	5/24/2018 daily
G1.B3.S1.MA1  M390305	Administration will support teams in their PLC process.	Evans, Paula	8/10/2017	Conversations with staff, meeting participation.	5/24/2018 weekly
G1.B3.S1.MA3  M390306	Assistant Principal with meet with PLC leaders.	Miquel, Maggie	8/10/2017	PLC strengths and opportunities worksheet to provide feedback.	5/24/2018 monthly
G1.B3.S1.MA1  M390307	Administration will support weekly PLC team meetings.	Evans, Paula	8/10/2017	Teams will be focused on instruction in their meetings and going through the PLC cycle to increase student achievement (meeting minutes and agendas)	5/24/2018 weekly
G1.B3.S1.A1  A364659	Staff will meet on average 5 times per month as department PLC teams. We will meet once per month...	Miquel, Maggie	8/10/2017	Attendance, admin. meetings with teachers	5/24/2018 weekly
G2.B1.S1.MA1  M390310	We will increase our parent communication so that parents can be informed in advance of...	Arias, Rebeca	8/10/2017	Out dial reports, newsletters, website, sign-in sheets for events, Facebook page	5/24/2018 weekly
G2.B1.S1.A4  A364663	Creation of PATHS Facebook page to promote parent events and school happenings.	Miquel, Maggie	8/29/2017	Number of followers, attendance at events	5/24/2018 weekly
G2.B2.S1.MA1  M390311	Parent knowledge and support will increase.	Evans, Paula	8/10/2017	parent attendance at events, parent-teacher conferences, guidance counselor notes	5/24/2018 monthly
G2.B2.S1.MA1  M390312	Administration will follow up to ensure tasks are being completed.	Evans, Paula	8/10/2017	Newsletter, outdials, website, facebook page	5/24/2018 weekly
G2.B2.S1.A1  A364664	Create a PATHS Facebook page.	Arias, Rebeca	8/29/2017	Number of followers, comments, likes	5/24/2018 one-time
G2.B2.S1.A2  A364665	Send home parent newsletter and add it to website	Arias, Rebeca	8/10/2017	parent attendance at school events	5/24/2018 monthly
G1.B1.S2.MA1  M390300	ELA team meeting to discuss strategies and formative data.	Arias, Rebeca	8/10/2017	Formative assessment data, classroom walkthroughs and observations	5/24/2018 weekly
G1.B1.S2.MA1  M390301	Formative assessments will be given in ELA classes	Arias, Rebeca	8/10/2017	Formative Assessment data, FSA scores	5/24/2018 every-3-weeks
G1.B2.S2.MA1  M390304	Monthly professional development will be scheduled for all instructional staff.	Miquel, Maggie	8/10/2017	Participation and implementation in classrooms	5/24/2018 monthly

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Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
G1.B2.S2.A1 A364658	Conduct professional development opportunities for increase in pedagogical knowledge in regards to...	Miquel, Maggie	8/10/2017	participation and incorporation of new knowledge into classroom practice.	5/24/2018 monthly
G1.MA1 M390308	Discuss data in leadership team meetings and share with collaborative teams	Evans, Paula	8/10/2017	Common formative and summative test data, lesson plans,	5/30/2018 every-3-weeks
G2.MA1 M390313	We will analyze parent attendance and participation in school activities.	Evans, Paula	8/10/2017	Sign-In Sheets, Meeting Minutes, Facebook page	5/30/2018 monthly
G1.B1.S1.MA1 M390298	Classroom walkthroughs and observations, change in master schedule	Arias, Rebeca	8/10/2017	classroom walkthrough data, EOC data, common assessment data	5/30/2018 every-3-weeks
G1.B1.S1.MA1 M390299	Revise master schedule to include Great Books course for 9th grade Level 3 students, revising...	Miquel, Maggie	8/10/2017	Classroom walkthrough data, lesson plans, EOC data, student artifacts	5/30/2018 daily
G1.B1.S1.A1 A364653	Provide ELA instruction the entire year by combining literature class with ELA for 9th graders.	Miquel, Maggie	8/10/2017	FSA ELA scores, mini assessments, classroom formative assessments	5/30/2018 daily
G1.B1.S1.A2 A364654	Incorporate ELA strategies in Leadership Class, Intensive US History, and Intensive World History...	Arias, Rebeca	8/10/2017	formative assessment data, student artifacts, US History EOC	5/30/2018 weekly
G2.B1.S1.MA1 M390309	We will review our levels of participation and satisfaction in parent events.	Miquel, Maggie	8/10/2017	sign-in sheets, parent surveys	5/31/2018 monthly
G2.B1.S1.A1 A364660	Continuing the Parent Booster Meetings	Arias, Rebeca	8/10/2017	sign-in sheets, agenda	5/31/2018 quarterly
G2.B1.S1.A2 A364661	9th grade Freshmen Review meetings	Miquel, Maggie	8/10/2017	4-year planning sheet	5/31/2018 semiannually
G2.B2.S1.A3 A364666	Principal will update principal message monthly on the schools website	Evans, Paula	8/10/2017	Updated message on website	6/30/2018 monthly

V. Professional Development Opportunities

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

G1. If all teachers provide rigorous, standards-based instruction across all content areas, student achievement will increase for all students.

G1.B1 Lack of continuous literacy instruction throughout the school year due to the block schedule.

G1.B1.S1 Incorporate literacy standards into all content areas.

PD Opportunity 1

Provide ELA instruction the entire year by combining literature class with ELA for 9th graders.

Facilitator

Rebeca Arias

Participants

PATHS Instructional Staff

Schedule

Daily, from 8/10/2017 to 5/30/2018

PD Opportunity 2

Incorporate ELA strategies in Leadership Class, Intensive US History, and Intensive World History Class.

Facilitator

Rebeca Arias

Participants

Miguel Mediavilla- Leadership teacher James Watson- Intensive US History teacher Nanci Brilliant- Intensive World History teacher

Schedule

Weekly, from 8/10/2017 to 5/30/2018

PD Opportunity 3

Offer professional development opportunities for staff on how to increase reading and writing strategies into their content areas.

Facilitator

Maggie Cundiff and Rebeca Arias

Participants

Instructional staff

Schedule

Monthly, from 8/23/2017 to 5/9/2018

G1.B2 Lack of literacy strategies in all content areas.

G1.B2.S1 Incorporate literacy standards into all content areas.

PD Opportunity 1

Provide professional development for staff on how to increase reading and writing strategies in their content areas.

Facilitator

Maggie Cundiff/Rebeca Arias

Participants

All teachers

Schedule

Monthly, from 8/23/2017 to 5/9/2018

G1.B3 Staff resistance to change instructional practices based on student need and district initiatives.

G1.B3.S1 Increase the amount of time teachers collaborate with their teammates to focus on standards-based instruction and implementation of the PLC cycle.

PD Opportunity 1

Staff will meet on average 5 times per month as department PLC teams. We will meet once per month as a whole group.

Facilitator

PLC Leads

Participants

Instructional Staff

Schedule

Weekly, from 8/10/2017 to 5/24/2018

VI. Technical Assistance Items

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

VII. Budget

1	G1.B1.S1.A1	Provide ELA instruction the entire year by combining literature class with ELA for 9th graders.	\$0.00
2	G1.B1.S1.A2	Incorporate ELA strategies in Leadership Class, Intensive US History, and Intensive World History Class.	\$0.00
3	G1.B1.S1.A3	Offer professional development opportunities for staff on how to increase reading and writing strategies into their content areas.	\$0.00
4	G1.B1.S2.A1	Revise master schedule to incorporate language Arts for the duration of the school year.	\$0.00
5	G1.B2.S1.A1	Provide professional development for staff on how to increase reading and writing strategies in their content areas.	\$0.00
6	G1.B2.S2.A1	Conduct professional development opportunities for increase in pedagogical knowledge in regards to current instructional practices.	\$0.00
7	G1.B3.S1.A1	Staff will meet on average 5 times per month as department PLC teams. We will meet once per month as a whole group.	\$0.00
8	G2.B1.S1.A1	Continuing the Parent Booster Meetings	\$0.00
9	G2.B1.S1.A2	9th grade Freshmen Review meetings	\$0.00
10	G2.B1.S1.A3	Increase parent membership in SAC	\$0.00
11	G2.B1.S1.A4	Creation of PATHS Facebook page to promote parent events and school happenings.	\$0.00
12	G2.B2.S1.A1	Create a PATHS Facebook page.	\$0.00
13	G2.B2.S1.A2	Send home parent newsletter and add it to website	\$0.00
14	G2.B2.S1.A3	Principal will update principal message monthly on the schools website	\$0.00
Total:			\$0.00